

Kingsford Heights Elementary School

School Improvement Plan

2020-21

I. INTRODUCTION

A. Narrative Description of the School, Community and Educational Program

Kingsford Heights Elementary School is located in the northwest corner of Indiana, nestled in the town of Kingsford Heights in LaPorte County. Kingsford Heights Elementary School is one of eight elementary schools of the LaPorte Community School Corporation. The school has seven self-contained classrooms for grades K-4. We offer a Preschool program with a morning and afternoon class. In addition, KHES also provides a Life Skills special education program through our SPED Cooperative for La Porte County. At KHES, Project Lead The Way(PLTW), music, art, physical education, speech, and counseling services are offered. The pupil population includes general education students as well as students with learning disabilities, cognitive impairments, autism, emotional handicaps, other health impairments, and moderately/significantly handicapped students.

B. Curriculum - Description and Location

The Kingsford Heights Elementary School curriculum is based on and aligned with the most recent Standards adopted by the Indiana State Board of Education. Copies of the curriculum are available in the school office and at the district office, 1921 "A" Street, LaPorte, IN.

C. Assessments - Used in Addition to ILEARN

Students in Grades K-4 are given NWEA formative assessments 3 times each year. WIDA tests are administered to ELL students in grades K-4. Ready Math Diagnostic Tests are given 3 times per year. Accelerated Reader, Exact Path, Reading A-Z, Guided Reading and Study Island are also used by staff to assist in individualizing instruction. Teacher-made tests and rubrics and tests taken from district adopted textbooks are also used for assessment purposes. Grade level writing assessments are included in the reading series tests, along with support materials for writing instruction from Smekens, Inc. The purpose of testing is to assist teachers in identifying and providing appropriate support to each student and to measure student academic growth based on district/state benchmarks.

II. STATEMENT OF MISSION, VISION, OR BELIEFS:

The LaPorte Community Schools will be recognized among Indiana's highest achieving corporations by ensuring that all students reach their maximum academic potential, working in partnership with parents and the community to become productive and responsible citizens who are successful in a competitive global world.

The LaPorte Community School Corporation BELIEVES...

- All children can learn, we can teach all students, and there are no exceptions.
- All students will be challenged throughout their academic career to reach their maximum potential.
- Children are unique and their self-esteem will be fostered to become successful.

- In mutual respect in every interaction with students, staff, parents, and community.
- A positive attitude creates a successful working and learning environment.
- Personal and professional integrity is critical to the learning process.
- District employees are highly valued resources.
- Decisions will be information and data based in the best interest of students.
- Accountability for student achievement is critical.
- A collaborative team approach is essential to ensure high performance.
- In an environment in which continuous improvement is embedded in our culture.
- In a safe and secure learning environment.
- Diversity is an asset that is to be valued and respected.

The mission of Kingsford Heights School is to provide all students with an education that promotes sustained learning and growth in a safe and caring environment.

The staff of Kingsford Heights School has the following beliefs:

- Every child is important and deserves the opportunity to learn.
- Children need to be in a safe, caring, and respectful school environment.
- Parents, teachers, and students must work together for optimum student success.
- Students learn in different ways and must be challenged to grow academically, emotionally, and socially through meaningful activities.
- Cultural diversity is shared and valued.

III. SUMMARY OF DATA:

A. Graphs of data from the annual performance report:

Can be found at <http://compass.doe.in.gov/dashboard/overview.aspx?type=school&id=4721>

B. Data Related to Other Performance Indicators:

Formal and informal assessments are used to guide instruction which is based on the state standards.

- NWEA
- Kendore Learning Dyslexia Screening
- Benchmark reading, writing, and math tests
- Accelerated Reader (AR)
- Exact Path
- Study Island
- ILEARN
- Ready Math
- WIDA

C. Additional Educational Programming and the Learning Environment:

Differentiation of instruction continues to be used and refined at all grade levels. Our counselor has initiated a tutoring program entitled Partner Up and Read, which allows the older students to pair up and read with our younger students. Guiding All Kids as well as Second Steps are additional standards-based programs used by K-12 school counselors to support student needs. Additional support in reading and math is provided to students through our Title 1 program. Co-curricular support for student learning is achieved in the areas of STEM and computer literacy with our Robotics Club, Technology Club, STEM

Days, Science Nights, Literacy Events, and cooperative learning initiatives with the La Porte County Library, La Porte County Soil and Water District, La Porte County Parks Dept., and the La Porte Hospital Foundation Little Fish Program.

