2020-21 Phase Three: Executive Summary for Schools Frakes School Center

2020-21 Phase Three: Executive Summary for Schools

Frakes School Center
Terry Wilson
29 Henderson Settlement Loop
Frakes, Kentucky, 40940
United States of America

©Cognia, Inc.

Table of Contents

2020-21 Phase Three: Executive Summary for Schools 3

2020-21 Phase Three: Executive Summary for Schools

. 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?

Frakes School center is a rural community school nestled in the mountains close to the top of Pine Mountain in Bell County Kentucky, near the Whitley /Bell County line. Frakes has served generations of students for close to 50 years. The enrollment of the school stays about the same yearly with very little movement in the student population; enrollment for the current school year is 105 students down from the previous year which had an enrollment of 110 students and the year before that at 124 students . The surrounding community is very close knit and involved with the school. It is a very important part of this community; parents are glad to have a school in their community as the children do not have to travel so far as evidenced by school surveys. There is always high family attendance when the school has a function such as an open house, a fall festival, or a Christmas programs. With the COVID 19 the school activities have had to change but parents have adapted to the change and still are present at events such as redifest those it was a drive through event as well as scheduling time for students and themselves to be trained for virtual learning as well as bringing virtual students to assess with MAP and Brigance. Additionally local businesses support the school in many ways such as helping with rewards for Accelerated Reading, donations for fall festivals, other school events, and the back pack program (students are provided with food to take home for the weekend to ensure they have food at home). Though the students have been virtual and hybrid, the school has still received donations for students from school supplies and hygiene products to toys and blankets and back packs. A large number of students are free and reduced lunch nearly 88% as the community has faced economic challenges for the last several years including currently the pandemic ; most of the parents must commute at least 25 to 45 minutes to work. Additionally challenging is the fact that there is no public library within a short distance, restaurants, large retail stores or other urban conveniences. Henderson Settlement is a unique feature to this community and school. They provide support fo the families and the school in many ways. One of these is an after school program, various community programs, and they have provided tutoring in the school as well as after school and summer programs for students and the community. One of the requirements of our core reading program is 20 minutes of reading per night and they have been instrumental in providing through after school programs, someone for the students to read to and sign their Read and Respond forms to document the nightly reading for homework. The school

community also helps with reading by participating in Bears Read (a literacy program which provides partners for students to read with weekly). Parents and volunteer readers read to and with students in the school library and are given free books to take home. Additionally the school has an early literacy program similar to the Bear's Read called Bears Beginning Early with stories, songs, and sketches (0-5 years old). Economic struggles have brought challenges to the school by way of smaller enrollment in the county, which in turn brought a reduction of the number of teaching positions and aide positions, and the amount of finances available to the school. No matter what the challenges, Frakes and it's staff continue to strive for improvement in student achievement academically and non academically. The school is comprised of 10 teaching positions, and 3 aide positions. The lack of staff positions limits the amount of tutoring and supplemental resources provided for the students and also increases the number of classes by creating the need to double up some classes. The staff members are united in their desire as a team to measure, analyze, and critique the strategies used for teaching; making improvements when needed. The community is also involved in student achievement . Together students, staff, and community strive to continually move Frakes School Center to a higher level.

. 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.

The mission of Frakes School Center is to assist our students in acquiring the tools to develop and achieve academic success. We will seek to create a challenging learning environment that encourages high expectations for success through development-appropriate instruction that allows for individual differences and learning styles. Our school promotes a safe, orderly, caring, and supportive environment. Each student’s self-esteem is fostered by positive relationships with students and staff. We strive to have our parents, teachers, and community members actively involved in our students’ learning. Frakes School Center, in partnership with its children , families, community, and the Bell County School District, share the responsibility of educating all our students in a stable environment with few transfers or withdrawls. Through surveys and parent communication as well as data analysis and working with partners from the district and the community the school has developed a vision and direction where the school should be headed. We believe that students deserve a caring, safe environment in which every child is respected and given the opportunity to develop character and positive attitudes and values. We strive to help students acquire skills, knowledge and self esteem needed to become productive and responsible adults and life-long learners. It is our mission to educate each student to his or her highest

