

# 2022-2023 School Success Plan Template



Please make a copy for your school leadership team's use. [Professional Learning Calendar 2002-23](#)

## King SSP Rubric 2022-23

**School:** King Elementary Children's Center for Engineering    **Principal:** Diane Stelmach

**BLT Members and Position:** Trish Koltz, Kindergarten; Michelle Flicek, 1st grade; Emily Vetter, 2nd grade; Cathy Derricks, 4th grade; Amanda Hetrick, 5th grade, Lynn LaBar, Special Education; Katherine Schiller, Math Interventionist; Brooke Milhaupt, Literacy Coach

## Section I: Reflection & Analysis

**District Mission:** *We ensure that all students graduate college, career and community ready; inspired to succeed in our diverse world.*

### **School Mission/Vision Statement:**

#### **All Children Can Learn at The Children's Center for Engineering**

We believe that all students can learn and must learn at high levels of achievement. It is our job to create an environment in our classrooms that results in this high level of performance, while maintaining a warm, welcoming, accepting school with mutual respect. We are confident that, with our support and help, students can master challenging academic material, and we expect them to do so! We are prepared to work collaboratively with colleagues, students, and parents to achieve this shared educational purpose.

**District Priorities:** *Academic Excellence, Personalized Pathways, Engagement, Thriving Workforce*  
*Refer to the [District Strategic Plan](#) for more information.*

**Needs Assessment:** *(Please describe and link the information determined to highlight the needs of your school, including gaps in achievement, gaps in professional knowledge, skill, practice and other important needs of your school.)*

*Based on your needs assessment, what student groups have you identified in need of focused and intentional gap closing strategies that will be monitored throughout the year?*

### **Literacy**

What is the current gap in phonemic awareness in grades 4K, K, and 1? What does the Early Literacy Data tell us about 4K, K, 1, 2?

In a long-term strategy, this is the effective use of lead-time to bring children into grade 3 that are on an academic trajectory for proficiency.

On the cold-read instructional running record:

- 2016-2017 Fountas and Pinnell data showed overall 66% proficient or above for students in K-5.
- 2017-2018 Fountas and Pinnell data showed overall 60% proficient or above for students in K-5.
- 2018-2019 Fountas and Pinnell data showed overall 59% proficient or above for students in K-5.
- 2020-2021 cold-read instructional running records showed overall 45% proficient or above for students in K-5.
  - This was a drop from our data at EOY 2019 largely due to Covid-19 closure and being in virtual learning for 8 months.
- **2021-2022** cold read independent running records showed overall 64% proficient or above for students in K-5.
  - This was the first year we did an independent running record level.

One year of growth:

- 2016-2017 F&P BAS for K-5 indicated 75% made at least one year's growth. (\*measured Fall to Spring)
- 2017-2018 F&P BAS for K-5 indicated 53% made at least one year's growth. (\*measured Spring to Spring)
- 2018-2019 F&P BAS for K-5 indicated 59% made at least one year's growth. (\*measured Spring to Spring)
- 2020-2021 cold-read instructional running record indicated 50% made at least one year's growth. (measured from March 2020 to EOY 2021)
- **2021-2022** cold-read independent running record indicated 75% made at least one year's growth (measured from spring 2021 to spring 2022)

Accelerated Growth: Students in Grades K-5 who are below grade level will show accelerated growth

- 2016-2017 F&P BAS for K-5 indicated 21% made more than one year's growth. (\*this number should go up if we are successful)
- 2017-2018 F&P BAS for K-5 indicated 48% made more than one year's growth.
- 2018-2019 F&P BAS for K-5 indicated 43% made more than one year's growth.
- 2020-2021 cold-read instructional running record indicated 43% made more than one year's growth.
- **2021-2022** cold-read instructional running record indicated 72% made more than one year's growth.

## **Math**

- **61.1%** of K-5 students in 2021-2022 scored in the meeting and approaching standards combined on the End of Year Math Assessment, **thus meeting our goal** of 50%. (38.5% meeting + 22.6% approaching).