IV. CONCLUSIONS ABOUT THE EDUCATIONAL PROGRAMMING AND ASSESSMENT OF THE CURRENT STATUS OF EDUCATIONAL PROGRAMMING.

A. Curriculum - Indiana Academic Standards

The district curriculum under which Kingsford Heights Elementary School operates is based on Indiana's Academic Standards. With recent revisions and adjustments made to the state-wide assessment tool and state standards the following actions have taken place at Kingsford Heights Elementary School:

- The Steering Committee continues to plan and monitor staff development and instructional strategies that will ensure student growth and achievement.
- School social media, school website, Skyward Parent Access, other apps, newsletters and weekly contacts keep parents up to date on instruction and events taking place within the school.
- The KH Data Team and all individual teachers continue to analyze and disaggregate the specific student and school data from various assessments to individualize instruction for students.
- Parents may use online Skyward Family Access to monitor their children's academic progress.
- Teachers continue to collaborate with grade level colleagues and across grade levels to share instructional strategies and professional development with one another to ensure that educators are life-long learners and adaptable to ever-changing circumstances.

B. Instruction supports the achievement of Indiana Academic Standards

The alignment of standards to curriculum and instruction that is tailored to state standards guides our every day practices. The staff at Kingsford Heights School has implemented strategies that support the Indiana Academic Standards including but not limited to the following:

- SEL and trauma informed strategies guide our interactions with students, parents, and staff.
- Tucker Signing Strategies for Reading, a decoding tool, has been incorporated into all primary classrooms.
- Literacy groups provide opportunities for homogeneous grouping to better diagnose and deliver instruction as well as target specific educational needs of individual learners.
- Grade level and cross grade level meetings by teachers support the continuity of instruction.
- High ability training has been provided to teachers.
- Summarization techniques have been studied and implemented.
- Differentiated instruction continues to be refined and implemented.
- Accelerated Reader, Star Reading, and Study Island are used.
- The Building Based Team uses the RtI model for struggling students.
- Technology is a school and district priority for all students, staff, and parents.
- Students participate in keyboarding instruction to improve proficiency with computers.
- Students are provided 1:1 technology to allow devices for each child for instruction to continue at home using preferred online programs.

C. Conclusions about Student Achievement (ILEARN and Other Assessment Strategies)

<http://compass.doe.in.gov/dashboard/overview.aspx?type=school&id=4721>

Kingsford Heights School uses ILEARN data, math, reading, and writing assessments, Exact Path, and Study Island data to drive the improvement of student academic performance. The data gathered from these resources is used to guide our staff in diagnosing areas in need of attention. Teachers meet at grade level, across grade levels and with the building administrator to create instructional goals to increase student achievement.

D. Parental Participation in the School

Kingsford Heights School welcomes parent involvement and participation and would like to see it advance to new levels. The school has an active PTA. The PTA plans activities that will bring parents into the school. The school calendar already reflects numerous opportunities including:

- Title I Parent Informational Events
- Family Reading Night
- Open House
- Book Fair
- STEAM Day/Night
- Grandparents/Special Friends Day
- Field Day for all students
- Popcorn Days
- Opportunities to volunteer in the school

The PTA acts as an ongoing support group serving as a sponsor of events in and outside of the school. Specific activities include:

- Sponsorship of fund raising activities.
- Classroom volunteers.
- Grants to teachers for staff development.
- Classroom money to purchase supplies not covered under operational supplies.
- Coordination of staff appreciation for all staff.
- Providing meals during parent teacher conference days.
- Sponsoring 4th Grade Recognition.
- School assemblies that focus on academics, anti-bullying, and drug prevention.
- Support of clubs such as Robotics

E. Technology as a Learning Tool:

A district Technology Committee is in place to direct the expansion of technology and training for staff, students, and families. Our district is One to World in which every child K-12 has the opportunity to have a chrome book issued for use both at school and at home. Instructional coaches are in place at all levels to assist with training and use of technology in the classroom. KHES also has a technology specialist who assists teachers in the building on a daily basis if needed. Each classroom has a SMART Board and a visual presenter. Teachers have an assigned device and access to multiple methods of training both in persona and virtual. In terms of specific preparation and use:

- Report cards are computer generated and parents have online access to grades and attendance.
- Special education paperwork is web based.
- E-learning days are conducted throughout the year.

