


WE EXPECT EXCELLENCE

WE INNOVATE

WE EMBRACE EQUITY

WE COLLABORATE

SCHOOL REPORT

School: Kinnaman Elementary

Principal: Ashlee Hudson

Years as School Principal: 2

Years in BSD: 6

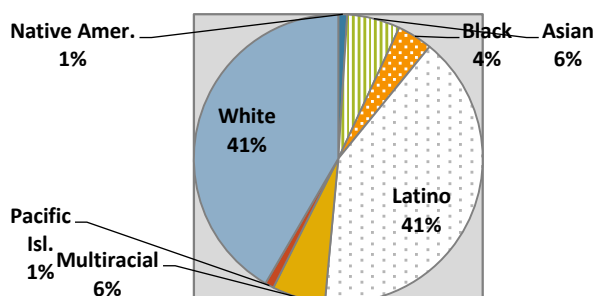
School Demographics 2018-19

Enrollment: 658

Economically Disadvantaged: 68%

Students with Disabilities: 18%

Ever English Language Learner: 34%

Different Languages Spoken: 21


School Metrics

Kindergarten Readiness

Letter Names*	16-17	17-18	18-19	Early Mathematics	16-17	17-18	18-19
All Students	32.1	32	24.9	All Students	9.3	11.6	10.3
Economically Disadvantaged	27.1	28.3	22.7	Economically Disadvantaged	8.6	11	9.5
English Language Learners	23.6	19.8	16.4	English Language Learners	7.8	9.3	8.1
Students with Disabilities				Students with Disabilities			
Letter Sounds	16-17	17-18	18-19	Approaches to Learning	16-17	17-18	18-19
All Students	13.1	12.7	8.8	All Students	3.5	3.4	3.1
Economically Disadvantaged	11.5	11.2	7.0	Economically Disadvantaged	3.4	3.4	3.0
English Language Learners	11.1	7	4.0	English Language Learners	3.3	3.4	2.8
Students with Disabilities				Students with Disabilities			

* Combined results for uppercase and lowercase letter assessments.

College Readiness

Grade 3 English Language Arts	16-17	17-18	18-19	Grade 3 Mathematics	16-17	17-18	18-19
All Students	43%	44%	66%	All Students	52%	45%	48%
Economically Disadvantaged	38%	32%	53%	Economically Disadvantaged	46%	34%	38%
English Language Learners	20%	28%	41%	English Language Learners	29%	26%	28%
Ever English Language Learners	20%	28%	41%	Ever English Language Learners	30%	26%	28%
Students with Disabilities	20%			Students with Disabilities	40%		
Talented and Gifted				Talented and Gifted			

District Goal: WE empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.

Asian				Asian			
Hispanic/Latino	31%	26%	54%	Hispanic/Latino	29%	27%	35%
White	52%	62%	74%	White	65%	60%	57%
Multi-racial				Multi-racial			
Male	36%	34%	67%	Male	58%	42%	47%
Female	50%	53%	64%	Female	47%	48%	50%

Grade 5 English Language Arts	16-17	17-18	18-19	Grade 5 Mathematics	16-17	17-18	18-19
All Students	50%	64%	48%	All Students	32%	36%	32%
Economically Disadvantaged	47%	57%	44%	Economically Disadvantaged	28%	27%	27%
English Language Learners	25%	50%	35%	English Language Learners	19%	26%	26%
Ever English Language Learners	34%	51%	37%	Ever English Language Learners	20%	28%	27%
Students with Disabilities			21%	Students with Disabilities			10%
Talented and Gifted				Talented and Gifted			
Asian				Asian			
Hispanic/Latino	43%	57%	33%	Hispanic/Latino	21%	23%	18%
White	64%	67%	58%	White	45%	41%	45%
Multi-racial				Multi-racial			
Male	47%	66%	39%	Male	42%	36%	35%
Female	53%	61%	56%	Female	22%	36%	29%

Growth English Language Arts	16-17	17-18	18-19	Growth Mathematics	16-17	17-18	18-19
All Students	52%	55%	53%	All Students	38%	40%	38%
Economically Disadvantaged	49%	53%	54%	Economically Disadvantaged	38%	40%	38%
English Language Learners	44%	56%	59%	English Language Learners	33%	35%	42%
Ever English Language Learners				Ever English Language Learners			
Students with Disabilities	54%	49%	51%	Students with Disabilities	39%	33%	34%
Talented and Gifted				Talented and Gifted			
Asian				Asian			
Hispanic/Latino	47%	57%	56%	Hispanic/Latino	35%	43%	39%
White	60%	53%	50%	White	39%	38%	39%
Multi-racial				Multi-racial			
Male	50%	57%	51%	Male	36%	41%	39%
Female	54%	52%	56%	Female	40%	39%	36%

2018-19 Participation Rates

Smarter Balanced ELA: **99%**

Smarter Balanced Math: **99%**

Student Survey: **97%**

Absence and Exclusion Measures	16-17	17-18	18-19	Annual Survey Responses	16-17	17-18	18-19
Students missing fewer than 10 days of school	70%	60%	58%	Students reporting that at least one adult cares about them	85%	85%	88%
Students missing class due to suspensions or expulsion	7	10	1	Parents reporting they feel informed and valued as active partners in their child's education	84%	85%	85%
Number of class days missed due to suspensions or expulsion	14	22	1.5	Teachers and staff reporting they contribute to school decision making	94%	75%	56%

Data is not reported when there are fewer than 20 students, parents, or staff in the denominator.

