

TITLE I SCHOOL WIDE PROGRAM PLAN

Title I, Part A

School: East Valley Elementary School Year: 2020-2021

Name of SWP Planning Committee Chairperson: Amanda Lee

Needs Assessment:

K-PREP Scores, attendance and behavior reports, Free/Reduced Lunch Reports, Easy CBM reports, professional learning data and the information from the School Improvement Plan were used to create the Schoolwide Program Plan. Students entering kindergarten show a need for intervention. 2 out of 27 students scored above 80%, 1 out of 27 scored between 70-79%, while 24 out of 27 students scored below 69%. On average 88% of students made progress in addition, 89% made progress in subtraction, and 86% made progress in reading fluency based on Kentucky Academic Standards. STAR data shows there were 31 students who needed intervention in reading in September, while 13 students needed intervention in March.

School-Wide Reform Strategies:

All Teachers and para-educators will use data analysis in Professional Learning Communities, both in Primary and Intermediate grades, based on universal screeners and classroom formative assessments to make instructional changes. In addition, students will be provided extended instructional support based on their academic performance in the classroom and per results on universal screeners. Parents and families will be invited to participate, along with their children, in after-school programs to encourage a focus on academics at home. Third, fourth, and fifth grade students will demonstrate a score of proficiency in both reading and mathematics as measured by students' performance on the KPREP Assessment. Primary and Intermediate teachers will meet to analyze data at least four times annually from universal screener results and common assessments. The data will be used to target areas for growth of all students, with a resolution plan resulting in whole or small group(s) and/or one-on-one instruction to ensure students achieve the highest levels of performance. Additionally, there will be a Multi-Tiered System of Supports Team that will meet a minimum of eight times throughout the year to analyze academic, behavior, and attendance data. Teachers will assess students' ability in word recognition, reading fluency, and math computation fluency using a progress monitoring tool. Identified students will be provided interventions during scheduled Response to Intervention. Students with special needs will be delivered instruction per their Individual Education Plan. Title I funded teachers will be utilized to reduce class size and for additional intervention through small group pull-out instruction. This will allow teachers to work with low-achieving students in a small group setting or individually to ensure they are receiving the most appropriate instruction.

Instruction by Highly Qualified Teachers

All teachers are certified in fields in the subjects they are teaching. All para-educators have either a high school diploma or GED; and have passed the Para-educator assessment given by the district, or have college hours. Additionally, para-educators receive the same professional learning opportunities as certified employees. Some trainings include, but are not limited to, PBIS, engagement strategies, and differentiated instruction.

Professional Development

All teachers will be evaluated, complete self-reflections, and develop professional growth plans using the criteria in the Certified Evaluation Plan. Teachers will be trained on the Kentucky Teacher Performance Standards during professional learning opportunities, formative assessments, creating common assessments, Arts and Humanities in content areas, differentiation strategies, Next Generation Science Standards, changes to the Kentucky Academic Standards for Social Studies, Kentucky's Revised Academic Standards, and increasing classroom engagement through Positive Behavior and Intervention Supports.

Professional learning needs were determined through the Kentucky Framework for Personnel Evaluation that would best improve both individual teachers and whole school instructional needs in an effort to provide high level, appropriate instruction. Professional learning opportunities supplement the goals and objectives within the CSIP in an effort to improve the school's achievement. Professional learning will improve instruction by equipping teachers with new research-based instructional strategies affording appropriate instruction for all students, especially those lowest performing or the most at risk. Student achievement will be measured by student success on KPREP, District Universal Screener, Common Assessments, and through teacher and administrator observation. Professional learning offerings are high-quality and ongoing through presentations by teachers and administrators working in the school setting. Principals, teachers, para-educators and other appropriate personnel such as health services coordinators, special education coordinators, and the FRSYC Director are included in professional learning in order to maximize resources for all students. All staff members must attend all required professional development and are encouraged to attend all trainings.

Strategies to Attract Highly Qualified Teachers

In collaboration with the District Director of Personnel, the district posts positions on the school and KEPS website in order to recruit highly qualified teachers. Teamwork and the willingness to work as one in an effort to provide high-level instruction creates a positive learning environment that is conducive to teacher retention and student achievement.

Parent Involvement

Throughout the year, Family Engagement Events will be used to allow parents and families to come into the school and do different activities with their child to promote

literacy in reading and math. This will be in the form of Literacy, Math, and Science Nights. Parents and families are encouraged to participate in open houses and when appropriate, invited into the school at all times. They are also encouraged to participate in our volunteer program. Parents and families are always welcome to provide feedback, comments and/or ideas that could be used to increase student achievement. They are invited to attend a SBDM meeting devoted to working on our Family Engagement Plan. The Family Resource Center also sends quarterly newsletters including tips for families to work with their children on a variety of activities and additional studies to strengthen families. Additionally, families are provided weekly newsletters with information regarding events happening in the school and the content their child will be taught for the upcoming week, as well as, spelling words and homework for the week. This information is sent to parents and families in every grade level every Friday in a communication folder. Notes of increased importance in regards to family engagement will be sent on colored copy paper to gain additional attention from families. Additionally, parents and families will receive positive post cards about their child in the mail from their teachers. These cards will be sent home twice per month with the expectations that all students will receive them once annually. Students receiving a positive office referral will also receive a positive post card detailing their accomplishment to take home to assist in bridging the gap between home and school.

