



School Improvement Plan 2022-2023: King

Mission Statement:

At King Elementary School, we will be united to ensure every child is at or above grade level.

Lead Team Members:

Title	Name
Principal	Amy House
Assistant Principal	Jeff Dean
Counselor	Cheryl Peters
Media Specialist	Debbie Griffin
Teacher	Emilee Branscum
Teacher	Jodie Roberson
Teacher	Sherry Kupers
Parent	Bridget Varnell

Comprehensive Needs Assessment

Comprehensive Needs Assessment:

(include the following)

1. Review of Demographics
2. Review of Assessment Data
 - a. Include several sources (i.e. ISIP, ACT Aspire, ACT, IXL, etc.)
3. Review of Perceptual Data (surveys from staff/parents)
4. Identified needs
5. Proposed Title I purchases based on needs

Demographics: (2020-21) Data

Preschool- 40 students

Kindergarten- Fifth Grade- 378 students

33.6% Hispanic

52.9% White

1.1% American Indian

2.6% Asian

2.1% African American

7.7% two or more races

77% low income

15% of students receive Special Education Services

28% English Language Learners

Review of Assessment Data:

The Leadership Team analyzed test scores from the 2020-21 ACT Aspire Interim, Istation, Dibels, RTI conference data and student data (grades, attendance, discipline)

Review of Perceptual Data:

Building Needs Assessment Survey:

Celebrations:

- Common intervention schedule
- Focus on small groups
- Implementation of 95% and Foundations

Areas for Growth:

- Math interventions
- Adjust schedules for the least amount of disruption to instruction time.
- Increase parent involvement opportunities.
- Student motivation/participation
- Focus on essential standards and the RTI process

Parent Survey:

Celebrations:

- Health and Safety of Students is a top priority.
- Successful One-to-One program.
- Great staff!

Areas for Growth:

- Additional information is needed regarding The Parent Engagement Plan.
- Additional bilingual staff is needed.

After reviewing this data, the following needs were determined:

Identified Needs:

- Literacy and Math - Increase student achievement by identifying 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
- Provide support and resources for promoting attendance, social-emotional development, and positive behavioral interventions
- Provide support for building a positive culture for all school members

Proposed Title 1 Purchases:

Literacy, Math and School Culture:

- 19 Interactive TV's
- Chromebooks (3-5)
- Do the Math Intervention Program
- Solution Tree- PLCs- PD and Coaching
- Renaissance Climate & Culture Resources
- 95% Coaching for K-2
- Kagan- Day Two Cooperative Learning
- Jo Guzman- PD for strategies to enhance English Language Development
- Substitutes (observations and PLC meetings)
- Tutoring- tutors
- Online subscriptions:
 - Seesaw
 - BrainPOP
 - MiWrite

- IXL
- Istation
- Tumbleweed
- Discovery Education

Parent Involvement:

- Science Night - Strong Fathers
- Smore - Parent Newsletter
- Communication Folders
- Book Fair- March Parent Teacher Conferences

Goals

Develop Goals based on identified needs from Needs Assessment. (Must include a Math Goal and a Reading Goal.)

Goal 1 All students at King Elementary School will increase their math achievement.

Math Performance Indicator-

- K-2 Students will increase their average percent of students scoring proficient on the math section of ISIP to 100%.
- ACT Aspire 3-5 students will increase their average math scores.

Data Source: Istation ISIP Math (K-2)	Baseline Year: 2017-2018	Baseline: 63%
Target Date: 2018-2019	Target: 63%	Actual: 62%
Target Date: 2019-2020	Target: 68%	Actual: 56% (January)
Target Date: 2020-21	Target: 68%	Actual: 55%
Target Date: 2021-22	Target: 68%	Actual: 48%

Data Source: ACT Aspire Math (3-5)	Baseline Year: 2017-2018	Baseline: 39%
Target Date: 2018-2019	Target: 46%	Actual: 46%
Target Date: 2019-2020	Target: 50%	Actual: 33% (Interim)
Target Date: 2020-2021	Target: 50%	Actual: 45%

Goal 2 All students at King Elementary School will increase their reading achievement.

- Reading Performance Indicator-**
- K-2 Students will increase their average percent of students scoring proficient on the reading section of ISIP to 100%.
 - ACT Aspire 3-5 students will increase their average reading scores.

