Eastmont Academy

Title 1 Part A - Schoolwide Plan

2022-2023

Planning Team			
Name of Team Member	**Position/ Representation**	**Signature**	**Date**
James McGregor	Chairperson	James McGregor	1/5/2023
John Reichmann	Principal	John Reichmann	1/5/2023

Mission/Vision Statement
Providing educational choices to families now and in the future.

Culture of Equity Statement
We Focus on Growth, differentiation, and a well-rounded Education

Component 1: Comprehensive Needs Assessment:
The comprehensive needs assessment directs a building to collect and analyze student data. This process identifies the strengths and weaknesses impacting student performance. It also sheds light on the needs of the entire program. All students benefit from the interventions and services made possible through a schoolwide program; however, schools should place emphasis on strategies that help learners struggling to meet state standards.

In their needs assessment, schools must describe their students' demographics, levels of achievement, family involvement, atmosphere, and staffing.

A needs assessment includes outcomes, and documents how schools use data to reach outcomes. This documentation must include a detailed analysis of student subgroups. Districts must also examine student, teacher, and school community strengths and needs.

Needs assessments include both district and building priorities and concerns. Schools also provide strengths and weaknesses of their program.

Describe how the needs assessment was conducted. Include who was involved and what data was gathered.

During 2022/2023 school year, the teacher and I noticed a lack in student accountability. Proof of Growth and progress in learning activities and completion of assigned school work wasn't evident. Student attendance was declining, and assessment scores did not match the students abilities. The data showed that participation was the focus on receiving an satisfactory grade compared to an unsatisfactory grade.

Moving forward we purchased for the 2022/2023 school year, the Accelerate program, which allows for students to progress at their pace with guidance and support from the teacher. This program allows for the teacher to give more feedback and grade assignments more readily than in the past. We have moved to a full day optional on-site in-person day, once a week.

Typical weekly schedule for K-6th Grade Eastmont Academy Student:

- Daily Virtual Lessons throught e posted Accelerate unit lessons
  - Lessons for Math, Reading, Writing, Social Studies and Science
  - Teacher created Instructional Support Videos
  - Supplies through workbooks given to families,
  - Interactive teacher support weekly
- Tuesday in person days. (9 am - 2 pm)

On <insert date> 2022, the SITE Council team analyzed school data from 2021-2022. Our combined staff then met and reviewed data to observe current strengths and challenges.

Data Reviewed:

- Student demographics
- Levels of achievement using iReady and DIBELS

- Schoolwide Information System for student behavior trends
- Attendance trends
- Parent/Student/Staff Satisfaction Survey

Describe the Demographic trends of your school. (Include grade levels served, enrollment, % of each subgroup)

Grade Levels - Kindergarten through sixth grade for the 2022/23 School year.

- 1 section K-6th grades

Analyze the following areas to identify strengths and challenges of your school. Then, describe below.

- Perception trends (Annual School Satisfaction Surveys - Parents, Students, Staff)
- Academic Achievement of students by content using multiple assessments (trends, comparison to similar schools and the state, student subgroups, levels of achievement)
- Language Acquisition trends
- Student Attendance trends
- Student Discipline trends
- Parent Involvement trends