potential. The school embodies these beliefs by providing well rounded core programs(Success For All Reading, Singapore Math with SFA power teaching, hands on science classes, and student centered social studies) as well as classes in the arts, technology, and physical education. In addition using data obtained through classroom instruction and assessments(for example MAP, K-PREP, and Brigance) students are provided with additional support through RTI classes and support programs such as Accelerated Reading, Flex Math, Simple Solutions(Language Arts, Math, and Social Studies), Success Maker -reading and math, Reading Mastery, Moby Max, and individual tutoring during the school day. In addition the school has a reading tutor through Save the Children and personnel provided through Gear Up. Data is analyzed to make this additional instruction as specific as possible to student needs. In addition to supplemental instruction students are exposed to guest speakers on various topics such as bullying, school safety, and hygiene. There are also partnerships with the local Forestry Department and the County Extension Agency to provide 4-H programs, monthly science clubs, and after school workshops for parents and students. In addition students experience clubs on a range of topics once a week. These are just a few examples illustrating how we strive to provide students with opportunities to learn and grow. With the COVID 19 pandemic the school has continued to find creative ways to make sure the mission of the school is maintained. Speakers and programs are still provided for students as well as educational opportunities through virtual and in person. Community involvement is still encouraged and maintained. All of these are done while observing state and national guidance. Since COVID 19 has been present and the school has switched to a hybrid and periodic virtual instruction. The district and the school provide a virtual learning environment called Odyssey Ware which provides content lessons based on standards for the students and teachers have become versed in using google and have created google classrooms to provide lessons and virtual classrooms to provide resources and points of contact for students through email, zoom and google meets.

. 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.

School enrollment is an area the school is working to improve in the next few years. Enrollment has been down for the last few years and that is a challenge the school is dealing with. The limited number of jobs available in the small community and therefore the fewer families with school age children available to the school is a challenge. School daily attendance which has been down some in the past has begun to increase this year as evidenced by the past year's attendance. August 2019-2020 was 99.85% as opposed to 2018-2019 which was 96.54%. The 2019-2020

2nd month was 97.69% as opposed to 2018-2019 which was 96.05% . This year due to COVID 19 attendance for students is measured differently, it is measured by participation. Frakes participation to the present is at 96% and teacher attendance is 98%. Some other areas the school needs to improve is that of MAP scores. Last years winter scores reflected that some are the highest in the county and others which were not as high. For the fall 2019 reading scores were: the kindergarten, 2nd , 4th, and 5th grades all fall below the 50th percentile for their overall class scores. However the 3rd, 6th, 7th, and 8th grades were above the 50th percentile. Science scores in all grades 4-8 were the highest in the county (7th ties with another school) with percentages overall in the 70's and 80's. The fall math scores K, 1st, 2nd, and 7th grades all fell below the 50th percentile. while the 3rd, 4th, 5th, 6th, and 8th fell quite a bit over the 50th percentile. Additionally an area which needs improvement is Brigance assessment reporting that only 18% of students are kindergarten ready and 82% are ready with interventions in 2019. Brigance is still currently being administered. Reading on KPREP in middle school also showed good numbers with an index of 76.6 slightly higher than the state index and in the elementary at 71 just under the state index. The school has shown over all a decrease in novice with increases in proficiency , apprentice, and distinguished for 2019/2020. While there was no gap on the state assessment there is always opportunities for improvement and movement which for the school would be even higher indices and a 5 star rating. The K-PREP did not take place in the spring due to COVID 19 so the scores reflected for last year are from the testing the previous spring. The Map scores for fall 2020 reflect that language scores are for the most part under 5o percentile; science scores were for the most part below 50 percentile; in reading there were several classes at 50 and above percentile (K, 4, 6, 7, and 8th) ; in math there were some high percentiles above 50percentile (K, 3, 4, 6, and 8th grades). Given the absence from in person instruction the scores were comparative to fall 2019 scores.

. **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.

Not Applicable

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

Despite the virtual learning and lack of in person class room instruction students overall seem to be holding steady with out too much overall slide backward. The

teachers are working very hard and creatively to maintain contact with students and as much instruction as possible.

Attachment Summary

Attachment Name	Description	Associated Item(s)