Data Source: ISIP Reading (K-2)	Baseline Year: 2017- 2018	Baseline: 58%
Target Date: 2018-2019	Target: 63%	Actual: 68%
Target Date: 2019-2020	Target: 70%	Actual: 58% (January)
Target Date: 2020-2021	Target: 70%	Actual: 44%
Target Date: 2021-2022	Target: 70%	Actual: 43%

Data Source:ACT Aspire Reading (3-5)	Baseline Year: 2017-2018	Baseline: 29%
Target Date: 2018-2019	Target: 34%	Actual: 26%
Target Date: 2019-2020	Target: 41%	Actual: 16% (Interim)
Target Date: 2020-2021	Target: 41%	Actual: 32%

Goal 3: King will promote a school culture that focuses on attendance, social-emotional development, positive behavioral interventions, accountability and mutual respect for members of the school community.

- Student attendance will increase to 95% by the end of the year.
- Staff attendance will increase to 95% by the end of the year.
- Behavior referrals will decrease by 25% by the end of the year.

Data Source: Attendance Reports	Baseline Year: 2017-18	94%
Target Date: 2018-19	Target: 95%	Actual: 95%
Target Date: 2019-20	Target: 95%	Actual: 94%
Target Date: 2020-21	Target: 95%	Actual:
Target Date: 2020-21	Target: 95%	Actual:

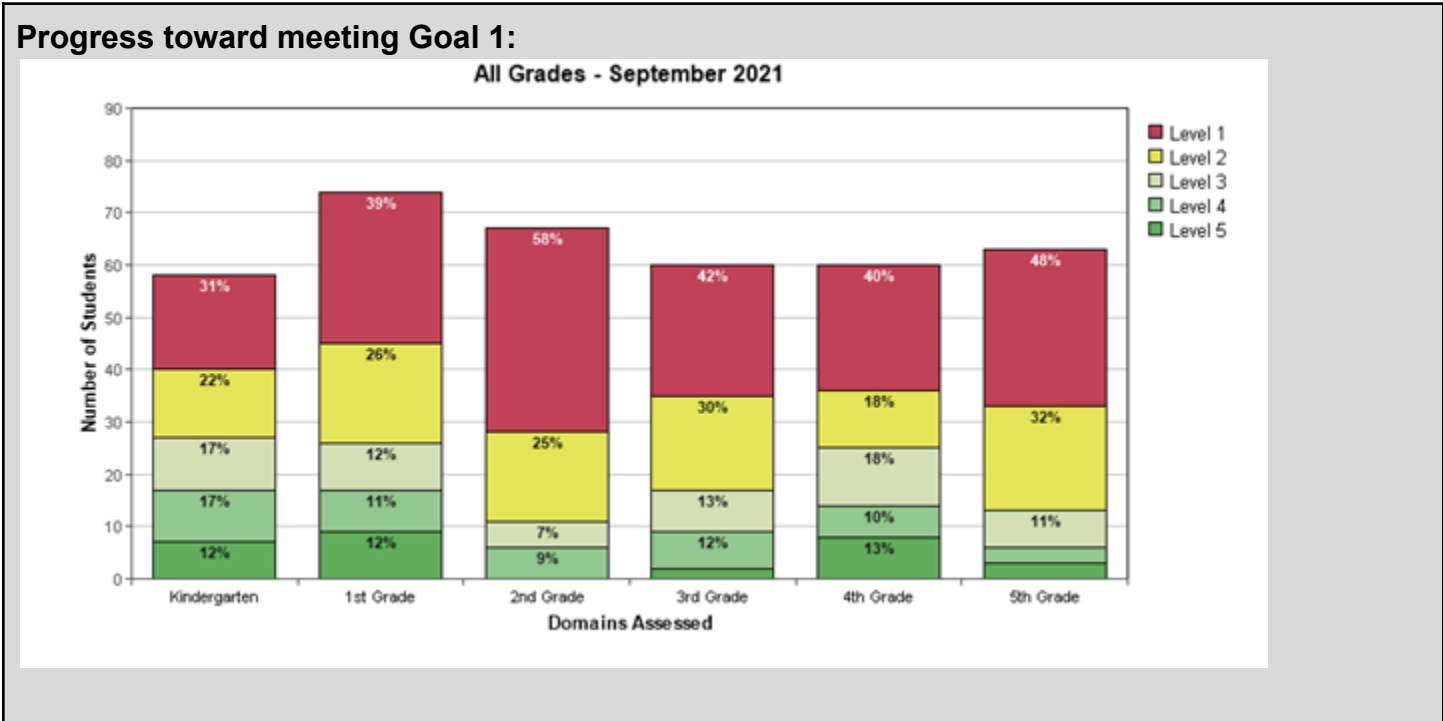
Data Source: Discipline Referrals	Baseline Year: 2017-18	412
Target Date: 2018-19	Target: 200	93
Target Date: 2019-20	Target: 150	206
Target Date: 2020-21	Target: 150	195
Target Date: 2021-22	Target::150	

