

2019-20 Klondike Phase Three: Executive Summary for Schools

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Klondike Elementary
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Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Klondike Lane Elementary serves grades pre-Kindergarten through fifth grade. There are approximately 430 students in grades K-5 at Klondike Lane Elementary. In grades K-5, there are three classes per grade level except for second grade where there are two classes. In the school as a whole, approximately 30% of our students are White, 26% are African-American, 30% Hispanic, and 14% other. The English as a Second Language (ESL) program has about 119 students, (28%). There are currently 17 different languages represented in the school population. The countries represented include Mexico, Cuba, Bosnia, Iraq, Bolivia, Somalia, India, Nepal, Guatemala, Malaysia, Ukraine, Senegal, and Gambia. Each year in kindergarten we enroll about 10-12 students in ESL who are non-English speakers and an additional 6-10 students in grades 1-5 who are unable to communicate in English. The remaining ESL students are at varying levels of English Proficiency. The school is located in the east-central area of Louisville, near major roads and interstates. The community is in transition. There is a combination of single-family homes, apartments, and condominium complexes. Fifteen to twenty years ago, the area consisted of mostly middle class, predominately Caucasian families. As the area has undergone transition, the demographic makeup of the community has become much more diverse, and families fall into the lower-middle to lower income bracket. The student body reflects these changes. The percentage of free and reduced lunch is approximately 78-82 percent and continues to increase annually. Approximately three percent of the teachers are African-American and eleven percent are male. To service the large ESL population we have three ESL teachers and two Spanish Bilinguals, one in primary and one in intermediate by collaborating with classroom teachers. They also facilitate communication with parents about academic skills and school events by translating weekly newsletters for grades K-3. The diversity of the student body is a unique feature of Klondike Lane, yet it also presents challenges. Teachers must strive to be culturally responsive in their teaching and to assist students with acquisition of English as they are teaching standards. The life style of the at-risk student population presents obstacles to success, as these students are highly mobile and gaps exist in their learning. Parent involvement continues to be a major concern, as many of our ESL families speak other languages and have difficulties with transportation. As a result many parents often prefer phone conferences instead of coming to school and attendance at school functions/events tends to be low. The attendance at PTA meetings is also low. In 2018-19 we had approximately 100 parent members; however only three parents attended the meetings.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Our mission at Klondike Elementary is for all students to demonstrate growth through research informed practices and the development of 21st-century skills. The school's staff and students monitor learning to ensure that students reach their maximum potential in all academic areas. We take pride in developing a culturally responsive school that is resourceful to the school and community. Our vision at Klondike Elementary is for all students to be on or above grade level in all academic areas and become independent learners who possess the 21st century skills to be competitive in a global society. Klondike Elementary is fully committed to serving our families and instilling pride within the school and community. Students are taught the importance of caring for