Successes:

I am cautiously optimistic that the test metrics for Kinnaman Elementary show a 20% increase of students meeting state English Language Arts benchmarks from 2017-18 to 2018-19 for all students in 3rd grade, including a 21% increase

for students who are economically disadvantaged, and a 13% increase for English Language Learners. Granted, the data point only captures one year’s worth of data and will need to be sustained to count as a true success, but it is a start. Additionally, growth is fairly consistent across subgroups in both English Language Arts and Mathematics, meaning that student growth at Kinnaman is not predicted by demographics.

As a school, we are focusing on increasing reading and writing volume in order to continue making progress in English Language Arts, including a campaign to encourage reading at home, aiming for a reading zone of 40-60 pages read per day. Although our students have protected time for reading and writing as part of the workshop model, informal check-ins with students reveal that our students are reading and writing fewer pages than expected during the protected time. Our intervention and classroom teachers are working hard to connect our students to books they love and operating under the guiding principles that students will grow as readers based on the amount of reading they do outside of school and that if we engage them in reading at school, they will want to read outside of school.

Challenges:

Kinnaman Elementary has an opportunity to improve our Mathematics scores. Our students from historically marginalized populations underperform compared to their white peers, although achievement across populations is poor. This is the first year all teachers have been expected to fully implement the math workshop model in the classroom. The challenge associated with the “soft start” approach in rolling out the math adoption is that curriculum implementation has been inconsistent and staff have vastly different levels of comfort in the area of mathematics instruction. To address this, our administrative team collaborated with our Math TOSA to guide staff through a year of professional development on Number talks, launching lessons, conferring, assessment, and Math Congress last year. Teachers had the opportunity to observe the Math TOSA and Math Studio teachers doing demonstration lessons in their classrooms. They collaborated on lessons and debriefed on successes and challenges. This year, we have an Elite Mathletes team of grade level representatives working with me to improve vertical alignment and guide professional development for staff in math.

Another area of concern is behavior and emotional regulation in students. The [Kinnaman Schoolwide Student Success Framework](#) details our philosophy and action plan to address a variety of issues related to behavior and Social Emotional Learning (SEL). As a staff, we are working to teach students social emotional skills through whole-class, small group, and individualized instruction. We have streamlined behavior documentation, developed protocols to respond to challenging behaviors and help de-escalate dysregulated students, and created an intervention system for SEL. Additionally, we continue to develop specific behavior support plans to avoid room clears unless necessary, and provide ongoing SEL professional development for staff. The long-term educational impact of removing students to regulate themselves concerns me, but I recognize the concern for the safety of all members of our school community as well.

Action Plan:

<u>Equity Goal:</u>	<u>Academic Excellence Goal:</u>	<u>Collaboration Goal:</u>
No student will be deprived of access to high quality learning experiences with their age alike peers.	All students will make at least one year of growth in reading, writing, and math.	Meet formally three times yearly with classroom teachers to implement/refine the Professional Collaboration Team processes and procedures in order to meet the needs of all students, including historically underserved populations. Meet frequently as teams.

<p><u>Key Strategies:</u></p> <ul style="list-style-type: none"> • Academic intervention and differentiation techniques enacted in the classrooms. • Protected intervention block ensures no student is pulled from core instruction. • Clear alignment and consistent implementation of proactive and reactive Social and Emotional Learning (SEL) strategies outlined in the Kinnaman Schoolwide Student Success Framework across the school. • Coaching, consultation, and support for academic and SEL strategies provided through the collaboration strategies. 	<p><u>Key Strategies:</u></p> <ul style="list-style-type: none"> • Conferring with students within the workshop model in math, reading, and writing will establish individualized goals and direct instruction opportunities “in the moment.” • Formative assessments will help create strategic grouping within the workshop model and identify key strategies for small group instruction. • Increasing volume of independent work in reading, writing, and math. • STEAM as part of regular specials rotation to promote problem-solving and critical thinking outside of core instruction. 	<p><u>Key Strategies:</u></p> <ul style="list-style-type: none"> • Students are reviewed with team of practitioners to engage in reflective dialogue and modify instructional practices including interventions every 6-8 weeks. • Review IRLA data and embedded instructional practices. • Reflection on PCT implementation. • Reflect on Formative Assessments. • Practices within the classroom will be “de-privatized” through the use of peer observation, peer coaching, and PD aligned to impactful instructional strategies. • Use the Dare to Lead glossary as a guide for key language, skills, tools, and practices for building trust and a positive school culture.
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