



Our Direction

Central Elementary School-Van Buren

Date of Report: 5/11/2021

Vision:

Our vision is for Central Elementary School to be a safe and loving environment full of positive, caring teachers and staff meeting the academic, physical, and emotional needs of each child – whatever it takes.

Values:

Every student can learn.

All children deserve a safe environment.

Growth mindset is essential.

Loving relationships are vital.

Each family is a critical element to success.

Mission:

Our mission is to educate, empower, and encourage all students to become compassionate and responsible citizens who can soar to excellence in all aspects of life.

Goals:

- Address learning loss through summer school and after school tutoring.

Performance Measure(s)

Performance Indicator: Students will show 10% growth in proficiency rate from pre-assessment to post-assessment.		
Data Source: Phonics Screener for Intervention (PSI)	Baseline Year: 2020-2021	Baseline:
Target Date: 2020-2021	Target:	Actual:
Target Date: 2021-2022	Target:	Actual:

- 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) 1/2 in April		
Data Source: IStation (K-2) state assessment scoring Tier	Baseline Year: 2017-2018	Baseline: 64%
Target Date: 2018-2019	Target: 69%	Actual: 83%
Target Date: 2019-2020	Target: 88%	Actual: 50%
Target Date: 2020-2021	Target: 88%	Actual: 58%
Target Date: 2021-2022	Target: 63%	Actual:

Performance Indicator: Percentage of students at/above proficiency in math assessment scores (5%=13 students) ready or exceeding		
Data Source: Act Aspire(3-5) state assessment scoring	Baseline Year: 2016-2017	Baseline: 57%
Target Date: 2017-2018	Target: 62%	Actual: 53%
Target Date: 2018-2019	Target: 58%	Actual: 46%
Target Date: 2019-2020 (interim data)	Target: 51%	Actual: 37%
Target Date: 2020-2021 (interim data)	Target: 51%	Actual: 41%
Target Date: 2021-2022	Target: 51%	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: ACT Aspire 3-5 state assessment scores	Baseline Year: 2016-2017	Baseline: 34.21%
Target Date: 2017-2018	Target: 39.21%	Actual: 28%

Target Date: 2018-2019	Target: 33%	Actual: 27%
Target Date: 2019-2020 (interim data)	Target: 33%	Actual: 21%
Target Date: 2020-2021 (interim data)	Target: 30%	Actual: 20%
Target Date: 2021-2022	Target: 30%	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: 2017-2018	Baseline: 55%
Target Date: 2018-2019	Target: 60%	Actual: 79%
Target Date: 2019-2020	Target: 65%	Actual: 48%
Target Date: 2020-2021	Target: 70%	Actual: 60%
Target Date: 2021-2022	Target: 65%	Actual:

- Implement a blended learning system with the use of Seesaw and Lincoln Learning as a Learning Management System.

Performance Measure(s)

Performance Indicator: Students using Seesaw/Google Classroom platforms as measured by usage time on these platforms.		
Data Source: Usage Reports from Seesaw/Google Classroom	Baseline Year: 2020-2021	Baseline: 0%
Target Date: 2020-2021	Target: 50%	Actual: 100%

Data Review:

Needs Assessments, Accreditation Reports, Similar Feedback:

Central Elementary Needs Assessment

Central currently has 415 active students. We have 17% active SPED students, 12% ELL/LEP students, and 74% free and reduced lunch.

After reviewing our data, we determined that literacy will be a main focus for the 2021-2022 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 utilize 95% Group Intervention to help with phonemic awareness.

-We will provide professional development during team meetings to ensure all teachers know how to utilize and implement 95% Group in their classrooms. We

will use Title I funds to pay for 95% Group trainers to come in and work with teachers.

-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 also look at data from the PSI and PASI.

-We will purchase additional supplies when necessary.

- Phonics: We will continue to deliver the Foundations Curriculum to help with phonics.

-The district will provide ongoing 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 PSI and PASI 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.

- Phonics: We will use Heggerty, Foundations, 95% Group.

Our literacy intervention will include 95% Group, iStation, and Small Group/Individualized Instruction. Our dyslexia program is Susan Barton.

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 in the Spring 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 2021-2022 school year will be to continue to communicate effectively. Over 90% of parents were satisfied with the support that was provided to their students. We will continue to 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.