- Student/Chrome book 1:1 ratio for home usage.
- Classroom and school newsletters are computer generated and shared.
- Each classroom has a Smart Board.
- Accelerated Reader, Star Reading, Ready Math, and Study Island are used to differentiate instruction for students in an online setting.
- An after-school Tech Club provides technology experiences for appropriate students.
- Project Lead The Way is a weekly class that all students in K-4 participate in for STEM enrichment and learning.
- Robotics Club offers opportunities to build and work robots for age appropriate students.

F. Safe and Caring Learning Environment

Kingsford Heights School operates under the Critical Incident Plan adopted by LaPorte Community School Corporation. Elements of this plan include the following:

- Exterior doors remain locked at all times and a security system is in place for entry.
- Four cameras and an external intercom system, with a monitor on the secretary's desk.
- Ability to open exterior doors from the secretary's desk.
- Signs direct visitors to the office and to all exits.
- Visitors must sign in, wear a visitor badge, and sign out. The Raptor Visitor Management System is used for identification of visitors.
- Instruction in student safety is provided as part of the curriculum through lessons from the counselor.
- Teachers at Kingsford Heights are prepared to deal with discipline problems using a positive discipline approach.
- The school safety team meets once a month.
- Campfire Meetings are held to focus on kindness and respectful behavior.
- Emergency drills are practiced regularly and discussed.
- Indoor and outdoor student supervision is diligent and evident each day.
- The school crisis team have been trained in CPR, the Heimlich maneuver, and the AED use.
- Staff members are able to communicate using portable radios on a frequency with other school officials.
- Students participate in social media/cyber awareness lessons through the Guiding All Kids curriculum in our district.
- Teachers use a variety of positive and negative consequences to maintain a non-threatening learning environment.
- Local police officers and firemen are observable by students who perceive them as a safety resource.
- Fire Safety Week is celebrated each year.

G. Professional Development

The Kingsford Heights School staff participates in local, district, and out-of-district professional development opportunities which reinforce the district goals and objectives.

- Social Emotional Learning/Trauma Informed Schools
- Dyslexia screening training via Kendore Learning
- Smekens Writing Webinars
- Pearson digital resources
- Training by Technology Coaches to improve the use of technology with students
- Training by Technology Coaches to improve the use of data

- NWEA training to disaggregate student data
- Skyward training
- Ready Math training
- McGraw-Hill Science training
- Google Classroom training and certification
- Brain-based learning
- Autism Interventions
- Sensory Room training

V. STUDENT ACHIEVEMENT OBJECTIVES, DERIVED FROM AN ASSESSMENT OF THE CURRENT STATUS OF EDUCATIONAL PROGRAMMING

A. Attendance Rate

The Kingsford Heights attendance rate ranges between 96-98%.

B. Percentage of Students Meeting Academic Standards.

<http://compass.doe.in.gov/dashboard/overview.aspx?type=school&id=4721>

VI. SPECIFIC AREAS WHERE IMPROVEMENT IS NEEDED IMMEDIATELY

Language Arts: (1)Reading: Nonfiction; (2)Literature and Vocabulary

Mathematics: (1)Computation; (2)Mathematical Processes

VII. BENCHMARKS FOR PROGRESS THAT SPECIFY HOW AND TO WHAT EXTENT THE SCHOOL EXPECTS TO MAKE CONTINUOUS IMPROVEMENT IN ALL AREAS OF THE EDUCATION SYSTEM

The Kingsford Heights Staff expects to see improvements in instruction in the following areas: mathematics, reading/language arts, writing, science and social studies. Progress will be measured by increases in state test scores and increases in student grades in content areas, as well as NWEA results. The staff will continue to analyze student achievement data to increase student achievement.

IX. PROPOSED INTERVENTIONS BASED ON SCHOOL IMPROVEMENT GOALS

(See School Improvement Action Plan)

- Continue using and improving writing using the Six Traits approach (Smekens).
- Students will write in all subject areas.
- Use teaching assistants, the Title I staff and teacher, and classroom teachers to do flexible grouping of students to better address their needs.
- Continue to use the differentiation model of teaching and summarization techniques in reading, math, science, and social studies.
- Utilization of Scholastic News program for non-fiction reading and comprehension.
- Use state testing data, Study Island data, NWEA, Exact Path, Reading A-Z data to focus instruction as well as teacher created assessment tools.
- Daily oral language opportunities will begin each day during morning work.
- Teachers will conference with students during the Daily 5 time to address remediation of fluency, comprehension, phonemic awareness, phonics, and vocabulary.
- Teachers will ensure that informational reading is emphasized (non-fiction texts).

