

# Our Direction

**King Elementary School**

**Date of Report: 6/3/2019**

## **Vision:**

Every Child Whatever it Takes

## **Values:**

We value a student-centered curriculum. Our faculty is dedicated to the idea that we must meet all student's changing needs in order to encourage the best learning possible. The King school community actively involves parents, community, faculty, and staff for one common goal our children's education.

## **Mission:**

King will provide a learning environment that will empower and inspire each student to reach their maximum potential.

## **Goals:**

- All students will increase math achievement.

### **Performance Measure(s)**

Performance Indicator: Percentage of students scoring in Tier 1 on the math Istation assessment in grades K-2.		
Data Source: Istation	Baseline Year: 2018	Baseline: 0.63
Target Date: 2019	Target: 68	Actual: 0.62

Performance Indicator: Percentage of students scoring Ready and Exceeding in math on the ACT ASPIRE in grades 3-5.		
Data Source: ACT ASPIRE	Baseline Year: 2017	Baseline: 39
Target Date: 2018	Target: 0.46	Actual: 0.46
Target Date: 2019	Target: 50	Actual:

- All students will increase reading achievement.

**Performance Measure(s)**

Performance Indicator: Percentage of students scoring in Tier 1 on the Istation reading assessment in grades K-2		
Data Source: Istation	Baseline Year: 2018	Baseline: 0.58
Target Date: 2019	Target: 0.63	Actual: 0.68
Target Date: 2020	Target: 70	Actual:

Performance Indicator: Percentage of students scoring Ready or Exceeding in reading on the ACT ASPIRE in grades 3-5.		
Data Source: ACT ASPIRE Reading	Baseline Year: 2017	Baseline: 0.29
Target Date: 2018	Target: 0.34	Actual: 0.26
Target Date: 2019	Target: 41	Actual:

- King will improve attendance rates.

**Performance Measure(s)**

Performance Indicator: ESSA Student Engagement Index Score and student attendance rates.		
Data Source: ESSA Student Engagement Score	Baseline Year: 2017	Baseline: 67.63
Target Date: 2018	Target: 0.77	Actual: 0.6848
Target Date: 2019	Target:	Actual:

**Data Review:**

**Needs Assessments, Accreditation Reports, Similar Feedback:**

King Elementary has 542 active students. Included in the student population are: 34.2% Hispanic, 52.4% White, 2.7% American Indian, 3.1% Asian, 1.7% African American, 5.8% two or more races.

85% of our student population qualify for free or reduced lunches. 14% of students receive special education services. King has 25% English Learners.

**Data Review**

Our leadership team analyzed test scores from the 2018 ACT Aspire for 3rd, 4th, and 5th grades. The leadership team also analyzed the data from iStation assessments for Kindergarten through 2nd grade. 2019 is the second year the district has utilized iStation assessments. The September iStation assessment data will serve as a baseline for purpose of comparison. After reviewing this data we determined literacy will be our main focus for the 2019-20 school year. Our literacy plan will include phonological awareness, phonics, fluency, comprehension and vocabulary. We will specifically focus on phonological awareness and phonics.

## Phonological Awareness:

- **Curriculum:** We will implement the Heggerty Phonological Awareness Curriculum to teach phonological awareness.
- **Professional Development:** We will provide professional development during team meetings to ensure all teachers know how to utilize and implement Heggerty in their classrooms. The assistant principal will be the person responsible for the professional development. We will also provide PD for Phonological Awareness Lessons by 95% Group.
- **Parent Involvement:** We will inform parents of the new curriculum and allow them to observe pieces of the new curriculum during a parent literacy night. The principal and teachers will communicate this night to the parents through Dojo, Intouchk12.com, social media, and Peachjar.
- **Monitor:** The principal and the assistant principal will be responsible for conducting classroom walkthroughs to monitor implementation.
- **Evaluation:** We will also use Dibels data and the Phonological Awareness Skills Test (**PAST**) data to monitor implementation.
- **Purchases:** We will use Title I money to purchase additional supplies and technology to support the curriculum. We will use Title I money to provide PD for our teachers.

