Our Direction

Central Elementary School-Van Buren

Date of Report: 6/4/2018

Vision:

Every child, whatever it takes.

Mission:

The mission of Central Elementary School is to provide a learning environment which:

-Places the child first in all decisions made.

-Uses best practices and the latest technology.

-Sets high expectations for all staff, parents and students.

-Supports all students and helps them reach their individual potential.

-Communicates and works as a team with parents and the community to ensure each child's success.

Goals:

- 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)		
Data Source: IStation (K-2) state assessment scoring Tier 1/2 in April	Baseline Year: 2018	Baseline: 0.64
Target Date: 2019	Target: 0.69	Actual:

Performance Indicator: Percentage of students at/above proficiency in math assessment scores (5%=13 students)		
Data Source: ActAspire(3-5) state assessment scoring ready or exceeding	Baseline Year: 2016-2017	Baseline: 0.57
Target Date: 2019	Target: 0.62	Actual:

- All students will show an overall 5% increase in writing achievement.

  Performance Measure(s)

Performance Indicator: Percentage of students at/above proficiency in writing achievement scores (5%=13 students)		
Data Source: ActAspire (3-5) state assessment scoring ready or exceeding	Baseline Year: 2016-2017	Baseline: 0.34
Target Date: 2019	Target: 0.39	Actual:

Performance Indicator: Percentage of students on grade level in writing (K-5, 5%=24 students).		
Data Source: Quarterly End of Unit Classrrom Writing Lucy Calkins Assessments	Baseline Year: 2017-2018	Baseline: 0.53
Target Date: 2019	Target: 0.58	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: ACTAspire 3-5 state assessment scores	Baseline Year: 2017	Baseline: 0.3421
Target Date: 2019	Target: 0.3921	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: 2018	Baseline: 0.55
Target Date: 2019	Target: 0.6	Actual:

Performance Indicator: Percentage of students reading at/above grade level according to the quarterly Lucy Calkins classroom assessments (5%=24 students)		
Data Source: Quarterly Lucy Calkins Classroom Assessments	Baseline Year: 2018	Baseline: 0.63
Target Date: 2019	Target: 0.68	Actual:

Data Review:

Needs Assessments, Accreditation Reports, Similar Feedback:

Currently, we have 525 active students. We have 22% active sped students, 11% ELL/LEP students, and 77% free and reduced lunch. We have a high mobility rate at Central, with over 21% of our students who started at Central dropping throughout the school year. We have approximately the same amount of students enroll throughout the school year.

After reviewing our data, we determined that reading will be a main focus for the 2018-2019 school year. Specifically, our plan is to focus on the integration of knowledge and ideas, such as interpreting themes, synthesizing information, and interpreting big ideas and meaning. After reviewing our writing data, we determined that we will focus on ideas and analysis of writing, the development and support of a topic, and organization. After reviewing our math data, we determined that our areas for improvement are analyzing, interpreting, and making decisions based off data, evaluating and inferencing, solving multi-step word problems and solving geometry problems. To achieve our goals, we plan to continue to identify students who need intervention by studying and analyzing data. We will tutor those students who are not meeting benchmark in literacy, math and science, with interventions during and after school. We also plan to supply resources to support all curriculum. Specifically, we will purchase the required technology and online subscriptions for student use, as well as provide all materials and supplies needed to aide student achievement. We will also put money toward professional development opportunities in reading, writing, and math.

After reviewing our data, our focus for teacher support will be to provide specific, continuous professional development. From team meeting discussions, we learned that teachers value periodic support in their specific areas of student need to ensure the delivery of their instruction. The Standards Assessment Inventory (SAI) data showed that 88% of teachers use what is learned from professional learning to adjust and inform teaching practices. From this feedback, we plan to build

in professional development opportunities throughout the year to enhance teachers' content knowledge, skills and to provide teachers support, based on the grade level need. We will use Title 1 money to plan for half or full day substitutes to allow this professional development to take place.

After reviewing our data, our community/parent involvement focus for the 2018-2019 school year will be to continue to communicate effectively. Over 90% of parents were satisfied with the school communication and the parent involvement activities provided. We will 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.

Student Outcome Data:

ESEA School Report (2016-2017)

Attendance: 95.22%

Poverty Rate: 74.36%

Student Achievement Growth:

- ELA: 2016-39.36, 2017-45.50
- Math: 2016-46.28, 2017-60.85

ESSA Data (2016-2017):

Overall ESSA Index Score: 73.27

Public School Rating: C (B is 73.47)

Weighted Achievement Score: 64.78

School Quality and Student Success Score: 57.78

Value-Added Growth Score: 83.85

Student Engagement Score: 68.91

Subgroup Index Score Growth:

- All Students: 2016-70.56, 2017-73.27
- Hispanic/Latino: 2016-70.23, 2017-78.12
- White: 2016-70.35, 2017-71.16
- Economically Disadvantaged: 2016-69.26, 2017-72.88
- English Learners: 2016-70.5, 2017-74.4
- Students with Disabilities: 2016-60.7, 2017-66.79

ACTAspire Data (2016-2017):

English

- 3rd Grade: 69% Exceeding/Ready
- 4th Grade: 71% Exceeding/Ready
- 5th Grade: 75% Exceeding/Ready

Reading

- 3rd Grade: 21% Exceeding/Ready
- 4th Grade: 47% Exceeding/Ready
- 5th Grade: 33% Exceeding/Ready

Writing

- 3rd Grade: 18% Exceeding/Ready
- 4th Grade: 33% Exceeding/Ready
- 5th Grade: 50% Exceeding/Ready

Science:

- 3rd Grade: 34% Exceeding/Ready
- 4th Grade: 44% Exceeding/Ready
- 5th Grade: 51% Exceeding/Ready

Math

- 3rd Grade: 51% Exceeding/Ready
- 4th Grade: 64% Exceeding/Ready
- 5th Grade: 57% Exceeding/Ready

IStation Data (2017-2018)-

Math Tier 1:

- Kindergarten: September 58%, April 51%
- 1st Grade: September 56%, April 82%
- 2nd Grade: September 63%, April 59%

Reading Tier 1:

- Kindergarten: September 50%, April 49%
- 1st Grade: September 38%, April 60%
- 2nd Grade: September 43%, April 56%

District Quarterly Reading Assessments (3rd Q, 2018):

Kindergarten: 40% on/above reading level

1st Grade: 72% on/above reading level

2nd Grade: 55% on/above reading level

3rd Grade: 69% on/above reading level

4th Grade: 61% on/above reading level

5th Grade: 80% on/above reading level

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) |