



Our Direction

King Elementary School

Date of Report: 5/11/2021

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:

At King we serve others with..

Kindness

Imagination

Nurturing hearts

Grace and Gratitude

Goals:

- All students will increase math achievement.
Performance Measure(s)

Performance Indicator: *2019-20 school year- Percentage of students scoring in Level 4 or 5 on the math Istation assessment in grades K-2. *2018-19 Percentage of students scoring in Tier 1 on the math Istation assessment in grades K-2.

Data Source: Istation	Baseline Year: 2018-19	Baseline: 63%
Target Date: 2019-20	Target: 68%	Actual: 36%
Target Date: 2020-21	Target: 70%	Actual: 29%

Performance Indicator: 2017-2019- Percentage of students scoring Ready and Exceeding in math on the ACT ASPIRE in grades 3-5. 2019-20- COVID-19 (Jan. Interim),

Data Source: ACT ASPIRE	Baseline Year: 2017-18	Baseline: 39%
Target Date: 2018-19	Target: 46%	Actual: 46%
Target Date: 2019-20	Target: 50%	Actual: 33%
Target Date: 2020-21	Target: 50%	Actual:

- All students will increase reading achievement.

Performance Measure(s)

Performance Indicator: *2019-20 school year- Percentage of students scoring in Level 4 or 5 on the Istation reading assessment in grades K-2. *2017-2019-Percentage of students scoring in Tier 1 on the Istation reading assessment in grades K-2

Data Source: Istation	Baseline Year: 2017-18	Baseline: 58%
Target Date: 2018-19	Target: 63%	Actual: 68%
Target Date: 2019-20	Target: 70%	Actual: 26%
Target Date: 2020-21	Target: 70%	Actual: 24%

Performance Indicator: 2017-2019-Percentage of students scoring Ready or Exceeding in reading on the ACT ASPIRE in grades 3-5. 2019-20- COVID-19 (Jan. Interim)

Data Source: ACT ASPIRE Reading	Baseline Year: 2017-18	Baseline: 29%
Target Date: 2018-19	Target: 34%	Actual: 26%
Target Date: 2019-20	Target: 41%	Actual: 16%
Target Date: 2020-21	Target: 41%	Actual:

- Implement research based strategies and resources to address learning loss due to Covid.
- Performance Measure(s)**

Performance Indicator: 3-5 Percentage of students scoring Ready or Exceeding in reading on the ACT Aspire in grades 3-5.		
Data Source: End of the Year ACT Aspire Scores	Baseline Year: 2020-21	Baseline:
Target Date:	Target:	Actual:

Performance Indicator: Dibel scores will increase in grades K-2. * Percentage of students "At Benchmark or Above Benchmark"		
Data Source: End of the Year Dibel Scores	Baseline Year: 2020-21	Baseline: 46%
Target Date: 2021-22	Target:	Actual:

Performance Indicator: K-2 End of the year Istation scores will increase in reading. * Percentage of students at (Level 4 or Level 5)		
Data Source: End of the Year Istation Scores	Baseline Year: 2020-21	Baseline: 24%
Target Date: 2021-2022	Target:	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: 2017-18	Baseline: 67.63%
Target Date: 2018-19	Target: 77%	Actual: 69.48%
Target Date: 2019-20	Target: 77%	Actual: 72.68%
Target Date: 2020-21	Target: 77%	Actual:

Data Review:

Needs Assessments, Accreditation Reports, Similar Feedback:

Needs Assessment:

King Elementary has 470 active students. Included in the student population are: 35.3% Hispanic, 50.4% White, 2.1% American Indian, 2.8% Asian, 3.0% African American, 6.4% two or more races.

80% of our student population qualify for free or reduced lunches.

13% of students receive Special Education Services.

King has 26% English Learners.

Analysis:

The Leadership Team analyzed test scores from the 2020-21 ACT Aspire Interim, Istation, Dibels, RTI conference data and student data (grades, attendance, discipline) and a Building Needs Assessment survey. After reviewing this data, the following needs were determined:

- **Literacy and Math** - Increase student achievement by identify essential standards with the support of Solution Tree
- **ELL Support**- Focusing on processes and strategies to enhance English Language Development and Academic Performance
- **Increase Student Engagement** by incorporating Kagan

Goals:

- Improve reading scores.
- Improve math scores.
- Improve attendance rates.
- Implement research based strategies and resources to address learning loss due to Covid.

