School Data and Summary Analysis

Use data identified on the Data Sources tab (or from other sources) as the basis for understanding the school and identifying

Guiding Questions: Review school data and consider a variety of perspectives including overall school/student performance, sub-group performance, attendance, teacher satisfaction, instructional practice (from walk-throughs/observations), and student learning (also from walk-throughs/observations as well as data).

1. What does the analysis tell you about your schools strengths?

Our strengths lie mainly in a strong teaching and support staff and a genuine sense of camaraderie and overall satisfaction among the adults. Teachers are willing to jump in and assist anyone needing help and are also willing to add licensure fields if in the best interest of our students.The school exceeded growth expectations for the 2014-2015 school year. 100% of our teachers have been considered Highly Qualified according to state and federal guidelines, and they indicate high satisfaction with their working conditions in the Teacher Working Conditions Survey. The majority of our teachers are always willing to try new things to best meet the needs of our students. In addition, our school has a strong support base in the community due to several traditional outreach projects that we do each year. Student attendance remains strong at 96% for the past 4 years. Student discipline continuously shows a decline due to the Positive Behavior Intervention and Support (PBIS) program. Communication between our faculty, staff, parents are increasing with the use of Social Media. Information is distributed in a timely manner. The faculty and staff are involved in continuous staff development, which includes technology to stay abreast with the best practices.

2. What does the analysis tell you about your schools gaps or opportunities for improvement?

Our school exceeded growth in the 2014-2015 academic school year. Students with disabilities, our Asian students and Free

and Reduced Lunch need additonal support. Math is an area that our students need additional assistance.   Effective restructuring of remediation programs to meet the needs of all students to improve growth. We met 11 our of 14 AMOSTAT targets which is 78.6% in Reading. TRMS me only 8-14 targets for Mathwhich only 57.1%. We would like to meet all of our AMO targets.

3. What is data is missing, and how will you go about collecting this information for future use?

We continue to learn and improve our ability to retrieve data from certain programs we use to advance student learning - like Reading Plus and Classcape. We also need to hear from our clients - the students - as to what things we do that help them learn most and what things we do that are ineffective. Parent and student survey input will be used to determine student and parent satisfaction and input. We also need to assess the impact of our Literacy Program and our Writing in all Content areas emphasis which are our major NEW initiatives for 2013-14. The SIT will determine how best to collect and interpret that data.

4. Based upon the analysis conducted, what 3-5 top priorities emerge for the school?

Cite relevant evidence from your analysis to support these priorities.

We have been directed to include 5 priorities (Goals) by district administration. These are to include improving student performance in Reading, Math, and Science, along with a school-based technology goal and a school-based safety goal. We have already planned to address Reading and Math based on the extensive analysis above and would have focused our efforts on just these 2 goals; but science and the other 2 were given as directives. Specifically, we intend to target the SWD subgroup along with all other students identified through EVAAS as being predicted to score no higher than Level 1 on the respective EOG.