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Prince Elementary is proud to be a member of the *No Excuses University Network of Schools*. This is a diverse and dynamic association of like-minded schools and education organizations across the United States. This network is united by the belief that ALL children, even those who live in poverty or who are learning English as their second language, can be academically successful and attend college. No Excuses University schools know that it is their responsibility to make that dream a reality. At Prince, we believe that every child deserves the opportunity to be educated in a way that prepares them for college. Everything we do and every decision we make for our students incorporates this belief.

**Our Mission:**

We do whatever it takes to provide a safe learning environment with high expectations so each scholar, who will be college and career ready, can become a productive member of society.

**We Believe:**

- We believe in being kind to each other, working together, and taking pride in our school.
- We believe that all students will learn and achieve in a safe and positive environment.
- We believe in high expectations and meeting the needs of each student.
- We believe in facing challenges and never giving up.
- We believe in teachers and parents working together to create life-long learners and productive members of society.

**About Prince:**

Prince Elementary School is the largest elementary school in the Amphitheater School District with 660 students from Preschool to 5<sup>th</sup> grade. The Prince staff consists of 22 regular education classroom teachers, 2 preschool Special Education teachers, 7 ELL classroom teachers, 4 special education teachers, 6 full and part time specialist teachers, a part time REACH teacher, 4 full and part time reading intervention teachers, 1 part time math intervention teacher, a speech pathologist, a part time school psychologist, a part time social worker, a library assistant, a behavior intervention monitor, a part time technology specialist, a full time Instructional Support Leader, an attendance clerk, a part

time educational assistant, a part time ELL instructional aide, a bilingual clerk, a part time family advocate, 4 preschool aides, 4 campus monitors, and an administrative assistant, and 3.5 custodians.

### **Cultural and Demographic Data:**

Enrollment: 660 (Pre- 36, K – 107, 1<sup>st</sup> – 95, 2<sup>nd</sup> – 108, 3<sup>rd</sup> – 104, 4<sup>th</sup> – 100, 5<sup>th</sup> – 110)

Diversity: Asian 3.5%, Black 19.8%, Hispanic 53.8%, Native American 4%, White 15.6%, Multi-racial 3.4%

Open Enrollment: 22% - 144 students (83 In district – 61 Out of district)

Average Daily Attendance: 93.3%

Mobility Rate: 38.4% (Since 8/6/15 we have had 361 students enroll and 212 students withdraws)

Students Receiving REACH services: As of January 1, 2016 we had 44 identified REACH students, as of March 1<sup>st</sup> 2016 we had 70 identified REACH students. Our total percent of students receiving gifted services is up from 6% to 11% this year.

Students receiving Special Education Services: 24.5% - 162 students

Students receiving ELL services: 27.7% (117 Active Students, 32 FEP1's, 25 FEP2's and 9 parent withdraws.

Students qualifying for Free/Reduced Lunch: 91%

### **Instructional Programs:**

Full day kindergarten for all students

REACH program for identified Gifted and Talented Students

Special Education Services; both co-teaching and resource room pull out

Leveled reading and math classes

Blended Learning (iReady, Imagine Learning)

Kindergarten Reading Intervention

Waterford Early Literacy Program (K)

Blended Learning Reading Intervention for grades 1-5

Math Intervention for grades 1-5

Engineering is Elementary

Accelerated Reader

110 Chromebooks in classrooms for student use

AVID

Ben's Bells Kind Campus

Music Program with annual programs

Orchestra, Band, and Choir

Art program with annual art exhibits

Physical Education Program with the addition of First Tee this year and Jump Rope For Heart

Grade level field trips

Special Needs Preschool

**Extra-Curricular Activities and Clubs:**

ACHIEVE After School Program (Tutoring and Extension activities)

Student Council

Kindness Club

Art Club

District Track Meet

Odyssey of the Mind Teams (3)

Scripps National Spelling Bee

Kindness Rally

Mathaletes

Science Fair

Girl Scouts/Brownies

## **Community/Family Involvement**

Meet the Teacher

Back to School Parent Information Night

Family Resource Fair

Adult English Classes

Refugee Classes

Back to School Open House/Curriculum Night

Quarterly Family Library Nights

Primary and Intermediate Fine Arts Festivals

Retired Teacher Volunteers

Parent and Community Classroom Volunteers

Monthly Spirit Assemblies

Spring Carnival

Adopt a Family

Penny Wars

Field Day

Each grade level has an academic showcase once per year.

## **Academic Data and School Improvement:**

### **Percentage of Students Meeting or Exceeding Winter Projected Growth in Reading and Math**

- **Reading - 55%**
- **Math - 56%**

## **DIBELS DATA – Early Reading Measures**

### **Kindergarten**

Performance Level	Beginning	Middle
Intensive	66%	34%
Strategic	26%	25%
Core	8%	41%

### **1<sup>st</sup> grade**

Performance Level	NWF - Pre Reading	Oral Reading Fluency
Intensive	29%	22%
Strategic	26%	31%
Core	45%	47%

### **School Improvement Goal – Growth:**

As measured by the NWEA for grades 2-5 and DIBELS for grades K-1, 80% of continuously enrolled students will show more than 1 year's growth as indicated by the Amphitheater Observed to Expected Growth Ratio.

As measured by the NWEA for grades 2-5, 80% of continuously enrolled students will show more than 1 year's growth as indicated by the Amphitheater Observed to Expected Growth Ratio. Of the continuously enrolled students in K-1<sup>st</sup> grades 80% will show growth from fall to spring as measured by the District Curriculum Benchmark.

### **School Improvement Goal – Attendance:**

As measured by the TYLER Student Management System, students will increase attendance to 92%.

### **School Improvement Goal – Engagement/ DOK questioning:**

The intentional planning for and use of higher depth of knowledge questioning and Engagement in every classroom will increase.

### **School Improvement Goal – Data**

Data will be used to drive instruction in order to meet the individual needs of ALL students.

### **School Improvement Goal – Build Positive Relationships with Parents/Caregivers**

Prince will offer opportunities for parents/caregivers to become involved in the school community in order to build positive relationships.

### **Professional Development:**

- Improve reading instruction to meet the needs of ALL students.
  - Explicit instruction on planning for engagement as well as higher DOK questioning will occur throughout the year. Teachers will teach guided reading lessons to students at their level a minimum of 4 times per week.
  - Teachers will participate in grade level collaboration meetings twice per month to discuss curriculum, instruction, data review, engagement strategies and intentional planning for higher DOK questioning in lessons.
- Improve math instruction to meet the needs of ALL students.
  - Explicit instruction on planning for engagement as well as higher DOK questions will occur throughout the year.
  - Teachers will participate in grade level collaboration meetings twice per month to discuss curriculum, instruction, data review, engagement strategies and intentional planning for higher DOK questioning in lessons.
  - 5<sup>th</sup> grade teachers will attend Professional Development at the district level to improve instruction.
  - Teachers will be trained in the use of supplemental materials to support reading and math instruction. (iReady, Waterford, Imagine Learning).
- Implementation of AVID
  - All teachers will be introduced to AVID strategies during Professional Development meetings.
  - Faculty will explore the alignment between AVID and the No Excuses philosophy.

- Teachers in grades 3-5 will meet two times a month to share AVID strategies they have used in their classrooms.
- Science Inquiry
  - Teachers will attend science inquiry training. Grade level collaboration time will be provided for teachers to develop science units and lessons.