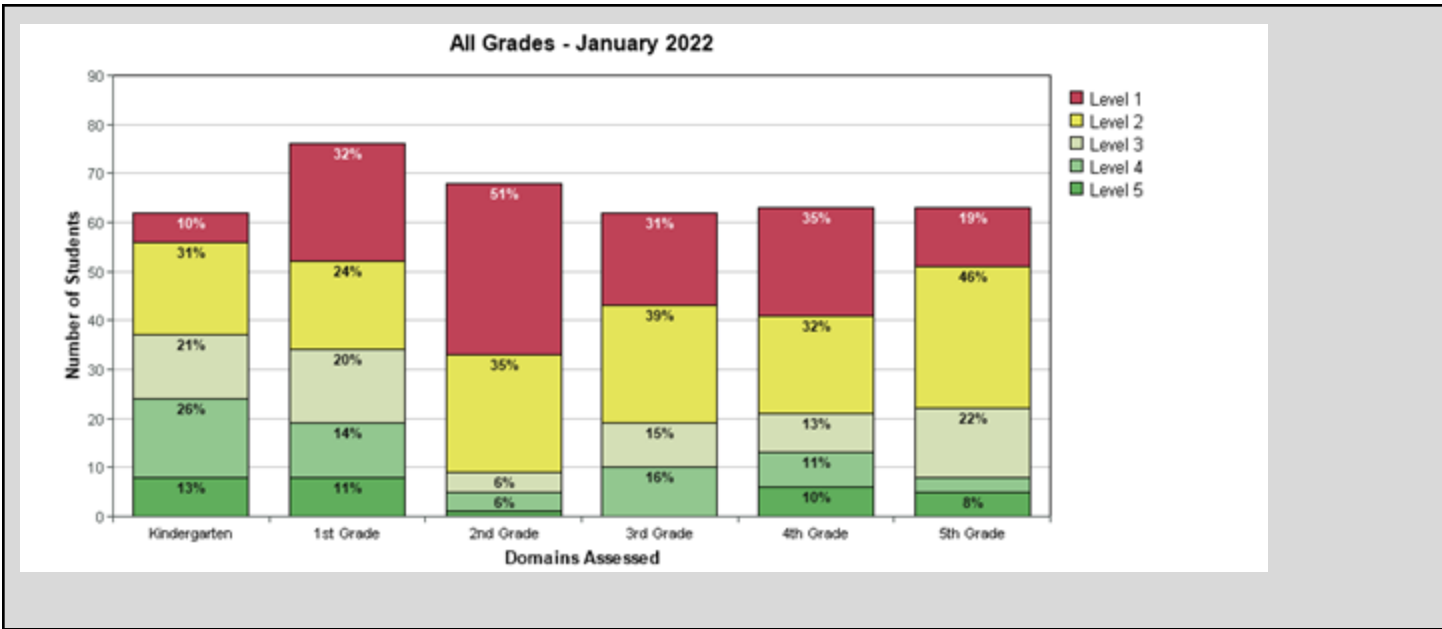
Mid-Year Goal Monitoring

To be completed at the end of the first Semester-(December2021)

