

Our Direction

Alpena Elementary School

Date of Report: 9/19/2019

Vision:

Together, as ONE COMMUNITY, we work and learn together, on ONE CAMPUS and have ONE CAUSE - to ensure that ALL LEARNERS are PARTICIPATING, ENGAGED, NURTURED and ACHIEVING.

Values:

Mission:

The mission of Alpena Elementary School is to provide a safe, equitable, and quality education for all students. The staff will provide each student with opportunities to be a life-long learner and to develop their character so that they might succeed and excel in today's world community.

Goals:

- To meet the needs of the individual student, providing a safe and nurturing environment where all students can learn and grow.

Data Review:

Needs Assessments, Accreditation Reports, Similar Feedback:

Alpena Elementary School has gathered data from multiple sources. The data leadership team has looked at ACT Aspire 2019 test results, DRA's, Istation assessment results, teacher feedback, and a needs assessments conducted in May of 2019, as well as BOY 2019-2020 school year.

Student Outcome Data:

Alpena Elementary School scored above national average in Science in 3rd and 6th grade, above national average in English in grades 3 and 4, above national average in Mathematics in grade 6, and above national average in Reading in grades 5 and 6. Scores rose in all areas in Grade 3 (2.6% in English, 41.46% in Math, 43.24% in Science, and 22.58% in Reading). In 4th grade, scores rose 25% in Science. 5th grade Reading scores rose by 11.76%. 6th grade Math scores rose by 3.28% and Reading by 5.56%. These are great improvements in student achievement.

FOCUS AREAS FOR IMPROVEMENT - Mathematics and Literacy:

MATHEMATICS: Alpena Elementary School math scores were below the national average in grades 3, 4, and 5. Even though 3rd grade math scores were below national average, they rose by 41.46% in the 2017-18 school year, indicating the curriculum plan to be on track, but that supplemental supports may need to be provided to students and teachers. Math scores fell in grade 4 by 29.55% and in grade 5 by 40.91%. This data may indicate that evaluation is needed of the curriculum plan from last year and that extra supports may need to be put in place for students and teachers.

LITERACY: Alpena Elementary School literacy scores were below the national average in grade 4. (Literacy scores are a combination of the English, Reading, and Writing scores) English scores were below national average in grade 5 and 6, Reading scores were below national average in grades 3 and 4. Reading scores fell in the 4th grade by 9.09%. English scores fell in the 5th grade by 17.65% and in the 6th grade by 11.69%. This data indicates interventions in Reading instruction and strategies and an analysis of areas in the English curriculum to ascertain where changes may need to be implemented and supports provided.

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

PLANS FOR COMING YEAR

Alpena Elementary School plans to implement the following strategies to improve student achievement in the 2019-20 school year. Our goal is to raise student achievement in Math and Literacy by at least 2% on the 2019 ACT Aspire Assessment.

1) Response to Intervention - Data will be collected from ACT Aspire results to assist the RTI committee in identifying students who require interventions in order to achieve at or above grade level. Students will be provided 6 weeks of interventions which will be purposeful and student and skill specific. Evidence based strategies and evidence based and interactive software will be utilized to provide students the supports they individually need (ie. Istation, Math IXL, Moby max, etc.) Data will be collected every 2 weeks (DRA, Istation, ACT Interims, classroom assessments) to check student progress toward intervention goals set by the committee.

2) RISE Reading Initiative - Research shows that improved Reading scores impact overall student achievement. Alpena Elementary School will implement a school-wide Reading initiative. Teachers, Administrators, have received intense training at the OUR Coop in RISE initiative strategies and implementation to enable our staff to positively impact student reading and comprehension skills. In addition, our Literacy Specialist is fully trained as well. The data team will work closely together to track student progress. A data wall will be used to visually track students as they progress.

3) PLC's - Professional Learning Communities will be in place to align curriculum vertically and horizontally, to allow for teacher collaboration in effective, evidence based strategies, discussion on school improvements, and to analyze data to focus efforts. RTI will also be a focus of the PLCs. We will be working with the Curriculum Coordinator to help build a viable and rigorous curriculum across grade levels including Sped.

Selected Indicators:

Assess student learning frequently with standards-based assessments

IID10 Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(108)

Educate parents to support their children's learning and teachers to work with parents

FE11 The school provides parents (families) with practical guidance to encourage their children's regular reading habits at home.(5505)

Engage teachers in aligning instruction with standards and benchmarks

IIA03 Objectives are leveled to target learning to each student's demonstrated prior mastery based on multiple points of data (i.e., unit tests and student work).(90)

Engage teachers in assessing and monitoring student mastery

IIB04 Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others.(94)

Establish a team structure with specific duties and time for instructional planning

ID01 A team structure is officially incorporated into the school governance policy.(36)

ID04	All teams prepare agendas for their meetings.(39)
ID11	Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams.(46)

Expect and monitor sound classroom management

IIIC05	All teachers use a variety of instructional modes (whole-class, small group, computer-based, individual, homework, for example).(160)
IIIC08	All teachers display classroom rules and procedures in the classroom.(163)
IIIC10	All teachers reinforce classroom rules and procedures by positively teaching them.(165)

Expect and monitor sound homework practices and communication with parents

IIIB01	All teachers maintain a file of communication with parents.(150)
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Expect and monitor sound instruction in a variety of modes

IIIA02	All teachers develop weekly lesson plans based on aligned units of instruction.(111)
IIIA07	All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.(116)
IIIA09	All teachers clearly state the lesson's topic, theme, and objectives.(118)
IIIA17	All teachers re-teach when necessary.(126)
IIIA29	All teachers meet with students to facilitate mastery of objectives.(138)

Explain and communicate the purpose and practices of the school community

FE03	The school's Parent (Family) Involvement Guidelines includes a vision statement about the importance of family-school partnership in a school community.(5498)
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Help parents to help their children meet standards

IG01	Parents receive regular communication (absent jargon) about learning standards, their children's progress, and the parents' role in their children's school success.(76)
IG03	Teachers regularly make "interactive" assignments that encourage parent-child interaction relative to school learning.(187)

Metacognitive Competency: Teach and model metacognitive processes and strategies to enhance students' self-management of learning

MET01	All teachers teach and model the metacognitive process (goals, strategies, monitoring, and modification) and specific learning strategies and techniques.(5532)
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Provide a tiered system of instructional and behavioral supports and interventions

IIID01	The school implements a reliable and valid system-wide screening process for academics and behavior that includes the assessment of all students multiple times per year and establishes decision rules to determine those students in need of targeted intervention.(5193)
IIID02	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5194)
IIID03	The school's tiered instructional system includes documentation that describes what interventions are provided and how interventions are selected and assigned to students and how fidelity will be monitored.(5195)

IIID04	The school implements a system-wide monitoring process that utilizes collaborative instructional teams who meet regularly to review student data from screening, progress monitoring, and outcome assessment to identify next steps for instruction for students across all tiers.(5196)
Provide two-way, school-home communication linked to learning	
FE06	The school regularly communicates with parents (families) about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5500)