

Our Direction

Alpena Elementary School

Date of Report: 9/14/2021

Vision:

The vision of Alpena Elementary School is to provide a safe, equitable, and quality education for all students. To meet the needs of all students in all situations with concern and empathy. To 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.

Values:

At Alpena Elementary We Believe In...

Actively

Listening to one another with

Patience and

Empathy while

Nurturing

All relationships

Mission:

The mission of Alpena Elementary School is to provide a safe, equitable, and quality education for all students. To meet the needs of all students in all situations with concern and empathy. 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.

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.

Goals:

- To meet the needs of the individual student, where they are at, 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 2021 test results, NWEA results, common formative assessment results, teacher feedback, and a needs assessments conducted in May of 2021, as well as BOY 2021-2022 school year.

Student Outcome Data:

Alpena Elementary School scored slightly below the national average in English in grades 3rd - 6th, Mathematics 3rd - 6th grades, Science 3rd - 6th grades, and slightly below national average in Reading 3rd - 6th grades. Due to Covid we did not administer the ACT ASPIRE test in 2019 - 2020 and 2020 - 2021 school years which prevents us to compare data from the year previous.

FOCUS AREAS FOR IMPROVEMENT - English, Reading, Mathematics and Science:

Testing results indicate that there is a need for "getting students back on track". As a school we will be implementing sound practices, focusing on the Essential Standards, monitoring student progress, identifying areas of need and getting students the interventions needed to be successful.

School priorities include:

1. Provide a system for instructional and behavioral supports
2. Develop a cohesive viable curriculum and common assessments aligned to the AR. state standards
3. Improve attendance percentages
4. Provide PLC support for faculty through the guiding coalition

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 2021-22 school year. Our goal is to raise student achievement in all areas by at least 2% on the 2022 ACT Aspire Assessment.

- 1) Response to Intervention - Data will be collected from ACT Aspire results and NWEA 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 Reading Specialist is fully trained as well. The data team will work closely together to track student 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, implement new techniques to use within the classroom to improve student learning, 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.

***This plan continues to expand and change. It is a living document and will be updated as the plan evolves and changes to ensure that ALL Learners are Participating, Engaged, Nurtured, and Achieving.**

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)
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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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Focus the principal's role on building leadership capacity, achieving learning goals, and improving instruction

IE01	The principal makes sure everyone understands the school's mission, clear goals (short term and long term), and their roles in meeting the goals. (52)
IE02	The principal develops the leadership capacity of others in the school.(53)

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)
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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)
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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)
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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)
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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)
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