



KINGSTON COMMUNITY SCHOOLS

3644 Ross Street Kingston, Michigan 48741

“There is a brilliant child locked inside every student” – Marva Collins

January 9, 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-16 educational progress for Kingston Elementary School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Mr. Diegel for assistance.

The AER is available for you to review electronically by visiting the following web site www.kingstonk12.org, or you may review a copy in the main office at your child's school.

For the 2016-17 year, no new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or “Beating the Odds” by outperforming the school's predicted ranking and/or similar schools. Some schools are not identified with any of these labels. In these cases no label is given.

Our school has not been given one of these labels.

Kingston Elementary has a high number of students classified as Title I. These students not only have economic disadvantages present in their lives, but many additional risk factors as well. We continuously work to improve student achievement for all of our students, but have focused on providing a multi-faceted support system for these particular children. As indicated in our standardized test data, we are making great gains in the area of our economically disadvantaged students, but we have some areas to improve on. We continue to improve our Response to Intervention (RTI) Program by offering high quality enrichment and research based interventions for Tier 1, 2, and 3 students.

In the summer of 2016, we increased the number of summer programs we offered. In addition to providing more programs this past summer, we also enrolled in the

Meet Up to Eat Up program. Through this program, there was a significant increase in the number of students we were able to reach during the summer months. This not only helps us close the academic gaps that are present between our economically disadvantaged students and our non-economically disadvantaged students, but it also reduces the amount of summer loss all students experience during the summer months. We had a great turnout from our younger students this past summer and plan to emphasize early literacy skills this summer as we plan our programs.

We are in our third year partnering with The Institute for Excellence in Education. This partnership has provided high quality professional development in the area of mathematics and has helped us identify power standards at each grade level. We use these power standards to deliver warm-ups each day and then graph our results throughout the year. We have witnessed large growth in our students' confidence and ability in math due to these daily warm-ups.

Process for Assigning Students to Each School

Students in grades kindergarten through sixth enrolled at Kingston Community Schools are assigned to Kingston Elementary School. The students that are in grades seventh through twelfth are assigned to Kingston High School. We ensure equitable learning environments for students who are enrolled in either building in our school district. All students have access to programs offered by the district, the elementary school, or the high school

Status of 3-5 Year School Improvement Plan

Our School Improvement is reviewed and updated throughout each school year. The Kingston Elementary School Improvement Team meets monthly either in district or at the Tuscola Technology Center. Goals, objectives, and activities to support those goals are continuously updated at these meetings. To see our full 2015-16 School Improvement Plan, click the following link [2016-17 School Improvement Plan](#).

Description of Each School

Kingston Community Schools is a public school district with approximately 620 students. There is one elementary school which includes kindergarten through sixth grade and one high school which includes seventh through twelfth grade. There are two computer labs in each building as well as mobile labs with laptops and Chromebooks. Each building has a gymnasium, band/music room, and outdoor areas for students to learn in.

Core Curriculum Access, Description of Implementation and State's Model

Kingston Elementary is constantly working to align core subjects with Common Core State Standards. Our math curriculum, Go Math!, is aligned with the Common Core and is used by teachers on a daily basis. We

purchased McGraw Hill's *Wonders* reading program this past summer and are in the process of implementing it to be fully aligned with the Common Core. Included in the purchase were training sessions to familiarize the teaching staff with the program. Professional Learning sessions have been spent creating curriculum maps to further familiarize teachers with the specific standards for their grade level and to ensure all standards are being taught throughout the year. We continue to find new resources that help teach Michigan's New Science Standards and Social Studies Standards. This process will be ongoing and we will continue to spend professional learning time sharing resources that teachers identify.

To view the standards for Math, ELA, Science, and Social Studies, please use the following links.

[Common Core Math](#)

[Common Core ELA](#)

[Michigan Science Standards](#)

[Proposed Social Studies Standards](#)

Local Assessment Data:

Each year, our kindergarten through sixth grade students take the DIBELS Next Assessment in the fall, winter, and spring. This assessment gives a composite score for each student. The composite score represents the average of all sections of the test taken by the student. The kindergarten composite score includes First Sound Recognition, Phoneme Segmentation, and Nonsense Word Fluency. Their scores went from 49% meeting benchmark in the fall to 87% in the spring. The first grade composite score includes Phoneme Segmentation, Nonsense Word Fluency, Oral Reading Fluency, and Retell. Their scores went from 52% meeting benchmark in the fall to 79% in the spring. The second grade composite score includes Nonsense Word Fluency, Oral Reading Fluency, and Retell. Their scores went from 70% meeting benchmark in the fall to 74% in the spring. The third through sixth grade composite score includes Oral Reading Fluency, Retell, and DAZE. The third grade benchmark scores went from 53% in the fall to 73% in the spring, fourth grade went from 64% in the fall to 53% in the spring, fifth grade went from 52% in the fall to 67% in the spring, and the sixth grade went from 91% in the fall to 83% in the spring.

Parent/Teacher Conference Data

We had 83% of our students represented last year at our fall Parent/Teacher Conferences, and this year we had 82% of our students represented. Teachers continue to make phone calls to schedule appointments and we hope to continue to see positive results from this school-to-home communication.

The staff at Kingston Elementary is extremely proud of the academic achievement that each of our students have made. We are constantly analyzing data to improve

instruction in our classrooms as well as the behavior of our students. We have found that adding vertical grade level meetings on a bi-weekly basis allows us to have important discussions that were not possible before. These meetings have increased collaboration between grade levels and throughout our school as a whole. With this increased focus on collaboration, we hope to continue improving in all areas to make Kingston Elementary School a great place to learn.

I commend the students, parents, and staff at Kingston Elementary for working together to create a safe and successful learning environment for our students. I look forward to what the future holds for this awesome community and school. Go CARDS!!

Sincerely,

Mr. Justin Diegel, Principal
Kingston Elementary School
Grades K-6