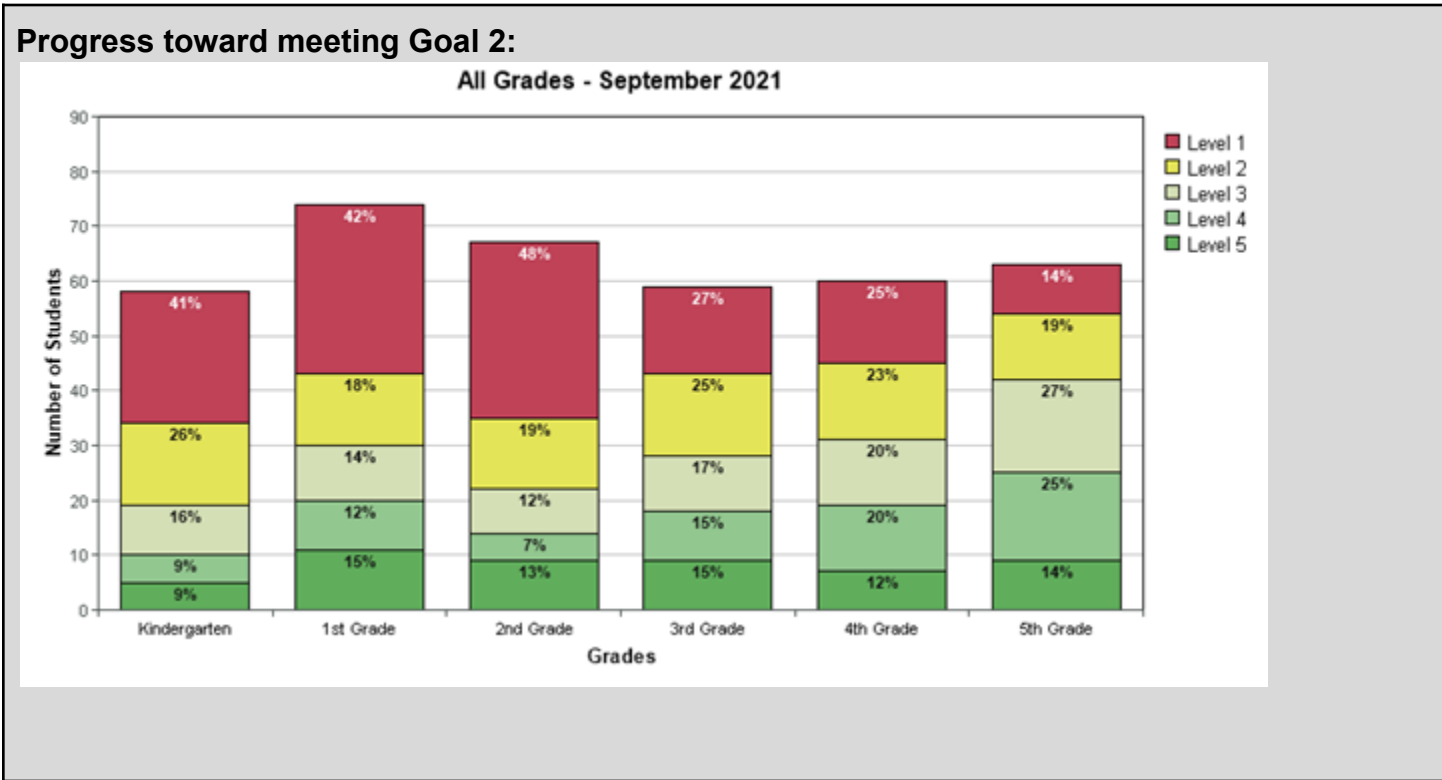
Under each goal describe progress made toward achieving each goal. Be specific and include measurable data.

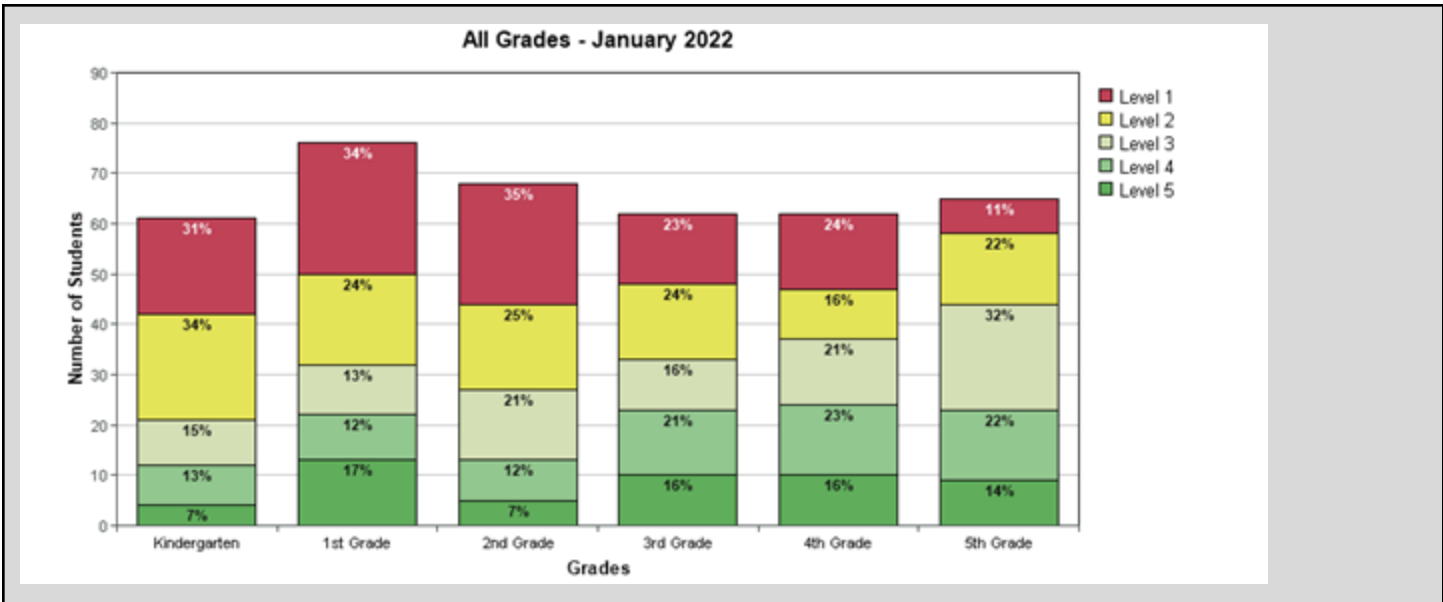
Goal 1. All students at King Elementary School will increase their math achievement.





