Our Direction

Van Buren High School Freshman Academy

Vision:

Our district vision statement is "Every Child, Whatever it Takes!"

Values:

Mission:

The mission of the Van Buren Freshman Academy states: "Empowering students to discover their potential, set goals, and develop plans to reach them."

Goals:

- All students will show improvement in math.

Performance Measure(s)

Performance Indicator: Students will show improvement in math as indicated by percentage of students scoring ready and exceeding. * (2019-2020 will show combined Interim data due to Covid and no Summative data.

Data Source: ACT Aspire	Baseline Year: 2016-2017	Baseline: 36
Target Date: 2017-2018	Target: 40	Actual: 44.36
Target Date: 2018-2019	Target: 46	Actual: 45
Target Date: 2019-20	Target: 46	Actual: 37
Target Date: 2020-21	Target: 46	Actual:

- All students will show progress in reading achievement.

Performance Measure(s)

Performance Indicator: Increase in percentage of students reading on grade level as indicated by ESSA School quality index indicator "Percentage of Students Reading on Grade Level" (2019-2020 data based on Interim I and Interim II data).

Data Source: ESSA school reports	Baseline Year: 2016-2017	Baseline: 53.32
Target Date: 2017-18	Target: 58.65	Actual: 48.24
Target Date: 2018-19	Target: 58.65	Actual: 51
Target Date: 2019-20	Target: 58.65	Actual: 47
Target Date: 2020-21	Target: 58.65	Actual:

Performance Indicator: Increase student achievement in Literacy on the ACT Aspire.

Data Source: ADE School Report Card	Baseline Year: 2017-2018	Baseline: 55.75
Target Date: 2018-2019	Target: 57	Actual: 63
Target Date: 2019-2020	Target: 57	Actual: 70
Target Date: 2020-2021	Target: 57	Actual: 57

- Freshman Academy will show improved student attendance.

Performance Measure(s)

Performance Indicator: The Freshman Academy will show a decrease in chronic absences. School Performance Attendance Rate. (Data for 2019-2020 and 2020-2021 will be lower due to Covid-19 and attendance from quarantines, virtual learning, and other attendance issues.)

Data Source: ADE School Report Card	Baseline Year: 2017-18	Baseline: 93.83
Target Date: 2018-2019	Target: 94	Actual: 94.53
Target Date: 2019-2020	Target: 94.5	Actual: 93.83
Target Date: 2020-2021	Target: 94.5	Actual:

Performance Indicator: The Freshman Academy will show an improvement of 10% as indicated on the Student Engagement index on the ESSA school report. (2019-20 has no data due to Covid-19)

Data Source: ESSA reports for school quality indicators	Baseline Year: 2016-2017	Baseline: 61.8
Target Date: 2017-18	Target: 68	Actual: 71.6
Target Date: 2018-2019	Target: 73	Actual: 71.6
Target Date: 2019-20	Target: 73	Actual: 67.88

Data Review:
Needs Assessments, Accreditation Reports, Similar Feedback:

2020-21 Needs Assessment

Demographics for 2021-2022 School Year

There are 390 8th grade students in person at the middle schools.173 females and 217 males. 44 8th grade students enrolled at the River Valley Virtual Academy. 24 females and 20 males. There are currently 16 8th grade students assigned to Izard Center for Learning. 3 Homeless students.Free/reduced lunch=204 students, Gifted/Talented=12%, 504=46, Migrant students=2.2%.

Ethnicity- Asian=2.5%, Black=2.85%, Hawaii/Pacific Islander=.25%, Hispanic or Latino=21.3%, Native American/Alaskan Native=1.06%, Two or more races=5%, White=67%.

The Lead Team Identified the following needs based on the data above and other data such as: ESSA Data, Student Data (Attendance, Grades, Discipline, Technology at home), ACT Aspire Scores, Phonics Inventories, IEP and 504 Conferences, Dyslexia Interventions.