- Multiple step math problems will be broken down into smaller steps.
- Utilize IXL as a resource for all subject areas.
- Operate on a one-to-one device ratio for students.

X. PROFESSIONAL DEVELOPMENT

Professional development is coordinated with supports that are sustainable school improvement efforts. Staff development training will be directed to both technology and instructional delivery based on needs. (See School Improvement Action Plan)

- SEL and Trauma Informed Practices
- Dyslexia Screening
- Autism in the classroom
- Use of online sites such as Study Island, Ready Math, Accelerated Reader, Reading A-Z
- Continue to improve writing in all content areas using Smekens educational training
- Additional technology training with iReady, NWEA, Exact Path, Google Classroom
- Continue to use Accelerated Reader and explore use at home
- Continue to use The Learning Connection and IDOE instructional webinars
- Utilize blended learning models and best practices

XI. STATUTES AND RULES TO BE WAIVED None

XII. TIME LINE FOR IMPLEMENTATION, REVIEW, AND REVISION

A time line for improvement over the next three years has been established. The school improvement team will meet monthly to review and implement the timeline for improvement. Data from the IDOE (The Learning Connection), iReady, Study Island, NWEA, Exact Path and benchmark testing will be a key component to the improvement plan. The achievement of students will continually be reviewed by the principal, all teachers, school improvement team and other stakeholders at Kingsford Heights Elementary School. Revisions in the plan will be made as data is analyzed and summarized at each grade level or directed by district or state standards.

**School Improvement Action Plan
Kingsford Heights Elementary School**

GOAL: Students will demonstrate improvement in the mastery of Indiana Language Arts/Reading standards in each of the next 3 years.

Support Data: Literature and Vocabulary Reading Comprehension (nonfiction)	Standardized Assessments: IReady IREAD3 Benchmark reading tests NWEA WIDA	Local Assessments: Textbook assessments Daily work Reading A-Z AR vocabulary tests Study Island Quizlet		
Intervention: Teachers will use data from assessments to design instruction that will increase the number of students who achieve passing on state testing as well as continued growth.		Research/Best Practice: AR Daily 5 Smekens Data Teams RtI Interventions Second Steps Curriculum		
Strategies/Activities to Implement the Intervention:	Persons Responsible:	Time Frame:	Resources:	Staff Development Activities
<ul style="list-style-type: none"> *Flexible groups of students will meet daily to work on phonemic awareness, phonics, fluency, vocabulary, and comprehension in small groups. *Progress monitoring will direct intervention sessions with students in K-4. *Students will read a variety of genres. *Tucker signing will be used in grades K-2. *Daily 5 *Teachers will read orally to students daily. *Vocabulary instruction will continue to provide an enriching reading experience. *Students will take AR Vocabulary quizzes over books they've read. 	<ul style="list-style-type: none"> K-4 teachers Title 1 Staff Data coaches Classroom assistants Media Paraprofessional 	Ongoing	<ul style="list-style-type: none"> Leveled books Guided Reading Reading A-Z Daily 5 and CAFE materials AR- varying genres Library books Quizlet Scholastic News 	<ul style="list-style-type: none"> Grade level meetings to share and analyze data and develop strategies Staff development on the use of Accelerated Reader, NWEA, Reading A-Z, and Smekens Writing. Staff development with Daily 5 and CAFÉ Data team meetings to analyze data and set Smart Goals Using Google Docs with students E-Learning and blended learning
Intervention: Teachers will continue to enhance their writing instruction to improve students' response to literature and vocabulary.		Research/Best Practice: Smekens Writing Data Teams Daily 5		
Strategies/Activities to Implement the Intervention:	Persons Responsible:	Time Frame:	Resources:	Staff Development Activities
<ul style="list-style-type: none"> *Daily writing will be a requirement for all students. *The school data team will monitor results from student writing. *Student applied skills booklets will be used to review and instruct. *Teachers will conduct writing conferences with individual students. *Anchor papers will be used with students. *Summarization techniques will be used by students. 	<ul style="list-style-type: none"> Classroom teachers Principal Title 1 staff Data coaches Classroom assistants 	Ongoing	<ul style="list-style-type: none"> Smekens Writing Strategies Writing Rubrics NWEA data IDOE professional resources 	<ul style="list-style-type: none"> Grade level meetings to review information Review of Applied Skills tests Share teaching strategies at staff meetings Smekens writing and vocabulary workshop/webinars for all KH teachers

