



2020-21 Phase Three: Executive Summary for
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2020-21 Phase Three: Executive Summary for Schools

Sixth District Elementary School

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Table of Contents

<u>2020-21 Phase Three: Executive Summary for Schools</u>	3
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. 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?

We are an urban school located in Covington, Kentucky which is across the river from Cincinnati. Our school supports students from grades K-5 and our student population during the school day ranges between 400-450 students with a transient rate of 30%. Our daily attendance rate is slightly over 96%. Two of our biggest shifts in our building is the transient population and the number of ELL students attending Sixth District. Our school is made up of 37% African American, 32% Caucasian and 25% Hispanic and 6% more than two races . Sixth District Free and Reduced Lunch students make up 96% of our students. We are truly a neighborhood school, a majority of our students walk to and from school. Our school opens it's doors for breakfast at 7:15, school starts at 8:00, and our day ends at 3:00. All of our students receive a free breakfast and lunch regardless of their lunch status. Our school day starts with our students picking up a breakfast and eating in their classroom where they can work on Lexia or Xtramath when they are finished eating. We have a staff of 55 which includes 20 homeroom teachers, 3 enrichment teachers, 7 special education teachers, an MIT, RTA teacher and three RTI teachers. Our average experience for teachers is 13 years with 48% holding a Master's Degree and another 28% with there Rank 1. The remainder of the staff is made up of Instructional Assistants, custodians, cafeteria worker, one nurse, and two clerical positions. Sixth District has 4 all day kindergarten classes, each class has an IA to support the teachers. We have 4 first grade classrooms, 3 second grade, 3 third, 2 fourth, and 3 fifth grade homerooms with an average of 22 in each class. Programs that we use within our building include Journeys', Engage New York-Math, Lexia and STAR and Envisions. Staff has attended and brought back into the classroom Smeckens writing and Guided Reading. Guided Reading has been our new initiative in the building to individualize student learning and to improve our growth in reading.

. 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.

We have really worked on our school purpose over the last three years. We have focused on creating a culture and climate that allows teachers to teach and students to learn. Our staff and school uses CHAMPS and work hard with

procedures and practice and review daily. Our belief is that all of our students can learn and we are working hard to instill that belief in all of our students. Our expectations over the last two years has shifted from student behavior to student achievement. While COVID19 has brought about different challenges we are still working hard through google classroom and google meets. Virtual learning is not ideal and we are looking forward to getting the students back into school full time. We are still checking and connecting with students on a daily basis to see how they are doing in the classroom and at home while working virtually and have given the students goal folders in each grade so they can track their progress and set goals for upcoming assessments. Students are now taking accountability for their own learning. While analyzing student data from the fall after missing the last 50 days of school we recognized the need to add phonics into our daily lessons. This year we have started with Heggerty phonics and have videos that the students can watch from home. We are also adding PLAID phonics for the second semester.

. 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.

Over the last three years we have been proud of several areas of improvement. First, we have improved our KRPEP test scores and over the last three years have gone from a TSI school to a Three Star School. We are not satisfied and want to reach the 5 Star within the next three years. We know it will not be easy but want to improve by one star each year. Secondly, our teacher retention rate at Sixth District is outstanding. We have only lost one teacher over the last three years that left for a lateral position. Other teachers have left for promotions or significant pay increases. We attribute our retention rate to our improving culture and climate. Finally, over the last three years we have decreased our office referrals from 800 to less than 80. Our school SST team has really helped implement CHAMPS in the building.

. **CSI/TSI Schools (including ATSI) 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.

NA

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

This year we have employed three RTI teachers who work with our students in Tier 2 and Tier 3 interventions. In Tier 2 they push into the classrooms and work with the teachers by providing small group instruction within the classroom. Tier 3 interventions occur outside the classroom and we are intentional about when we pull students for Tier 3.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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