Goal 2. All students at King Elementary School will increase their reading achievement.





Goal 3. King will promote a school culture that focuses on attendance, social-emotional development, positive behavioral interventions, accountability and mutual respect for members of the school community.

Progress toward meeting Goal 3:

- Student attendance will increase to 95% by the end of the year.
- Staff attendance will increase to 95% by the end of the year.
- Behavior referrals will decrease by 25% by the end of the year.

Attendance continues to be an issue due to Covid. We have focused on implementing incentives for students and staff members for perfect attendance.

We currently have 43 office referrals.

Literacy Plan

Literacy Plan

(include the following)

- Implementation
- Monitoring
- Professional Development
- Parent Involvement
- Evaluation

Implementation:

Phonics

- Foundations for K-3
- 95% Group 4-5

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:

- Foundations K-3
- 95% Group
- K-5 Independent Read Alouds
- Vocabulary Surge 4-5

Monitoring:

- The principal and the assistant principal will be responsible for conducting classroom walkthroughs to monitor implementation.
- The 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.

Professional Development:

- Provide teachers with specific PD focusing on
 - Science of Reading- focusing on teacher proficiency.
 - RTI with support from Solution Tree
 - 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-2

Parent Involvement:

- The principal and teachers will communicate with parents using:
 - Dojo
 - Intouchk12.com
 - Facebook & Twitter
 - Smore Newsletter
 - Peachjar
- Parent Teacher Conferences
 - October 12th & 14th
 - March 15th & 17th
- Veterans Day Parade- November 11, 2021
- Strong Fathers Science Night- March 31, 2022
- Parents are encouraged to join PTA.

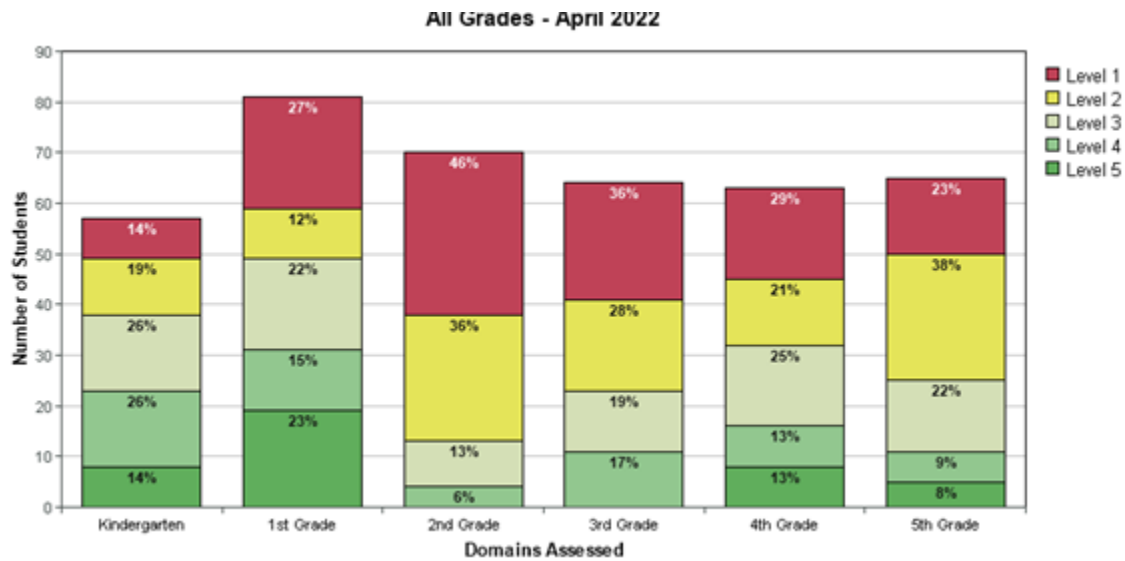
Evaluation:

