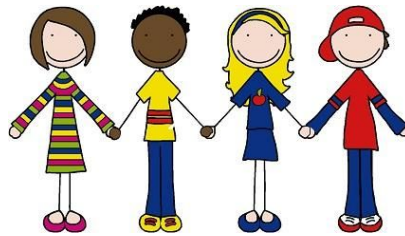


North Park Elementary

SBDM Council End of Year Report 2017-18



Beth Brandenburg, Principal

SBDM Council and Committee Members 2017-18

Chairperson: Beth Brandenburg, Principal

Teacher Representatives: Keshia Goodman, Pamela Seidl, Sabrina Morgan

Parent Representatives: Freddie Murphy, Erin Hester, Laura Parker

Committees:

Culture, Wellness, and Resources : Jenny Allan, Jennie Riney, Michelle Buckley, Loretta McCamish, Kelly Stone, Elizabeth McIntosh, Ace Adcock, Bethany Diniz, Kristin Skees, Brittany LaFollette, Amy Route, Shannon Saltsman

Curriculum and Instruction: Gail James, Nicole Hufana, Ocie Harrison, Megan McKnight, Casey Richards, Kay Robertson, Denese Duncan, Emily Wilcoxson, Brittany Stanton, Lori Allen, Kristi Wells, Cindy Sage

Planning, Professional Development, and Budget: Sabrina Morgan, Athena Emerine, Pamela Seidl, Joanna Leiser, Keshia Goodman, Anisia Woodring, Christi Lowman, Julie Powers

Council Major Points of Action:

- ❑ Primary Focus was on student achievement and determining best ways to implement current plan to support student growth. We continued using ESGI data tool for help in monitoring literacy and math goals particularly for KSI student data monitoring. We have continued to readjust our KSI and ESS rosters regularly, to add and support students using assessment data.
- ❑ Worked to establish/maintain priorities for school-wide foci: Addressing student needs related to trauma, increasing student and staff celebrations to maintain positive learning environment as our school continues to expand.
- ❑ Kindergarten Readiness continues to be a focus of our school 48% of students are coming “ready”—we continued implementing Born Learning and Cradle school to engage families in recognizing the importance of early learning opportunities. Born Learning year four was also a positive experience for families involved our enrollment remains steady. Our Born Learning Trail is getting a facelift this summer with additional artwork in the stations.
- ❑ Implementation of PBIS continues to be a success and adding fun activities with teachers and North Hardin students to our monthly student celebrations helped students increase excitement.
- ❑ Teacher Evaluation System implementation – results: Many teachers scored in the exemplary category due to high student growth SGG even after adjusting our target percentages higher 75-80% minimum, and high marks in classroom observations. Regular walkthroughs and immediate feedback support teacher growth.
- ❑ Major revision of SBDM Council Bylaws and all legally required policies. We reconfigured our committee structure to streamline activities.

Areas addressed: Goals and Measuring Success

- ❑ **Reading MAP: According to MAP Student Growth Summary Report, 87% of students met their projected growth. 66% in 2016-17**

34% (96 students) below 158 in Reading. Of that group, 44% (42 students) scored within 5 points of grade level, 36% (35 students) scored between 5-10 points below grade level. 20% (19 students) scored 11 or more points below grade level (17 points = 1 year growth). Compared to last year there was a reduction in total number below grade level 34% vs. 39%. **Gap Group (Special Education students)-89.1% met or exceeded projected RIT in Reading. 148.6% percentage of projected growth met.**

- ❑ **Math MAP: According to the MAP Student Growth Summary Report, 91% of students met their projected growth. 75% in 2016-17**

32% (91 students) below 159 in Math. Of that group, 35% (32 students) scored within 5 points of grade level, 22% (20 students) scored between 5-10 points below grade level. 43% (39 students) scored 11 or more points below grade level (19 point = 1 year growth). Compared to last year there was a reduction in total number below grade level 32% vs. 37%. **Gap Group (Special Education students)- 88.6% met or exceeded projected RIT in Math. 177.5% percentage of projected growth met.**

- ❑ Literacy First - We focused on continuation of differentiation of core instruction through small group instruction/stations, While refining our whole group reading to include more small group activities in K. More intentional use was seen in preschool small group instruction as evidenced by Lesson Plans aligned to the new OWL curriculum, monitored weekly. **97% of K classes met all Literacy First Kindergarten Phonemic Awareness Skills and 97% of classes mastered the Literacy First Kindergarten Upper and Lower Case letter recognition, 50% of K students mastered all 50 sight words. 72 % mastered 40 out of 50 sight words.**
- ❑ Math –Continued focus on early numeracy skills using teacher created continuum of skills formatted similar to literacy assessment. This is used to develop small group lessons that target differentiated skills.