## Phonics:

- **Curriculum:** We will implement the Foundations Curriculum to teach phonics in grades K-2. We will implement MSRC Multisyllable Routine Cards from 95% Group for grades 3-5 We will continue to use Word Journeys.
- **Professional Development:** The district will provide professional development during contracted professional development days to ensure all teachers know how to utilize and implement Foundations in their classrooms. The district and Foundations staff will be responsible for this professional development. We will also provide professional development in Phonics Lesson Library by 95% Group, Blending Book by 95% Group, Barton, small group instruction, Apple Connections, iStation, and Rise training.
- **Parent Involvement:** We will inform parents of the new curriculum and allow them to observe pieces of the new curriculum during a parent literacy night. We will communicate this night to the parents through Dojo, Intouch, social media, and Peachjar.
- **Monitor:** The principal and assistant principal will be responsible for conducting classroom walkthroughs to monitor implementation.
- **Evaluate:** We will also use Dibels data and the Phonological Awareness Skills Test (PAST) data to monitor implementation.

**Fluency: We will use Lucy Calkins Units of Study as well as leveled books.**

**Comprehension: We will continue to use Lucy Calkins Units of Study.**

**Vocabulary: We will continue to use Interactive Read Alouds.**

## Professional Development for Intervention

- **K-1st 3 days 95% Group Consulting**
- **2nd-5th 2 days 95% Group Consulting**
- **Barton training**
- **Apple Connections training**

The principal and the assistant principal will be responsible for planning professional development and observing lessons to monitor implementation and student progress. The principal, assistant principal and teachers will use assessment data to monitor students progress such as PSI, PASI, PAST, Dibles.

After reviewing our math data we determined our main focus for the 2019-20 school year will be: Fluency, geometry, and numbers and operations-fractions for grades 3rd-5th. Fluency in computation for grades K-1st

- We will continue to implement our core curriculum Investigations.
- We will provide professional development in team meetings to ensure teachers have the skills they need to use investigations and to provide intervention when needed. The principal and assistant principal will be responsible for the professional development.
- To monitor implementation of the plan, the principal and the assistant principal will be responsible for conducting classroom walkthroughs to monitor implementation. We will also use math assessments, quizzes, ACT Aspire Math Growth, Istation Growth, and Reflex Mastery to determine student progress.
- We will hold before and after-school tutoring for students who need intervention in math. We will use Reflex and Istation for after-school tutoring.

After reviewing our science data, we determined that we will focus on analyzing, interpreting, and making decisions based on data.

- We will continue to implement PLTW, and FOSS Kits.
- We will provide professional development in team meetings to ensure teachers are able to effectively focus on data in both math and science. The principal and assistant principal will be the person responsible for the professional development.
- We will allow parents to observe pieces of these curriculum during a parent night. We will communicate this night through Intouch, newsletters, social media and Peachjar.
- To monitor implementation of the plan, the principal and the assistant principal will be responsible for conducting weekly classroom walkthroughs to watch lessons. We will also use math assessments and quizzes to determine progress.

We will hold after-school tutoring for students who need extra help in these areas. We will use USA Test Prep and small group instruction for after-school tutoring. We will use ACT Aspire growth in science to evaluate student success.

We will use Title 1 money to purchase materials to support our literacy, math, and science instruction. We will purchase technology equipment and online subscriptions to support instruction. We will use Title 1 money for professional development for literacy, math, and science. We will pay teachers to attend professional development outside their contracted time. We will hire substitutes when needed in order to provide professional development for teachers. We will pay teachers to provide instruction in reading and math, before and after school throughout the school year.

After reviewing our perceptual data our school improvement committee decided our parent and community involvement plan will focus on: Providing volunteers with direction, guidance, and suggestions for the best use of their skills and talents when volunteering in the school and Businesses and community organizations partnering with the school to support its families and students.

- We will provide more training for parents/volunteers in order to further invite them into the school and to better utilize their skills and talents while volunteering.
- We will work to Connect families to supportive resources such as counseling, housing with DHS support, clothing resources, and nutrition resources within our community. We will use Title 1 money to support our efforts in parent and community involvement.
- The Parent Involvement Coordinator principal/assistant principal, and counselor will be responsible for monitoring the plan.
- We should see an Increase in number of opportunities parents and community members are given opportunities to participate in school decision making and activities.