- 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

FINAL EVALUATION OF 2021-2022 SCHOOL IMPROVEMENT PLAN

Describe the progress made toward the completion of EACH goal in your 2021-2022 School Improvement Plan. Please identify if each goal has been met, not met, continues to be a goal for 2022-2023, or has been removed. Place a check in the appropriate box.

Goal 1. All students at King Elementary School will increase their math achievement.

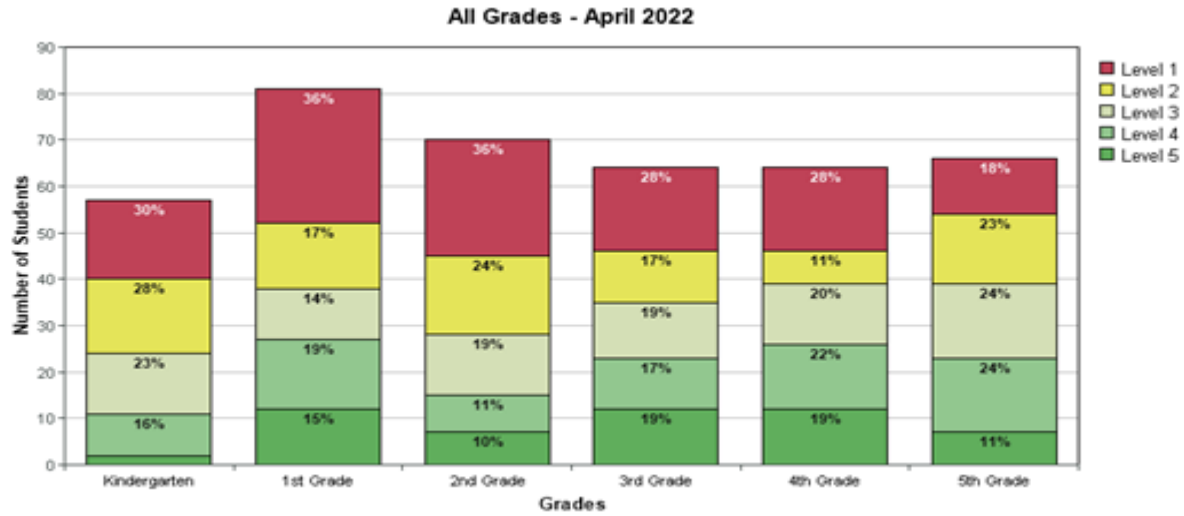


	MET
	NOT MET
X	CONTINUE IN 2022-2023
	REMOVED

DESCRIPTION:(Describe your progress for Goal 1 here)

Istation scores improved from 29% to 45% for K-5.

Goal 2. All students at King Elementary School will increase their reading achievement.



	MET
	NOT MET
X	CONTINUE IN 2022-2023
	REMOVED

DESCRIPTION: (Describe your progress for Goal 2 here)

lstation scores improved from 44% to 50% for K-5.

Goal 3. King will promote a school culture that focuses on attendance, social-emotional development, positive behavioral interventions, accountability and mutual respect for members of the school community.

	MET
	NOT MET
X	CONTINUE IN 2022-2023
	REMOVED

DESCRIPTION: (Describe your progress for Goal 2 here)

Office referrals have declined from 195 to ___ .

Attendance for students has _____.

Attendance for staff has _____.

Celebrations

1. Making the Arkansas School Recognition Program- Top 5% Growth in the State.
2. Collaborative Teams- Implementation of the PLC process.
3. Intervention process- Common Intervention time for K-5.
4. Resource Inclusion for K-5.