Curriculum: Literacy

Actions:

- Phonics:
 - Foundations for K-3
 - 95 Percent Group
- Phonemic Awareness:
 - Teachers will continue to implement the following as needed:
 - Heggerty
 - Kilpatrick
 - 95% Group
- Fluency:
 - Calkins Units of Study- teachers will continue to follow district pacing guides.
- Comprehension:
 - Calkins Units of Study- teachers will continue to follow district pacing guides.

• **Vocabulary:**

- Fundations K-3
- 95% Group
- K-5 Independent Read-Alouds
- Vocabulary Surge (4-5)

Interventions:

- Provide after school tutoring for literacy using 95% Group instruction.

Professional Development:

- Provide teachers with specific PD focusing on
 - Science of Reading- focusing on teacher proficiency.
 - RTI- with support from Solution Tree
 - Focus on essential standards with support from Solution Tree
 - Seesaw
 - Kagan- increase student engagement
 - ELL support- Work with Jo Guzman Focusing on processes and strategies to enhance English Language Development and Academic Performance

• Continue coaching for

- 95% Group K-1
- Fundations K-3

Parent Involvement:

- We will inform parents of the new curriculum and allow them to observe pieces of the new curriculum during a parent night.
- The principal and teachers will communicate this night to the parents through
 - Dojo
 - Intouchk12.com
 - Facebook & Twitter
 - Smore- Newsletter
 - and Peachjar

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 teachers.
- Tutors for after school tutoring utilizing 95% intervention materials.

Monitor:

- The principal and the assistant principal will be responsible for conducting classroom walkthroughs to monitor implementation.
- Leadership team will meet once a month to discuss specific data- (attendance, Istation scores, and 95% data).
- RTI team will meet with teachers once a month to review student data and to discuss next steps.

Evaluation:

- Data from Dibels, PSI and PAST
- Istation, ACT Aspire scores, ELPA 21 scores and RTI data
- Perceptual data
- Classroom Walkthroughs
- TESS Observations
- Science of Reading Observations

Curriculum: Math

Actions:

- We will continue to implement our core curriculum Investigations.
- Implement Do The Math interventions
- Implement Number Talks

Interventions:

- Provide after school tutoring for math utilizing Do The Math.

Professional Development:

- Provide teachers with specific PD focusing on
- Focus on essential standards with support from Solution Tree
- Seasaw
- Do The Math
- Number Talks

- Kagan- Continue to focus on student engagement

Parent Involvement:

We will inform parents of the new curriculum and allow them to observe pieces of the new curriculum during a parent math night.

The principal and teachers will communicate this night to the parents through:

- Dojo
- Intouchk12.com
- Facebook & Twitter
- Smore- Newsletter
- and Peachjar

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.
- We will provide opportunities for teachers to observe other teachers in their grade level.
- We will use Title I money to provide PD and resources for Do The Math interventions.

Monitor:

- The principal and the assistant principal will be responsible for conducting classroom walkthroughs to monitor implementation.
- Leadership team will meet once a month to discuss specific data- (attendance, Istation scores, and IXL scores).
- RTI team will meet with teachers once a month to review student data and to discuss next steps.

Evaluation:

- Istation and ACT Aspire scores
- RTI data
- Perceptual data
- Classroom Walkthroughs
- TESS Observations

Curriculum: Science

Actions:

- We will continue to implement PLTW.

Interventions:

- Provide scheduling support for teachers regarding the implementation of PLTW curriculum.

Professional Development:

Provide teachers with specific PD focusing on:

- Focus on essential standards with support from Solution Tree
- Kagan- Continue to focus on student engagement

Parent Involvement:

- We will inform parents of the new curriculum and allow them to observe pieces of the new curriculum during a parent night.
- The principal and teachers will communicate this night to the parents through:

- Dojo
- Intouchk12.com
- Facebook & Twitter
- Smore- Newsletter
- and Peachjar

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 teachers.
- We will provide opportunities for teachers to observe other teachers in their grade level.

Monitor:

- The principal and the assistant principal will be responsible for conducting classroom walkthroughs to monitor implementation.
- Leadership team will meet once a month to discuss specific data- (attendance, Istation scores, and IXL scores).
- RTI team will meet with teachers once a month to review student data and to discuss next steps.

Evaluation:

- Istation and ACT Aspire scores

- RTI data
- Perceptual data
- Classroom Walkthroughs
- TESS Observations

Curriculum: Implement research based strategies and resources to address learning loss due to Covid.

Actions:

- Provide after school tutoring using 95% Group materials.
- Provide summer school activities using 95% Group materials.

