

Latonia Elementary

We are all in this together!

General Information

Points of Pride

- Creating a sense of community/family within our school and providing a learning environment that focuses on developing the whole child.
- High expectations for success

General Information

Top Three Areas of Growth

1. Unit Planning
2. Multi-Tiered Systems of Support
3. Teacher development and support

The most important factor in a student's success is the person standing at the front of the classroom!

General Information

How we Promote Ourselves in the Community

- Meet the teacher night at the beginning of the year
- Family Nights
- Clear and Frequent Communication
- School Guidelines to Success Shirts
- One to One Mentors
- Rosedale



School Culture

How we Meet the Needs of the Whole Child

- Tier 1, 2, and 3 instruction for academics and behavior
- Multi-Tiered Systems of Support Meetings every 6 weeks (rotating through grade levels weekly)

School Culture – Academic Progress

	READING PROGRESS			MATH PROGRESS		
	18/19 (pre-pandemic)	20/21 (pandemic)	21/22 (post-pandemic)	18/19 (pre-pandemic)	20/21 (pandemic)	21/22 (post-pandemic)
Novice	16.4	42.3	14	12.6	46.2	35.6
Apprentice	33	25.2	34.6	40.3	41.1	34
Proficient	36.5	25.2	34.6	37.7	7.3	23
Distinguished	14.4	7.3	15.6	9.4	2.4	7.3
P/D combined	51	32.5	50.2	47	9.7	30.3
Reflection:	<ul style="list-style-type: none"> • Novice is lower than pre-pandemic • Distinguished is higher than pre-pandemic • P/D combined is almost back to pre-pandemic 			Reflection: <ul style="list-style-type: none"> • Novice reduced 13.6% from 20/21, but is still significantly higher than pre-pandemic • P/D increase 20.6% from 20/21, but is still below pre-pandemic 		

State Comparisons

LES performed higher than the state average in several areas

Reading and Math Combined Performance:

- All Students: 1.35% higher
- White Students: 7.2 % higher
- African American Students: 3.6% higher
- Economically Disadvantaged Students: 9.75% higher
- Special Education Students: 9.3% higher

School Culture – Behavior Progress

Our Progress as of October 31st

Behavior Referral Data

17-18	18-19	19-20	20-21	21-22	22-23
157 events 65 students	84 events 45 students	43 events 27 students	N/A	18 events 18 students	34 events 13 students

Coaching Call Data

17-18	18-19	19-20	20-21	21-22	22-23
363	268	121	N/A	78	104

PLCs/Collaboration

Planning Days

- In addition to scheduled equivalency days, we also give every teacher an additional planning day every 6 weeks.
- K-2 teams plan by grade level and 3-5 plan by vertical teams.
- Additional planning opportunities after school or on breaks where teachers are paid a stipend – staff choice

Data Driven Decision Making

- Assessment Analysis for End of Unit Assessments, including goal setting for standard mastery
- Data monitoring in Mastery Connect for formative assessments
- STAR CBM monitoring

Regular Celebration

Teacher Retention

Supports In Place

- Clear and consistent communication
- Team leads for all grade levels
- Instructional Coach/admin for instructional support
- PBIS/Foundations team for behavior support
- Regular feedback
- Differentiated support for teams based on needs
- Planning Days (in addition to district provided days)
- Caring/Supportive Culture

Last year, we lost 6 certified teachers

- 1 moved further away
- 1 left education to pursue a different career
- 1 left to stay home with her children
- 2 not renewed (1 due to a one year position with ESSER)
- 1 left to go to Kenton county

Teacher Retention

Working Conditions – Favorable Responses			
	21-22	State Average	+/-
Managing Student Behavior	76%	65%	+11
Feedback and Coaching	73%	55%	+18
School Leadership	72%	64%	+8
Staff Leadership Relationships	72%	76%	-4
Educating All Students	71%	67%	+4
Professional Learning	53%	57%	-4
School Climate	53%	60%	-7
Resources	47%	49%	-2
Emotional Well Being	35%	48%	-13

Working Conditions Progress – Favorable Responses			
	21-22 57% completion rate	22-23 92% completion rate	+/-
Managing Student Behavior			
Q1	69%	95.9%	+26.9
Q2	31%	20.8%	-10.2
Feedback and Coaching			
Q3	63%	91.6%	+28.6
Q4	69%	87.5%	+18.5
School Leadership			
Q5	44%	33.4%	-10.6
Q6	63%	91.7%	+28.7
Staff Leadership Relationships			
Q7	57%	79.2%	+22.2
Q8	63%	73.9%	+10.9
Professional Learning			
Q9	25%	62.5%	+37.5
Q10	38%	58.3%	+20.3
School Climate			
Q11	19%	41.7%	+22.7
Q12	38%	25%	-13
Q13	38%	70.8%	+32.8
Emotional Well Being			
Q14	31%	45.8%	+14.8
Q15	19%	25%	+6

Professional Development

- Larry Bell, Cultural Responsive Teaching Book Study (monthly), CIPS Academy, Direct Instruction Training
- More Staff Choice this year at the school and district level

Feedback from Survey Results

- For input in PD, favorable responses increased by 37.5%
- For how often PD help teachers explore new ideas, favorable responses increased by 20.3%
- Staff were pleased with having more options this year and enjoyed peer presented PD opportunities

Curriculum Development

Where We Are

- Follow district curriculum guide for all instructional pacing. Unit Planning Organizers are used as main resource when developing Unit Plans.

How We Monitor

- Weekly observations and Unit Planning feedback
- Planning Days
- Assessment Analysis Sessions

Technology

- K-2 all students have I-pads
- 3-5 all students have Chromebooks
- Dreambox (math) and Lexia (reading) for homework and extra support in class
- Mastery Connect for end of unit assessments and formative assessment.
- Google Classrooms