Intervention Successes:

Reading KSI

35 students were identified for KSI in Reading based on MAP scores, Literacy First, and classroom performance throughout the 2017-2018 school year. Interventions were provided and data points were collected and monitored monthly. 3 students moved during their KSI process and are not included in the final count. At the end of the year, 2 students remained in Tier 2 status, 8 students will remain or begin Tier 3 in Fall (1 of the 8 will have a Cognitive Screener). These 8 students made positive growth with the KSI process, but it was determined to keep them in Tier 3 to provide extra support when beginning first grade. 2 students are currently in the Special Education Referral Process. Since winter testing, 18 students transitioned back to core instruction. 9 of students transitioned back to core instruction and 11 students transitioned back to core and received ESS services. No students were unable to be tested due to truancy. 3 students will be retained in Kindergarten for the 2018-2019 school year.

Of the 35 students who were in the KSI process for Reading, 25 were present the entire year. Those 25 students had an average growth of 22.7 points on MAP testing from Fall to Spring.

Math KSI

34 students were identified for KSI in Math, based on MAP scores and classroom performance throughout the 2017-2018 school year. Interventions were provided and data points were collected and monitored monthly. 3 students moved during their KSI process and are not included in the final count. 2 students remain in Tier 2 status, 8 students will remain or begin Tier 3 in the fall (2 of the 8 will have a Cognitive Screener). These 8 students made positive growth with the KSI process, but it was determined to keep them in Tier 3 to provide extra support when beginning first grade. 2 students are currently in the Special Education Referral Process. Since winter testing, 19 students transitioned back to core instruction. 7 of the students transitioned back to core instruction and 12 students transitioned back to core and received ESS services. No students were unable to be tested due to truancy. 3 students will be retained in Kindergarten for the 2018-2019 school year. **Of the 34 students who were in the KSI process for Math, 26 were present the entire year. Those 26 students had an average growth of 26.9 points on the MAP testing from Fall to Spring.**

Policy Reviews/Revisions

- ❑ CSIP – implementation of EProve system of recording required improvement pieces.
- ❑ Major policy revision was undertaken and continues: Discipline, School Space, Committee, Consultation, Budget, School Safety, Emergency Management Plan.

Success Stories

- ❑ Overall enrollment is higher than ever! **788 students enrolled in preschool and kindergarten as of May 30.**
- ❑ Quarterly Literacy First Benchmarks Preschool and Kindergarten celebrations
- ❑ Full Day preschool was very successful - attendance is high..
- ❑ Wrap-around child care has provided support for families.
- ❑ PBIS is working well. Winter MAP Rock Star Party, Spring MAP Beach Party, Brag Tags and positive reinforcers given for daily clipping off behavior charts, attendance, monthly assemblies recognizing Bee Ticket winners, school mascot visits.
- ❑ Born Learning was a continued success – 50 families participated in at least one session, 20 graduated
- ❑ Family Fun nights, Parent education sessions have been successful although lower than desired attendance at evening events 50 -75 families.
- ❑ KSI process is continuing to work- majority of student moving out of interventions to core instruction.
- ❑ **Teacher and Staff Celebrations –**
All preschool classes have a 5 STAR rating from KDE!
4 Classrooms of Excellence in Preschool, 3 NBCTs (National Board Certified Teacher) in Kindergarten

As a result of PBIS Implementation -

- ❑ Student office referrals are very low – total of 8 office referrals for behavior (not bus).
- ❑ Student Goal Celebrations – Monthly Work Ethic Standard / PBIS Assemblies celebrate bee ticket winners, attendance, Golden Spatula, Golden Dustpan, Birthdays, etc.

Next Steps: Continue use of data to drive instructional decisions and create the most effective learning environment possible for students. Restructuring of preschool parent meetings to facilitate more intimate involvement of families, seek out grants and other ways to provide educational opportunities i.e., “Parent University”.