	ELL coach			Data Team analysis
GOAL: Students will display improvement in the mastery of Indiana Math Standards in each of the next 3 years.				
Support Data: Identified weak areas Mathematical Process Computation	Standardized Assessments: Indiana Statewide Assessments iReady Math Diagnostic Tests NWEA Exact Path	Local Assessments: Ready Math Chapter and Unit Tests Teacher observations Daily work Teacher-developed tests Report card grades Data Team process		
Intervention: Students to develop strategies to solve complex problems and master computational skills.		Research/Best Practice: Ready Math CARE Math IDOE resources Math skill groups (Daily 3)		
Strategies/Activities to Implement the Intervention:	Persons Responsible:	Time Frame:	Resources:	Staff Development Activities
*Students will be taught to look for patterns, break a problem into simpler parts, and look for relevancy. *Estimation will be taught to check the validity of answers. *Students will practice explaining their process to others in writing. *Applied skills tests will be used for practice and review in grades 2-5. *Technology will enhance learning. *Teachers will use a daily problem to practice problem solving. *Smartboard lessons using technology. *Students will learn to interpret a variety of tables and graphs and develop questions using the data. *Problem solving will be supported in Art and Music classes. *Flexible groups will work with complex story problems. * Students will graph their own assessment data. *Academic vocabulary will be taught	Classroom teachers Art and Music Teachers Data coaches Title 1 staff	*Ongoing	Ready Math Purdue Math CARE Math Study Island Data coaches Chromebooks Applied Skills Tests (IDOE) Academic standards information from IDOE	Staff technology training to enhance lessons Cross grade level and grade level meetings Review of math applied skills tests Professional development- iReady Math Daily 3 Math inservice

GOAL: Student work ethic will be a focus in each of the next 3 years to improve learning and behavior.				
Support Data: State testing data Student grades Discipline referrals Parent participation	Standardized Assessments: Indiana State Testing IREAD-3 Benchmark/Unit Tests	Local Assessments: Student grades Discipline referrals Parent participation		
Intervention: Parent involvement at the school will increase.		Research/Best Practice: Promote events that are offered		
Strategies/Activities to Implement the Intervention:	Persons Responsible:	Time Frame:	Resources:	Staff Development Activities
*Family Science Night will become annual events.	Classroom teachers	Yearly	Parent support	STEAM/STEM and PLTW, Art teachers will assist.

<p>*Title 1 parent meetings will be offered to K-4 families. *KH PTA officers will strive to increase attendance at PTA meetings. *Each grade level will increase parent contact opportunities. *School rules and procedures will be communicated to students, parents, and staff. *Junior Achievement lessons will continue. *The LPCSC Anti-Bullying curriculum will be taught and practiced.</p>	<p>Title 1 teacher Principal Counselor PTA</p>	<p>Yearly and Ongoing</p>	<p>Awards Assemblies 4th Grade Recognition</p>	<p>Best practices will be researched and shared. Community partners will be developed</p>
<p>Intervention: Student motivation and behavior in the school environment will improve, and achievements will be celebrated.</p>			<p>Research/Best Practice: SEL practices and Trauma Informed Schools use</p>	
<p>Strategies/Activities to Implement the Intervention:</p>	<p>Persons Responsible:</p>	<p>Time Frame:</p>	<p>Resources:</p>	<p>Staff Development Activities</p>
<p>*Staff will model behaviors for students *Morning announcements and campfire will address SEL as well as motivate participation in school activities *Visibility of Staff in and around the building *Staff daily reminders and reinforcement of expectations *Common language/vocabulary will be used by staff and students *The Bucket Fillers program will continue. *The elementary work ethic program will continue. *Awards will be shared *Teachers will study ways to motivate students in the classroom. *Our school library will begin a program to motivate students to read more. *Differentiation will continue to be developed to better engage students and learning. *Students will graph their own assessment scores to encourage ownership of their work. *Accelerated Reader accomplishments will be celebrated. *Tokens/rewards will be offered to students at appropriate times</p>	<p>*Counselor *Teachers *Principal *Steering Committee *Media paraprofessional *Classroom teachers</p>	<p>*Ongoing</p>	<p>SEL Training Differentiation materials Rewards and Assemblies PTA support of programs and materials</p>	<p>Motivational speakers for students Grade level meetings to work on differentiating lessons. Staff development on using Growth Mindset, Minds in Motion, school culture, Skyward, and AR data. Planning and work sessions for celebrations and rewards.</p>