



KINGSTON COMMUNITY SCHOOLS

3644 Ross Street Kingston, Michigan 48741

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

January 24, 2020

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2018-19 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 Justin Diegel, Kingston Elementary Principal for assistance.

The AER is available for you to review electronically by visiting the following web site <http://bit.ly/2RsLzoN> , or you may review a copy in the main office at your child's school.

For the 2018-19 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has a student subgroup performing at the same level as the lowest 5% of all schools in the state. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. 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 gains in the area of our economically disadvantaged students, but we have some areas to improve on. We continue to improve our Multi-Tiered System of Support (MTSS) by offering high quality enrichment and research based interventions for Tier 1, 2, and 3 students.

We are in our seventh 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. We will continue to use data from NWEA, MSTEP, and DIBELS to develop intervention groups and to choose the appropriate intervention programs to place students in.

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 2016-17 School Improvement Plan, click the following link [2018-19 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. Our ELA curriculum, McGraw Hill's *Wonders*, is also aligned with the Common Core and is used by teachers on a daily basis. 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.

2018-19

The kindergarten composite score includes First Sound Recognition, Phoneme Segmentation, and Nonsense Word Fluency. Their scores went from 26% meeting benchmark in the fall to 60% in the spring. The first grade composite score includes Phoneme Segmentation, Nonsense Word Fluency, Oral Reading Fluency, and Retell. Their scores went from 53% meeting benchmark in the fall to 71% in the spring. The second grade composite score includes Nonsense Word Fluency, Oral Reading Fluency, and Retell. Their scores went from 63% 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 71% in the fall to 69% in the spring, fourth grade went from 60% in the fall to 74% in the spring, fifth grade went from 55% in the fall to 64% in the spring, and the sixth grade went from 81% in the fall to 75% in the spring.

2017-18

The kindergarten composite score includes First Sound Recognition, Phoneme Segmentation, and Nonsense Word Fluency. Their scores went from 76% meeting benchmark in the fall to 95% in the spring. The first grade composite score includes Phoneme Segmentation, Nonsense Word Fluency, Oral Reading Fluency, and Retell. Their scores went from 71% meeting benchmark in the fall to 74% in the spring. The second grade composite score includes Nonsense Word Fluency, Oral Reading Fluency, and Retell. Their scores went from 83% meeting benchmark in the fall to 71% in the spring. The third through sixth grade composite score includes Oral Reading Fluency, Retell, and DAZE. The third grade benchmark scores went from 72% in the fall to 73% in the spring, fourth grade went from 62% in the fall to 70% in the spring, fifth grade went from 57% in the fall to 64% in the spring, and the sixth grade went from 75% in the fall to 76% in the spring.

Students in 3rd-6th grades take the MSTEP assessment. For information on the MSTEP, please visit: https://www.mischooldata.org/AER2018/CombinedReport2.aspx?Common_Locations=1-D,1281,116,0&Common_LocationIncludeComparison=False&Portal_InquiryDisplayType=None

Parent/Teacher Conference Data

We had 82% of our students represented this year at our fall Parent/Teacher Conferences, and last year we had 87% 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