By utilizing remediation materials such as, but not limited to, 95% Group and Read 180, our school will target low progress readers in summer school programs in 2021 and after school tutoring during the 2021-2022 school year. Any student achieving below grade level on the reading portions of Istation/ACT Aspire may be targeted for these extended day programs. Our population is suffering from reading loss partially due to COVID and the subsequent loss of instructional time.

Summary of School Improvement Plan:

Actions

1. Continue to deliver Foundations lessons. Staff developers will be providing professional development for K-3. Also, continue implementing 95% Group interventions, particularly for grades K-3.
2. Continue to support teachers in Math Investigations along with using ST Math for additional skill building.
3. Implement a blended learning system. Professional Development provided in the use of Seesaw and Lincoln Learning as a Learning Management System. (completed)
4. Plan and implement a summer school program and after school tutoring program that will assist all students in recovering from learning loss due to COVID.

Literacy Plan for Reading Achievement- We will use the five components of an effective literacy program to improve reading performance. These five components are:

1. Phonics: Foundations for K-3; 95 Percent Group/Multi-Syllabic Response Cards K-5
2. Phonemic Awareness: Hegerty
3. Fluency: Calkins Units of Study
4. Comprehension: Calkins Units of Study

5. Vocabulary: Independent Read-Alouds, Word of the Day

We will also continue with the science of reading professional development as a school and science of reading administrator observations.

Evaluation

Principal and assistant principal will monitor classroom implementation of Foundations on a regular basis. Debrief will take place in grade level team meetings. Principal and assistant principal will also monitor 95% Group interventions. We will evaluate the process every six weeks during RTI reviews with the leadership team and relevant teacher involvement along with utilizing data from ACT Aspire Interims/Station data and PSI/PASI inventories pursuant to our RTI Referral System.

Principal and assistant principal will monitor Math Investigations through classroom walk throughs and observations. We will also monitor ST Math through online usage reports. Both will be discussed throughout the school year during team meetings.

Principal and assistant principal will monitor that Seesaw and Lincoln Learning are being taught in the classroom at least two days per week. This is crucial so that a seamless transition in learning can take place in the event students are learning at home. (completed)

Principal and assistant principal will monitor effectiveness of summer school and after school tutoring with pre- and post-assessments during the course of the programs.

Student Outcome Data:

ESSA Data from 2017-2018

Overall Index Score 71.21 (C), down from 73.27 the previous year

Strongest area in ESSA: Value-Added Growth Score 83.49

Weakest area in ESSA: School Quality and Student Success Score 49.83

ESSA Data from 2018-2019

Overall Index Score 67.39 (C), down from 71.21 the previous year

Strongest area in ESSA: Value-Added Growth Score 81.15

Weakest area in ESSA: School Quality and Student Success Score 47.02

2020 Interim 2 ACT Aspire Date (January 2020)

3rd Grade: English 43% Science 5% Math 11% Reading 11%

4th Grade: English 71% Science 14% Math 17% Reading 8%

5th Grade: English 67% Science 16% Math 19% Reading 20%

Overall: English 60% Science 12% Math 16% Reading 13%

2021 Interim 2 ACT Aspire Data (January 2021)

3rd Grade: English 51% Science 19% Math 41% Reading 17%

4th Grade: English 53% Science 29% Math 34% Reading 28%

5th Grade: English 65% Science 24% Math 46% Reading 16%

Overall: English 57% Science 24% Math 41% Reading 20%

IStation September 2020 vs. April 2021 (Tier 3-5 percentages)

Kindergarten Reading 23% Sept., 26% April

1st Grade Reading 21% Sept., 44% April

2nd Grade Reading 47% Sept., 49% April

3rd Grade Reading 55% Sept., 49% April

4th Grade Reading 40% Sept., 48% April

5th Grade Reading 30% Sept., 41% April

Kindergarten Math 34% Sept., 43% April

1st Grade Math 18% Sept., 50% April

2nd Grade Math 15% Sept., 24% April

3rd Grade Math 32% Sept., 19% April

4th Grade Math 29% Sept., 26% April

5th Grade Math 23% Sept, 25% April

DIBELS 2020-2021

Kindergarten: First Sound Fluency Score 55% (as of January)

1st Grade: Composite 36% (as of January)

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)