Purchases with Title I Funds:

IXL, Kami, Edpuzzle, Nearpod, Reading Inventory, Screencastify. We provided every student with a chromebook, charger, and carrying case this past school year. The Team identified this as a positive intervention and recommends this again. We will continue to fund our Reading Interventionist.

Reading Achievement

We are continuing to complete our Science of Reading throughout the building. Everyone should complete their identified pathway by the end of this school year. Science of Reading is a continued process and strategies will be discussed and utilized every year. We will identify struggling readers through Reading Inventories,

ACT Scores in Reading, and Phonics.

Reading Strategies 2021-2022

- Continue to utilize IXL reading diagnostic building wide.
- English Classes utilizing Reading Inventories and we will identify and personalize an intervention with the parent/guardian input.
- Identify students In Need of Assistance in Reading from the ACT Aspire.
- Continue to use Word Walls and Word Matrices in every classroom.
- Continue to identify students from previous year to schedule into our Critical Reading Class
- Building wide Bell Ringers using Newela and writing Paragraph from the reading

2020-21 Literacy Plan

Disciplinary Literacy that will be implemented in all content areas

Implementation

- Building Wide- word walls, vocabulary, fluency, writing, morphology, phonics
- English Teachers focusing on word study,
- PD each year
- Shared Live Binder from the state assessor training

Monitoring

- Lesson Plans
- Principal walk-throughs and evaluations

Professional Development

- Science of Reading
- Teacher led PD

Parent Involvement

Evaluation

- Act Aspire Reading Scores
- Teacher Formative and Summative Assessments
- Reading Inventories

Academic Curriculum Alignment

The Freshman Academy, Butterfield MS, Northridge MS, and with plans to incorporate 10th grade High School will collaboratively work to align the curriculum using like terminology and Essential Skills that will steer our teaching/learning process.

Essential Skills Work 20-21

Purpose:

To shift our Focus:

- From teaching to learning
- From individual teachers to collaborative shared knowledge regarding essential skills
- From infrequent summative assessments to frequent common formative assessments
- From assessing many things infrequently to assessing a few things frequently
- From exclusively school wide RTI to classroom RTI

To Identify Essential Skills:

- Essential for the "Next" level
- Essential for application of subject in an authentic (real world) context
- Essential for success on meaningful assessments including standardized tests

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- Parents involved in any class placement or intervention pertaining to reading
- Parents provided information about reading scores and components

Guiding Questions to steer our teaching/learning:

These three questions should drive everything we do

- **What do we want students to learn/do?**
  - Essential Skills
- **How do we know they are learning?**
  - Formative Assessments
- **What do we do when some are not learning?**
  - Tier I RTI in the Classroom

2020-2021 Outcome Data

Aspire Interim Data

Reading

Interim I=38%

Up 1% from last year's Interim I

Math

Interim I= 36%

Down from 41% from last year's Interim I

Data

Interims

Interim I Data

Overall, the Interim I this year was better than the overall Interim I from last year. This is really good considering this year's students didn't take Interim II or the Summative from last year. Also, the learning gaps that could have occurred due to being out of school and/or virtual learning

Interim II Data

We decided to try something different and gave Interim III to the students. Interim III is supposed to be the same questions as Interim I. We wanted to compare data to see if we improved on the same test. We later discovered that for the first time this year's Interim I and III were not the same test.

Essa Data

Due to Covid-19 there is not any ESSA Data to Report

Scholastic Reading Inventory

- 76% of our students are reading on Grade Level or above
- 19% Advanced
- 32% Proficient
- 25% Basic
- This still leaves 24% of our students not reading on Grade Level which is a concern we are addressing with our Literacy Plan.