**Reflections:** Grades 4 and 5 have missed over 1 year of in person learning that include multiplication and division fact in which they are not secure and presents a barrier of fluidity of learning

Grades: K, 1, 2 have workplaces nearly every day that allow for practice and play for securing skills vs. intermediate does not

Overall, King students went from a Fall 26.2% baseline meeting to 38.5 % at the end of year, which is good overall growth.

72 students to 109 students meeting expectations

[Complete Data Chart and reflections/observations 2021-22](#)

STATE FORWARD ASSESSMENT (when results come in) ⇒ Disaggregate data on sub-groups: Native American students, SE, Low-SES

**Engagement** ([School Behavior Summary](#) and [Race/Ethnicity Report](#))

2016-2017 school year: 146/367 or 40% of referrals from the *classroom* required administrative response.

2017-2018 school year: 49/249 or 20% of referrals from the *classroom* required administrative response.

2017-2018 school year: 168/461 or 36% of *total* referrals required administrative response.

2018-2019 school year: 226/506 or 45% of *total* referrals required administrative response.

2019-2020 school year (up to March): 132/338 or 39% of *total* referrals required administrative response.

2020-2021 virtual learning: 1/7 or 14% of *total* referrals required administrative response.

2020-2021 blended learning: 15/27 or 56% of *total* referrals required administrative response.

**2021-2022 school year: 337/557 or 60.5% of total referrals required administrative response.**

2018-2019:

School Climate Survey: Students being kind to each other - scored low on surveys (students, staff, and families).

182/506 or 36% of students received referrals for Defiant by Action.

141/506 or 28% of students received referrals for Unkind Acts.

2019-2021: No school climate surveys.

2021-2022: 140 of the 557 referrals were designated as “Unkind Acts” school-wide. This is 25.1% of the total referrals.

Of the 140 Unkind Act referrals, there were 46 out of 322 students who received this type of referral. This is 14.2% of students.

## Section II: Planning

**Student Outcome Goals:** (*Goals should be Specific, Measurable, Assignable/Achievable, Realistic/Rigorous/Relevant, and Time-bound.*)

**Goal:** All K-5 students will be able to read, comprehend and analyze grade level text as measured by the following

**Indicators:**

*\*Depending on outcome of district/BOE expectations*

**Literacy:**

\*Foundational Skills: 80% of students in grades K-1 will be proficient in each of the seven subtests on the Lucy Calkins early literacy assessment (concepts of print, uppercase letter ID, lowercase letter ID, letter sound knowledge, segmenting, blending, and high frequency word list knowledge).

BAS ⇒ 70% of all K-5 students will be proficient or above on the EOY 2022 Fountas and Pinnell BAS. (**independent**)

BAS One year of growth ⇒ 70% of our K-5 students will make **at least one year of growth** as measured on the EOY BAS **running record** assessment (**independent**, cold read).

BAS Accelerated Growth  $\Rightarrow$  50% of students in Grades K-5 who are **below grade level** on the Spring 2021 ~~BAS~~ **running record** will show **accelerated growth** as evidenced by more than one year's growth on 2022 BAS/EOY Running Record (**independent**, cold read).

\*WTW- 65% of all K-5 students will be proficient or above on the EOY 2023 Words Their Way assessment tool.

\*Writing- 60% of all K-5 students will be proficient or above on the EOY 2023 Calkin's Writing Prompt assessment tool.

**Math:**

Number Corner: 70% of K-5 students will score in "Meeting Standards" (green) or "Approaching Standards" (yellow) data range on the May End of Year Math Assessment given in May 2023.

**Engagement:**

We will reduce the OSS risk ratio to 2.3 or lower for our King students who identify as two or more races and 1.75 or lower for our students who identify as American Indian/Alaska Native as measured by OSS events in Infinite Campus by the end of the 2022-2023 school year.