others, during morning meeting and throughout the day. During morning meeting students are taught how to think altruistically. Klondike models the following core values: Belief, High Expectations, Accountability, Results, and Success. Our mission and vision is core in our belief that every child is our child, and that no matter what challenges await them outside of the schoolhouse door, we will do whatever it takes to help each student become self-sufficient and prepared for education at the next level. To achieve our vision, the Klondike community holds each other to high standards for teaching, planning, and creating a welcoming learning environment. Teachers receive school-wide professional development to assist teachers in making academic content accessible for ESL students including sentence frames, interactive class activities, visuals, sorts and culturally relevant texts. We implement Professional Learning Communities at each grade level and have a school-wide process for Response to Intervention(RTI). Implementation of the Common Core Standards is inherent in grade level planning and instruction. Many teachers in the building utilize the reading and math workshop approaches to individualize instruction and to drill down to the individual learning needs of each student in skill and standards acquisition. For reading workshop, students are grouped based on needs in relation to their reading assessments. For math, teachers use common assessments to group students. In both reading and math small groups, teachers focus on a skill specific to the students' learning needs. In addition to small groups during core instruction, students in every grade level are given differentiated instruction to ensure they meet grade-level expectations. The topics and subjects are based on student need, reflection, and analysis from formative assessments. This time is also used for enrichment purposes in order to challenge our gifted learners. In order to engage, teachers expose students solving real-world problems on a regular basis. Recent and upcoming professional development includes a focus on writing across content areas, standards-based planning in math, and core programming and guided reading in reading. Teachers engage in a variety of writing conferences that provide regular and meaningful student feedback. During faculty meetings and PLCs staff members meet in teams both horizontally and vertically to analyze multiple samples of student writing. Students also participate in live scoring simulations that prepares students for high stakes testing by providing them with immediate and specific feedback. Extra-curricular opportunities for students include sports (cheerleading, cross-country, volleyball, golf, archery, floor hockey, soccer, and basketball), band and orchestra, and clubs (Quick Recall, Written Assessment, Science, FCA, and Problem Solving). Expectations for student performance are high, yet challenges persist regarding student work ethic, attention to task, and perseverance. Students are given choice in the classroom and advocate for own learning. Students track their growth in all academic content areas and behavior using data notebooks. Teams of teachers, working together to plan engaging instruction, strive to eliminate barriers. The school uses the Positive Behavior Intervention and Support (PBIS) model and Restorative Practices to assist in these areas.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Klondike is one of the recipients of the 5x5 Arts Inclusion Grant. This grant provides one or more arts experience per grade level each year. Students are exposed to cultural events and art forms in which they would not normally have access. These events provide natural cross-curricular connections in the classroom. Klondike was recognized in the district for our full implementation of PBIS and has received gold status. Over ninety percent of staff participate in the morning meeting process. Students have become more confident to share in class through the morning meeting process. Because of this, students are better able to dig deeper and share more readily in academic discussions. The school continues to develop and refine its instructional practices. Areas for improvement include addressing the learning for students who are in one of the identified "gap" areas for state accountability. Gap group students are currently performing below expected levels.

During the 2019-2020 school year, our goal is to increase writing across the curriculum as well as the use of rubrics. Units will be developed and student work analyzed to inform next steps. Articulation of grade level progressions is another area for improvement. Expectations for performance vary from grade level to grade level, resulting in students with learning gaps moving on to the next grade level. An emphasis will be placed on increased vertical team planning as part of our professional development plan. Proficiency levels for all subject areas are less than 45%.

Additional Information

CSI/TSI Schools Only: Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.

Klondike is categorized as a TSI School for students with disabilities. The school improvement plan is developed in collaboration with the school leadership team and presented to the school council. The school council reviews the improvement plan and approves the plan for the current year. Each goal and objective in the school improvement plan is linked to a state key core work process. The plan includes proficiency targets for each content area and a gap goal to address particular subgroups with low achievement. African-American students and Exceptional Child Education students each have a gap goal within the plan. Strategies used for school improvement are reviewed to ensure the strategy is research informed. The school professional development plan is developed based on the strategies listed in the school improvement plan. The school receives onsite support from a consultant and the district to assist with core programming. There is a significant amount of students who qualify for tiered services due to gaps within core instruction.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Klondike benefits from the expertise of two interventionists who serve dual roles as resource teachers. They serve as a resource for all content areas through model teaching, creating professional development, analysis of data, and working with our students. These interventionists work as part of the instructional team. This team provides tiered intervention or enrichment for students in grades K-5 on a daily basis. Interventionists participate in team planning and PLCs to better enhance students' learning using topics from whole group instruction. The primary goal is to focus on closing the achievement gap. Students are pulled out in small groups to engage in differentiated instruction. Data is collected and analyzed throughout the school year. Interventionists collaborate with grade-level teachers and model instructional strategies for reading and math. Being centrally located, Klondike is able to establish partnerships with local organizations. Students from Bellarmine and University of Louisville are placed at Klondike as a collaborative partnership for students interested in the teaching profession. Classes within the school volunteer to read to preschool children at a Kindercare across the street. Furthermore, we have several reading volunteers and tutors who work in our building on a regular basis.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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