Perceptual Data

VBSD Parent Survey

- 44% said they engaged in the Parent/Family Engagement Process

- 44% said the packet was useful
- 44% said the information was easy to understand
- 75% said they felt able to support their student's academic success
- 93% said they felt the staff valued parents, families, and community
- 81% said they felt their student was kept healthy and safe with the schools pandemic procedures
- 80% said their student was prepared to use technology when learning at home

2019-20 Needs Assessment

Demographics for 2020-21 School Year

Approximately 451 students- Gender- 231 Females and 220 males. Ethnicity- Asian=2.5%, Black=2.8%, Hispanic/Latino= 15%, Native American/Alaskan Native= 2%, Two or More Races= 5%, White= 68%. English Learners= 6%, G/T= 14%, Economically Disadvantaged= 61%, Special Education= 13%, 504= 6.7%.

The Lead team has analyzed data from multiple sources and multiple demographic subpopulations. Some data sources are as follows: ESSA data, Student data (grades, attendance, discipline), ACT Aspire Interims and Summative, Phonics Inventories, IEP Conferences, 504 Conferences, Dyslexia Screenings. Based upon the data we have identified the following needs:

Purchases with Title I Funds: Continued Service Providers for Inventories and Diagnostics in Math and Literacy, IXL will be added this year. The Team Identified needing more Wifi devices as a need due to AMI data. We will purchase at least 10 more Kajeet Wifi devices. We will again fund a position for Dyslexia Services. Technology for student learning in every classroom. Calculators for students were also identified as a need.

Reading Achievement- Our staff is still undergoing the Science of Reading either through RISE training or the IDEAS PD Portal. We continue to use Phonics and Reading Inventories to identify Literacy/Reading concerns. We will continue to identify incoming Freshman from our Middle Schools who need interventions based on ACT Scores and Reading Inventories. The Freshman Academy will purchase updated technology, online service providers for diagnostic screenings and inventories, professional development, and Dyslexia Aide with Title I funds.

Reading Strategies for 2020-21-

The Lead Team researched and approved purchasing an online resource named IXL which will give us not only another diagnostic tool but a resource that all teachers can use to help struggling readers.

This concluded our 2nd year for the Critical Reading class. Our teacher who is part of the lead team has looked at implementing more phonics and word morphology into her classes.

Every class will utilize a Word Wall or Word Matrices. Administration has purchased a wall folder to help organize every classroom.

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Students identified as In Need of Assistance on the ACT Aspire Summative may be put in a Critical Reading class

Students identified in the Reading Inventories not reading on grade level may have interventions during the school day or before/after school. Parents/guardians will be notified of their scores and the intervention method.

Critical Reading Implementation

Screen incoming Freshman from ACT Aspire Scores and Reading Inventories

Contact Parent/Guardians to explain the process and reasoning for the placement

Evaluate Data from Reading Assessments periodically

Reading Achievement Throughout the Building Implementation

Reading inventories given periodically in English Classes

Evaluate Data from Reading Inventories

Professional Development in Reading Achievement

Implement Vocabulary Plan throughout the Building

Inform parents of student reading progress

Math Achievement- The Math Department, Administration, and the Leadership Team are looking for a Math Diagnostic Service Provider. The Freshman Academy will purchase updated technology, online service providers for diagnostic screenings and inventories, professional development.

Get More Math- Free Year Subscription- online service

The Math Department did not like the diagnostic features of this service

Prodigy- Free online service

Math Department liked this service much better however the level of Math Content will not meet all of our needs. This Service is adequate for our lower achieving students, SPED, and ELL's.

Math Achievement Implementation

Purchase an Online Service Provider to assist us with Diagnostic Tools

Evaluate the data from the inventories

Identify student's math deficiencies and provide interventions such as before/after school tutoring, school day tutoring/enhancement

2019-2020 Literacy Plan

Disciplinary Literacy will be implemented in all content areas including:

Word Study, Vocabulary; Marzano's Strategies, Fluency, Comprehension and Writing, Word Wall or Matrices, Morphology

English Teachers will focus on Word Recognition and Word Study.

Professional Development will be provided yearly on the Science of Reading.

Guy Fenter Coop will provide specific training on Word Recognition and Word Study and Disciplinary Literacy.