Transition

In an effort to support social, emotional, and academic ease in the student transition from early childhood programs to elementary, there is an on-site preschool/headstart program that provides services to pre-k students. This allows students to become familiar with the regular day operations of the school such as walking down the hall, going to lunch, going to the restroom, unloading/loading the bus and much more that will enable to students to begin public education with skills necessary to be successful. In addition, rituals and routines are, with fidelity, practiced and reviewed, as needed. Our Family Resource Center also offers monthly programs called Little Learners. This program focuses on preparing children for the transition into school. Children from birth to age five are invited to attend Little Learners. These programs assist in preparing students for the transition to kindergarten through educational activities.

Students exiting primary will be provided a transition day. During this day, students in third grade will spend the day with fourth grade students. The fourth grade students will provide insight, tips, and mentoring for the younger students. Third and fourth grade students all have the same teachers. They currently change classes with the teachers teaching third through fifth grades. This makes the transition out of primary into intermediate more effective since students are already familiar with their teachers.

Students exiting fifth grade and moving to the sixth grade at the middle school will participate in a transition day. Students will receive a tour of the school, have lunch at

the middle school, meet teachers, make friends, and have the opportunities to ask questions to help with the transition from elementary to middle school.

Measures to Include Teachers in Decisions

Teacher feedback is encouraged in regard to current material used for assessment. Their input is used to determine if the current process should be continued or how to modify to increase student achievement. All teachers participate in the data analysis of student test scores and student work through Professional Learning Communities and Professional Development.

Activities to Ensure Students Meet State Standards

Daytime ESS is provided for students struggling in reading, math, and writing. These needs are identified through student data analysis on a timely basis. Individual Intervention Plans are developed for students whose assessment data and classroom performance suggest they need extended intervention. Students' needs are identified by analyzing data during PLCs and the evaluation of classroom performance. Teachers and para-educators work closely to develop intervention strategies for most at risk students. Para educators will pull individual students or small groups to work on specific strategies determined by data from universal screener, formative and/or summative assessments under the supervision of the teacher.

Student engagement is a direct focus to ensure student success. The District Professional Development Coordinator purchased books on engagement strategies for the principals. Whole-brain teaching allows differentiation in instruction to meet the needs of all students. Book studies also provide teachers with additional strategies to improve classroom engagement to ensure students meet state standards.

Coordination and Integration of Programs

Title 1; RLIS Funds; ESS Money; IDEA Funding and local grant funding is made available to the school. Funds from federal, state and local funds are used in a consolidated effort to address the greatest needs of the students during the current school year. Funds are utilized to provide differentiated instruction for students, additional social and emotional programs, as well as, collaborative data analysis to ensure all students are making progress toward meeting their personal goals. Our school has counseling services available through the collaboration of local partnerships such as Mountain Comprehensive Care and Pathways.

East Valley Elementary

Principal, Amanda Lee

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West Liberty, KY 41472

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Family & School Learning Compact 2020-2021

Parent/Guardian Responsibilities:

I want my child to achieve; therefore, I will do the following:

- See that my child attends school regularly.
- Support school staff in maximizing positive behaviors.
- Set aside a specific time for reading daily and review classwork regularly.
- Praise my child's efforts and answer his/her questions.
- Stay aware of what my child is learning by attending Parent Conferences.
- Talk to my child's teacher on a regular basis.
- Set a schedule/routine for virtual learning days.
- Monitor usage of school issued device during virtual learning instruction.

Student Responsibilities:

It is important to work to the best of my ability; therefore, I will do the following:

- Attend school regularly.
- Come prepared for class each day with all materials.
- Take responsibility for my own actions.
- Work together with other students and resolve conflicts peacefully.
- Respect myself, my school, and other people.
- Follow school positive behavior expectations.
- Utilize school issued device responsibly.
- Complete virtual learning lessons daily and on a routine.

School and Teacher Responsibilities-

It is important for students to achieve, therefore, East Valley staff will do the following:

- Hold high expectations while believing all students can learn.
- Provide high quality instruction in a safe environment.
- Provide varied learning opportunities for students to enable them to meet academic expectations.
- Make my classroom and myself accessible to parents.
- Communicate regularly to students and parents about student progress.
- Provide information to parents regarding homework policies, discipline policies, classroom procedures, and progress reports.
- Provide positive feedback to parents and students.
- Continue to grow professionally.
- Communicate regularly during virtual learning instruction.
- Be available for questions and to provide assistance via school email and by phone during virtual instruction.

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Family & School Learning Compact 2020-2021

This compact is a commitment to sharing responsibility for student learning and an action plan for a family-school community partnership to help children in our school get a high-quality education.

- PLEASE KEEP THE FAMILY AND SCHOOL LEARNING COMPACT FOR REFERENCE.
- SIGN AND RETURN THIS PAGE ONLY TO YOUR CHILD'S TEACHER.

Please feel free to submit any suggestions for improvement of this plan (in writing) to Amanda Lee, Principal, East Valley Elementary.

Suggestions:

If you would like to be a volunteer for your child's school, please list your name, address, and phone number below.

Name: _____

Address: _____

Phone Number: _____

I have read and understand the Parent-School Learning Compact.

_____	_____	_____
Parent Signature	Student Signature	Date

Thank you for all you do to make your children and our school successful!