

Our Direction

Joann Walters Elementary School

Date of Report: 10/18/2019

Vision:

Values:

Mission:

The Jo Ann Walters Elementary faculty and administration will provide an educational climate promoting attainment of each student's potential in academic, physical, and social growth for the development of responsible citizens.

Goals:

- All students will read on grade level.

Performance Measure(s)

Performance Indicator: Student reading levels as indicated by ESSA reports. Istation (April ISIP and throughout the year), DIBELS, and Accelerated Reader scores (quarterly) will also be reviewed for other data sources.

Data Source: ESSA SQSS: Reading at Grade Level	Baseline Year: 2017	Baseline: 47.46
Target Date: 2018	Target: 60	Actual: 44.19
Target Date: 2019	Target: 48	Actual: 37.5
Target Date: 2020	Target: 50	Actual:

- Reduce student absenteeism with a focus on lowering chronic absenteeism and increasing low risk absenteeism.

Performance Measure(s)

Performance Indicator: Percentage of students at high risk/chronic absenteeism percentage (over 10% of days enrolled) will be reduced. The goal would be that chronic absenteeism would only occur in extreme cases such as severe illness.		
Data Source: Essa SQSS Student Engagement Report	Baseline Year: 2017	Baseline: 74.78
Target Date: 2018	Target: 85	Actual: 68.94
Target Date: 2019	Target: 75	Actual: 56.21
Target Date: 2020	Target: 85	Actual:

- SpEd subgroup will exhibit growth on the state mandated test and meet or exceed the set ESSA School Index Value.

Performance Measure(s)

Performance Indicator: Jo Ann Walters Elementary will provide professional development to general education and special education teachers on the appropriate use of modifications and accommodations and awareness of the ESSA accountability measures.		
Data Source:	Baseline Year:	Baseline:
Target Date:	Target:	Actual:

Performance Indicator: Jo Ann Walters Elementary will purchase and use evidence-based intervention programs (Reading Eggs, Math Seeds, IStation) to support students' skill development in math and literacy. Teachers will use data from the programs to drive instruction.		
Data Source: variety	Baseline Year: 2019	Baseline:
Target Date:	Target:	Actual:

Performance Indicator: SpEd subgroup will increase ESSA Index score to meet or exceed the designated cut score (for 2018 1%-54.09/5%-57.48%).		
Data Source: ACT Aspire scores	Baseline Year: 2018	Baseline: 49.21
Target Date: 2019	Target: 53	Actual: 52.53
Target Date: 2020	Target: 57	Actual:

Performance Indicator: Students with an IEP (except for those with severe disabilities) will receive core instruction in the general education classroom with their non-disabled peers. Two blocks for intervention/enrichment will be built into the master schedule, so all children will receive WIN (whatever I need) time.		
Data Source:	Baseline Year:	Baseline:
Target Date:	Target:	Actual:

Needs Assessments, Accreditation Reports, Similar Feedback:

ESSA SQSS: Student Engagement reports indicate that the percentage of our students reading at grade level has fallen to 37.5. We are also monitoring reading levels using Istation, DIBELS reports, and Accelerated Reader and STAR tests. Teachers will use Istation on a monthly basis and monitor the results to direct instruction and intervention needs. Students will be required to meet their A.R. goals each quarter as determined by STAR results.

Our eSchool reports as well as the SQSS Student Engagement report indicate that many students are at high risk by missing 10% or more of days enrolled. Our goal is to reduce the absenteeism by creating a school environment that students do not want to miss and maintaining frequent contact with parents when students are absent. If a child misses more than two consecutive days, and the school has not been notified, the counselor will make a phone call home to see if there is a problem. In cases of chronic absenteeism, the principal will make the phone call. We will continue to send out letters for 3, 5, and 6 days missed. We will hold quarterly and annual reward parties for students who meet attendance goals.

Our school was placed on targeted assistance for the 2018-2019 school year because of the achievement gap between our students with and without disabilities. The 2018 ESSA overview reported a drop from 53.65 to 49.21. We added a special education teacher and began training the teachers in meeting the needs of all students. Our students with disabilities Overview score was 52.53 for 2019. We have increased the number of students who receive core instruction in the general education classroom for the 2019-2020 school year and will continue training our teachers to support all students. We are also participating in Project Prepare through Easter Seals.

Student Outcome Data:

Reading levels will be presented to parents at least twice annually, and parents will be informed of student's reading goals. Istation will be used throughout the year giving monthly reports on progress being made. K-2 teachers will administer DIBELS testing at least three times at year to monitor progress.

Daily attendance will be monitored closely through eSchool for students who are absent. The counselor will check attendance daily to make calls as needed for students missing more than two days. Quarterly reviews of attendance will be used to identify patterns. Incentives for good attendance will be provided. Perfect attendance was redefined to mean missing no part of the school day in the 2018-2019 school year.

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

We developed a leadership team during the 2018-2019 school year which became our Guiding Coalition in the 2019-2020 school year. Our faculty is in the process of revising our mission, vision, and values to better guide our decisions. The plan will be updated when the work is updated.

Selected Indicators:

Assess student learning frequently with standards-based assessments

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

Provide two-way, school-home communication linked to learning

FE05 The "ongoing conversation" between school personnel and parents (families) is candid, supportive, and flows in both directions.(5499)