The school improvement leadership team will meet monthly, so that we can review formative “real time” student performance data for the purpose of making decisions regarding the direction and focus of our classroom instruction, the focus of team meetings and professional development, and our parent/community

involvement.

After reviewing our SAI data, our leadership team determined that the area in need from our survey was in the learning designs area, specifically teachers have opportunities to observe each other as one type of job-embedded professional learning. We will provide more opportunities for teachers to observe each other during team meeting time.

### Student Outcome Data:

#### ESSA 2018

- Public School Rating C
- ESSA Index Score of 68.94
- Weighted Achievement Score 57.72
- Value-Added Growth Score of 82.33
- School Quality and Student Success Score 50.51
- Reading at Grade Level 26.84
- Science Achievement Score 28.14
- Growth in Science Achievement Score of 50.34
- Student Engagement Score 69.48

#### ESSA 2017

- Public School Rating C
- ESSA Index Score of 70.37
- Value-Added Growth Score of 83.1
- Reading at Grade Level 33.06
- Science Achievement Score 33.06
- Growth in Science Achievement Score of 55.17
- Student Engagement Score 67.63

#### ACT ASPIRE: (% of students scoring Ready or Exceeding)

3rd Grade Literacy:	2014-15	2015-16	2016-17	2017-18
	32%	34%	37%	21.7%
3rd Grade Math:	2014-15	2015-16	2016-17	2017-18
	28%	38%	44%	47%

3rd Grade Science:	2014-15	2015-16	2016-17	2017-18
		31%	29%	26.5%
4th Grade Literacy:	2014-15	2015-16	2016-17	2017-18
		31%	45%	43%
				31.8%
4th Grade Math:	2014-15	2015-16	2016-17	2017-18
		11%	54%	34%
				48.2%
4th Grade Science:	2014-15	2015-16	2016-17	2017-18
		35%	29%	24.7%
5th Grade Literacy:	2014-15	2015-16	2016-17	2017-18
		27%	46%	67%
				24.1%
5th Grade Math:	2014-15	2015-16	2016-17	2017-18
		13%	46%	51%
				41.9%
5th Grade Science	2014-15	2015-16	2016-17	2017-18
		47%	29%	42%
				26.4%

**Istation Reading**

\*(number of students tested) %on Tier 1

- Kindergarten September (68) 56% April (73) 68%
- First Grade September (80) 30% April (86) 43%
- Second Grade September (80) 44% April (87) 63%

**Istation Math**

\*(number of students tested) %on Tier 1

- Kindergarten September (68) 63% April (73) 68%
- First Grade September (79) 46% April (86) 55%
- Second Grade September (80) 66% April (87) 66%

**Istation Reading**

\*(number of students tested) %on Tier 1

- Kindergarten September (76) 36% April (78) 64%
- First Grade September (66) 58% April (71) 63%
- Second Grade September (81) 51% April (85) 74%

**Istation Math**

\*(number of students tested) %on Tier 1

- Kindergarten September (76) 36% April (78) 53%
- First Grade September (66) 58% April (71) 65%
- Second Grade September (81) 51% April (85) 70%

**Formative Reading Assessments (% on or above grade level in reading)**

- Kindergarten January 55% March 72%
- First Grade September 38% April 72%
- Second Grade September 55% April 46%
- Third Grade September 63% April 74%
- Fourth Grade September 48% April 74%
- Fifth Grade September 37% April 62%

Attendance:

2014-15	2015-16	2016-17	2017-18
94.7%	94.9%	94.1%	94%

**Discipline Data:**

2017-18

412 Referrals

2018-19

93 Referrals

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

**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)
- IID03 Teachers receive timely reports of results from standardized and objectives-based tests.(101)
- IID07 The Leadership Team monitors school-level student learning data.(105)
- IID09 Instructional Teams use student learning data to plan instruction.(107)
- IID10 Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(108)

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**Engage teachers in aligning instruction with standards and benchmarks**

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IIA01 Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)

IIA02 Units of instruction include standards-based objectives and criteria for mastery.(89)

**Engage teachers in assessing and monitoring student mastery**

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

**Expanded time for student learning and teacher collaboration**

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IH01 The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)