Shared Live Binder from Assessor Training with multiple strategies.

Monitoring: principals will do classroom walkthroughs weekly to determine implementation of the literacy program.

Parent Involvement: parents will be provided information at meetings and in digital formats on all the literacy components

Evaluation: ACT Aspire, ACT Reading Scores and teacher created formative assessments will be used to evaluate the program.

2019-20 Outcome Data

Aspire Interim Data

Reading

Interim I= 37%

Interim 2= 34%

State Average= 41%

Math

Interim I= 41%

Interim 2= 40%

State Average= 42%

ESSA Data

Data shows Interim 2 scores were lower in all categories- English was the only category where this group of students performed higher. Leadership Team would like to see 1 Interim since this is usually the history. However, the state does not allow schools to administer only one Interim.

School Rating= 68.88- "B" - State Average= 66.48

Black/African American= 55.59- State Average= 56.75

Hispanic/Latino= 68.64- State Average= 66.11

White= 68.05- State Average= 70.01

English Learners= 71.11- State Average= 62.54

Economically Disadvantaged= 65.38- State Average= 63.31

Special Education= 53.07- State= 51.77

Scholastic Reading Inventory- This is an online Diagnostic Service Provider to help us determine reading Lexile Levels of our students. Below is the beginning and end inventories given to the students in their English Classes.

Advanced

Beginning= 69 students=18%

End= 93 students=24%

Proficient

Beginning=129 students=33%

End=132 students=34%

Basic

Beginning=106 students=27%

End=87 students=22%

Below Basic

Beginning=88 students=22%

End=80 students=20%

All categories were positive gains. The Levels of the Advanced and Proficient went up approximately 6% and the Basic and Below Basic went down approximately 5%. Our Critical Reading Classes also showed gain in their Reading Lexiles overall.

Math Inventory

We do not have school wide data in math this year due to the transition of leaving Math Inventory and searching for a more productive Diagnostic/Inventory Service Provider.

Perceptual Data

Survey from the DESE High Reliability Schools

Surveyed Students, Teachers, Parents, Administrators- overall scale 1-5

5=Strongly Agree, 4=Agree, 3=Neither Agree/Disagree, 2=Disagree, 1=Strongly Disagree

The School Leader communicates a clear vision as to how instruction should be addressed in school= 4

Support is provided to teachers to continually enhance their pedagogical skills through reflection and professional growth plans=4

Predominant instructional practices throughout the school are known and monitored=4

Teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data=4

Teachers are provided with job-embedded professional development that is directly related to their instructional growth goals=4

Teachers have opportunities to observe and discuss effective teaching=4

Parent Survey From VBSD

Questions pertain to Title I information and AMI Information

Surveyed Parents- Yes, Unsure, No, comments

Only 4 parents said they attended a Title I Meeting

Majority said they understood what Title I means and does in our school

Majority said they received the school Parent/Family Engagement Plan

Majority said it was easy to understand

Only 1 parent said they were involved in the decisions how the funds were spent

Majority said they felt able to support their student's academic success, the staff values parents, families, and the community

AMI Perceptual Data -

Majority said the work was 1. Appropriate, 2. Communication was effective, 3. Technology was not an issue for their student during AMI days

AMI Needs Assessment-

- **Purchase additional Wifi hotspots**
- **Create/send survey gathering information about student technology availability**
- **Purchase additional chromebooks**
- **Every teacher will use Google Classroom for remote learning (Civics using Nearpod)**
- **Discuss re-entry plans (district and building level)**

Student Outcome Data:

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Selected Indicators:

Assess student learning frequently with standards-based assessments

IID02   The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)

IID04   The school maintains a central database that includes each student's test scores, placement information, demographic information, attendance, behavior indicators, and other variables useful to teachers.(102)

Expect and monitor sound instruction in a variety of modes

IIIA22   All teachers use open-ended questioning and encourage elaboration.(131)