**Baseline Data:** *Please describe the baseline data that you collected to set your achievement goals.*

**BOY 2022-2023**

**Literacy:**

**Math:**

**Engagement:**  King BehaviorEthnicitySummary 21.22.pdf

**Indicators of Success:**

<i>What will we use to progress monitor the goals throughout the school year?</i>	<i>When/How Often?</i>	<i>How will results be shared?</i>	<i>Who is responsible?</i>	<i>Status</i>
Number Corner Assessments	Sept, Oct, Jan, March, May	BLT CLT	Classroom Teachers	
AVMR Assessments (enrichment/intervention)	As needed	BLT CLT MLSS	Classroom Teachers Math Interventionist	
Running Records	Monthly/Bi-m	BLT	Classroom Teachers	

	onthly/Tri 1/Tri 2	CLT		
Early Literacy Assessment	3x year	CLT; BLT; whole?	Classroom Teacher	
Words Their Way	3x yearly	BLT CLT Mid-year share all Team	Classroom teachers	
Writing Prompts	3x	BLT; CLT	Classroom Teachers	
School Culture and Climate Surveys (if provided by district - otherwise create one for King)	Spring	PBIS BLT	PBIS Team, Staff	
IC Referrals (OSS)	Ongoing	PBIS Team Engagement PLC	King Staff	

### High Leverage Action Steps:

- *What specific actions will adults learn and do to accomplish the goal?*
- *When will these actions be completed?*
- *What resources are needed to complete these actions?*

Action Steps		How will the action step be monitored or measured for impact on continuous school improvement?	Timeline	Who is Responsible	Federal Identification ESSA/IDEA CSI, TSI, ATSI, Spec. Ed			
					CSI	TSI	ATSI	SE
1	Focus on Workshop model w/fidelity	*think about timing for small group intervention with SE/EL/GT/T2						
2	Small group instruction w/intentional planning (fact fluency/strategy)							
3	CLT Data dig/analyze - small groups focus							

	Book Study: Teaching Reading in Small Groups Differentiated Instruction for Building Strategic, Independent Readers							
4	Coaching cycles							
5	Computational Fluency PD CRIS support for 5th grade Small group	Tri 1 On going Tri 2 ?	BLT CLT Whole team	BLT; CRIS, CLT				
6	Use of AVMR assessments and instructional models to support students who are below grade level or above							
7	Work with building CRS to provide guidance and support 4K-5	On going	CRS					
8	Engagement - Social/Emotional Learning (Zones, Growth Mindset, Second Step, etc.), school-wide kindness, King Labs, IC and CHAMPS review, relationship building between teacher-student, high level of structure and explicit teaching of expectations/routines.	Data reviewed and shared	Throughout the 2022- 2023 school year	PBIS Team King Staff				
9	CLR Classroom Management + CLR Jumpstart	Course completion and integration into classroom/learning	August 2022	All staff Professional staff + Paraprofessionals				
10	CLR Coaching w/Dr. Hollie		During the 2022-23 School Yr	Cohort of teachers				
11	Binder Study	Integration into lessons/classroom	During the 2022-23 School Yr	All Staff				

### Section III: Formative Feedback from Supervisor

[School Success Plan Process Rubric](#)

**Beg. of Year Review:**

Beginning of year Reflection (To be filled out by admin.) Needs Assessment completed by Building Leadership Team [Needs Assessment](#)

King's Copy of Readiness self assessment [King Readiness](#)

Questions and Comments (To be fill out by Executive Director)

Review Date \_\_\_\_\_

Executive Director's Signature: \_\_\_\_\_ Date Reviewed w/Principal \_\_\_\_\_

**Mid-Year Review + Revisions Literacy**


**Mid-Year Review and Revisions: Revise:**

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Questions and Comments (To be fill out by Executive Director)
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Review Date \_\_\_\_\_

Executive Director’s Signature: \_\_\_\_\_ Date Reviewed w/Principal\_\_\_\_\_

End-of-Year Review:
End of Year Reflection (to be filled out by admin.):

Questions and Comments:
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Review Date \_\_\_\_\_

Executive Director’s Signature: \_\_\_\_\_ Date Reviewed w/Principal\_\_\_\_\_



