Our Direction

Parkview Elementary School

Vision:

Vision Statement: Every Child Whatever It Takes!

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: 2017	Baseline: 0.39
Target Date: 2019	Target: 0.49	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: 2018	Baseline: 0.66
Target Date: 2019	Target: 0.77	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: 2017	Baseline: 0.38
Target Date: 2019	Target: 0.48	Actual:

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: 2018	Baseline: 0.63
Target Date: 2019	Target: 0.73	Actual:

Data Review:

Needs Assessments, Accreditation Reports, Similar Feedback:

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 454 students K-5. We have a growing population for economically disadvantages students, approximately 53% 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%).

Our overall 2017 ESSA index score was 63.97%, putting us well below the state average of 72.29%. Our specific target area is our low income population, scoring 59.85%, with the state average being 69.31%.

ACT Aspire 2017 Summative: (Grade 3-5 percentage of students scoring ready or exceeding)
English: 61   Math: 39   Science: 34   Reading: 33   Writing: 20

ACT Aspire 2018 Interim: (Grade 3-5 percentage of students ready or exceeding)
English: 69   Math: 41   Science: 27   Reading: 32   Writing: 26

English, math and writing reflect slight progress, reading and science reflect a decline in progress, indicating the need to focus on measures to improve scores in all areas. As many students performed below the expected benchmark, due to scoring zero points in the areas requiring written responses, we feel the need to increase the use of technology in our instruction to allow students the opportunity to improve their technology skills to assist them in responding on the assessment.

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, ST Math and Learning.com easy technology/inquiry development program to assist students in becoming more proficient in using technology to write. Before and after school tutoring will be provided to support struggling students in math and or reading. Materials and supplies will be purchased to support instruction.

The SAI teacher survey indicated two areas of concern. The first area of concern, in the learning communities section was that our learning communities need to include more non-staff members, 23% of teachers responding seldom or sometimes that learning communities included non-staff members. 37% of teachers responded seldom or sometimes that they had the opportunity to observe each other as one type of job-embedded professional learning. Due to recent teacher turnover, the leadership team has determined more professional development is needed in the area of reading specifically curriculum and assessments.

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.

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", 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.

Student Outcome Data:

2017 End of the Year ACT 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 Interim ACT Aspire Data (Interim 3)

3rd: Grade: English: 59   Science: 11   Math: 50   Reading: 23   Writing: 14

4th: Grade: English: 72   Science: 32   Math: 39   Reading: 44   Writing: 19

5th: Grade: English: 76   Science: 37   Math: 36   Reading: 28   Writing: 25

Overall: English: 69   Science: 27   Math: 41   Reading: 32   Writing: 26

I-Station 2017 September Compared to April 2018 (Tier I Percentage)

Kindergarten: Reading: September: 60% April: 65%

First: Reading: September: 39%   April: 52%

Second: Reading: September: 57% April: 72%

Kindergarten: Math: September: 54%   April: 55%

First: Math: September: 50% April: 66%

Second: Math: September: 71%   April: 77%

Dibels Data 2017-2018

Kindergarten:
Composite:

Beginning of the Year: 66% at or above benchmark
Middle of the Year: 68% at or above benchmark

First Grade:
Composite: Beginning of the Year: 44% at or above benchmark
               Middle of the Year: 44% at or above benchmark

Data Dawg 2018: Third Quarter at or above Reading Level

First Grade: 64%

Second Grade: 70%

Third Grade: 73%

Fourth Grade: 57%

Fifth Grade: 48%

PARKVIEW ACT ASPIRE 2017 DATA
THIRD GRADE

	Parkview	Nat. Average	Nat. %	Category	Expected
English	415	417	40	Ready	413
Reading	411	413	45	Close	415
Writing	421	422	44	Close	428
Math	412	413	40	Close	413
Science	414	415	44	Close	418

FOURTH GRADE

	Parkview	Nat. Average	Nat. %	Category	Expected
English	417	415	35	Ready	417
Reading	414	415	46	Close	417
Writing	422	424	38	Close	428
Math	414	416	35	Close	416
Science	416	418	37	Close	420

FIFTH GRADE

	Parkview	Nat. Average	Nat. %	Category	Expected
English	422	423	42	Ready	419
Reading	416	418	45	Close	420
Writing	424	424	61	Close	428

Math	417	418	41	Close	418
Science	420	420	50	Close	422

CATEGORIES
Exceeding   Ready   Close   Needs Improvement
ACT Interim comparison over grades:

Third Grade:

	English	Science	Math	Reading	Writing	
(2017):	62	30	34	33	14	(2017 ACT Aspire)
(2018):	72	32	39	44	19	(2018 Interim 3)

Comparison from end of third grade to third interim in fourth grade: Same group of students
Fourth Grade:

	English	Science	Math	Reading	Writing	
(2017):	51	31	33	35	19	(2017 ACT Aspire)
(2018):	76	37	36	28	25	(2018 Interim 3)

Comparison from end of fourth grade to third interim in fifth grade: Same group of students

Selected Indicators:

Assess student learning frequently with standards-based assessments

IID08   Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.(106)

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)