Professional Development:

Provide teachers with specific PD focusing on:

- Data focused PD with 95% Group- targeting specific students based on Dibels and Istation scores.
- Essential standards- with Solution Tree
- Student Engagement- Kagan

Parent Involvement:

- Dojo
- Intouchk12.com
- Facebook & Twitter
- Smore- Newsletter
- and Peachjar

Purchases:

We will use Title 1 money to:

- Provide professional development for teachers.
- Provide additional materials for 95% Group.

Monitor:

- The principal and the assistant principal will be responsible for conducting classroom walkthroughs to monitor implementation.
- Leadership team will meet once a month to discuss specific data regarding the implementation.

- RTI team will meet with teachers once a month to review student data and to discuss next steps.

Evaluation:

- Istation and ACT Aspire scores
- Dibels
- RTI data
- Perceptual data
- Classroom Walkthroughs

Parent Involvement:

Actions:

- 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 work to Connect families to supportive resources such as counseling, housing with DHS support, clothing resources, and nutrition resources within our community.

Professional Development:

- 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.

Purchases:

We will use Title 1 money to:

- Continue promoting parent and community involvement
- Continue the implementation of Strong Fathers.
- Communication folders
- Parent News Letter- Smore

Monitor:

- 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.

Evaluation:

- 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.

Student Outcome Data:**ESSA 2019**

- Public School Rating C
- ESSA Index Score of 70.62
- Weighted Achievement Score 58.91
- Value-Added Growth Score of 83.54
- School Quality and Student Success Score 54.85
- Reading at Grade Level 33.47
- Science Achievement Score 33.61
- Growth in Science Achievement Score of 61.26
- Student Engagement Score 72.68

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	2018-19	2020-21(Interim)
	32%	34%	37%	21.7%	28.3%	26%
3rd Grade Math:	2014-15	2015-16	2016-17	2017-18	2018-19	2020-21(Interim)
	28%	38%	44%	47%	56.5%	47%
3rd Grade Science:	2014-15	2015-16	2016-17	2017-18	2018-19	2020-21(Interim)
	31%	29%	26.5%	19%		
4th Grade Literacy:	2014-15	2015-16	2016-17	2017-18	2018-19	2020-21(Interim)
	31%	45%	43%	31.8%	35%	37%
4th Grade Math:	2014-15	2015-16	2016-17	2017-18	2018-19	2020-21(Interim)
	11%	54%	34%	48.2%	51.8%	22%
4th Grade Science:	2014-15	2015-16	2016-17	2017-18	2018-19	2020-21(Interim)

	35%	29%	24.7%	32.5%	34%
5th Grade Literacy:	2014-15	2015-16	2016-17	2017-18	2018-19 2020-21(Interim)

27% 46% 67% 24.1% 42.4% 21%

5th Grade Math:	2014-15	2015-16	2016-17	2017-18	2018-19 2020-21(Interim)
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13% 46% 51% 41.9% 54.4% 40%

5th Grade Science	2014-15	2015-16	2016-17	2017-18	2018-19 2020-21(Interim)
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47% 29% 42% 26.4% 38.1% 30%

Istation Reading 2020-21

Istation Math

* % of students proficient- (Level 4 & 5)

*% of students proficient- (Level 4 & 5)

- Kindergarten September(8) 12% April (16) 12%
- First Grade September(6) 9% April (13) 19%
- Second Grade September(20) 36% April (19) 31%

- Kindergarten September(14) 19% April (30) 41%
- First Grade September(10) 17% April (20) 28%
- Second Grade September (4) 7% April (8) 13%

Istation Reading 2020-21

Istation Math

* % of students Below Level - (Level 1 & 2)

*% of students Below Level- (Level 1 & 2)

- Kindergarten September(44) 65% April (43) 59%
- First Grade September(48) 75% April (48) 67%
- Second Grade September(31)54% April (25) 41%

- Kindergarten September(38) 56% April (32) 44%
- First Grade September(46) 72% April (29) 41%
- Second Grade September (50) 87% April (43) 70%

Istation Reading 2019-20

Istation Math

* % of students proficient- (Level 4 & 5)

*% of students proficient- (Level 4 & 5)

- Kindergarten September 14% January 9%
- First Grade September 25% January 28%

- Kindergarten September 28% January 19%
- First Grade September 33% January 30%

• Second Grade September 48% January 40%

Second Grade September 34% January 61%

Attendance:

	2014-15	2015-16	2016-17	2017-18	2018-19	2020-21
	94.7%	94.9%	94.1%	94%	95%	

Discipline Data:

- 2017-18
412 Referrals
- 2018-19
93 Referrals
- 2019-20
206 Referral
- 2020-21

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)

Engage teachers in aligning instruction with standards and benchmarks

- 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

- 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)

Expanded time for student learning and teacher collaboration

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