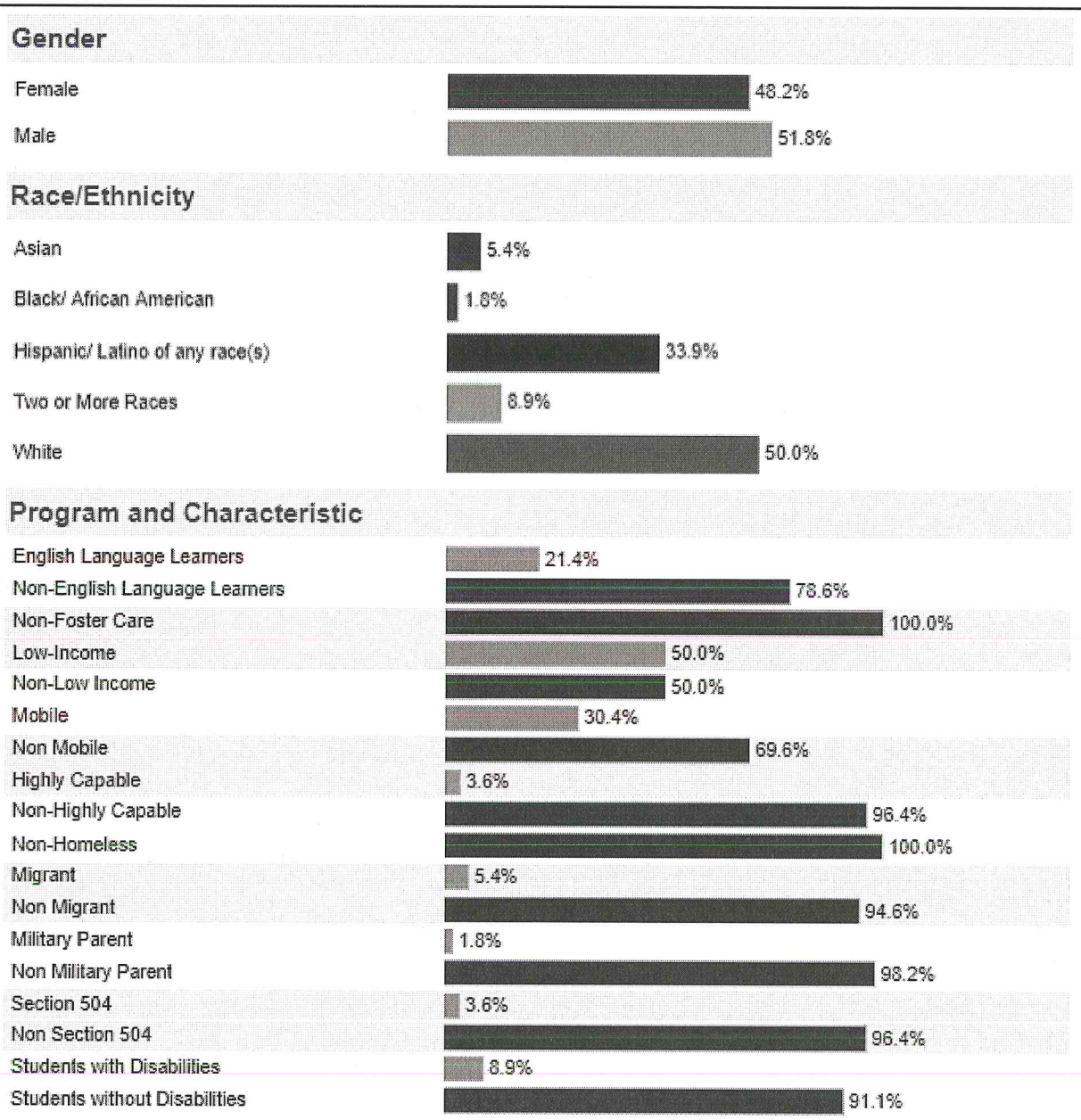
PERCEPTIONS TRENDS ANNUAL SCHOOL SATISFACTION SURVEY 2022

Parents:

- 100% Feel welcome and respected at my child's school
- 100% Believe the school staff are responsive to me and my requests
- 100% Believe the school building and grounds are kept in good condition
- 75% Feel the school communicates well with me
- 100% Feel the school maintains high standards for student behavior
- 100% Feel my child is safe at school
- 100% Feel the school administrators are visible and are accessible
- 100% Feel my childs teachers care about my child
- 100% Feel I am satisfied with the amount my child is learning and the support my child receives for learning
- 100% Feel they would recommend this school to other parents

Describe the <u>strengths</u> of your school.

- Highly qualified Staff
- Multi-age classrooms.
- Variety of learning methods: Accelerate, in-person, at-home activities.
- Monthly "out and abouts"
- Push-in counselor



Language Acquisition Trends

- No data to display

Student Attendance Trends

- No data to display

Student Behavior Trends

- No data to display

- Physchologist on campus

- Special educational services on campus
- Flexible scheduling

Describe the challenges of your school.

- 1 teacher for 40 + Students
- Not all families using accelerate program.
- Transient population
- Struggling to building true partnership with some parents/guardians (all grade levels)
- Prior to accelerate, time lag between work-feedback-reteach cycle
- Not yet a set system. Due to COVID the program went through many changes, and now is in a rebuild year of what the district was looking to build originally.
- Parent Signatures for MPR

Goal and Solution Selection: Choose two to five challenges to work on this school year and write a SMART goal for each of them (it must include how and when it will be assessed). These may be continued from previous years.

Effective solutions will include the following:

- Communication plan to staff, students, parents.
- Processes/Timelines for ensuring plan is being implemented and growth towards target is being attained.
- Professional development.
- Budget allocation.

Goal 1: Essential Goal # 2 INSTRUCTION – Students meet or exceed average at each age/grade level, including graduation rates, when compared with students from districts having similar demographics.

6) Communicating and collaborating with parents and school community:

- **a. Build caring and supportive relationships with all students as indicated by knowing individual information on every student.**
- **b. Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.**
- **c. Utilize professional learning communities (PLC) to improve student learning and learn from and with each other to adjust instructional practice and improve results.**

Solutions:

- **Targeting a range of subjects, including literacy, science, and mathematics.**
- **Improving transitions between grades and/or schools**
- **Enriching and accelerating curriculum**

- **Providing one on one services for students throughout week**
- **Constant communication of students progress, or needs**

Goal 2 (Optional): COMMUNITY RELATIONS – Distinguish Eastmont as a progressive and trusted public education provider striving to meet the needs of the world our students are experiencing.

Essential Goal 1) Practice exceptional customer service.
Solutions(s):

- Parent Recognition
  - Communication-ParentSquare
  - Letters and/or communication of encouragement from Principal
  - Parent Satisfaction Survey
  - Veterans Assembly recognizing members of our community who serve or served in the military.

Goal 3 (Optional): INSTRUCTION – Students meet or exceed average at each age/grade level, including graduation rates, when compared with students from districts having similar demographics.

Essential Goal 3) Recognizing individual student learning needs and developing strategies to address those needs:

- **a. Identify and support students who exhibit high risk attendance, behavioral, social, emotional, or academic needs with Multiple-Tiered System of Supports (MTSS) including a common systemwide data tracking system.**

Solutions(s):

- Continuous follow up with parents on students' attendance concerns.
- Home visits for students struggling getting to school.
- Documentation of students at high risk for falling behind due to attendance
- Constant communication and meetings with parents.

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Component 2: Schoolwide Reform Strategies
Schoolwide programs need to have a schoolwide focus. ESSA's new focus is on a well-rounded education. Schoolwide programs should focus on supporting all students within the school. There are several ways to ensure schoolwide focus:

- Targeting a range of subjects, including literacy, science, & mathematics.
- Improving transitions between grades and/or schools.
- Enriching and accelerating curriculum.
- Realigning curriculum horizontally and vertically from grade to grade.

Be specific. Include the ways in which the school plans to include how it will reach each level of reform. Outline staffing plans and who will be hired, professional development strategies, and intended outcomes.

You should use methods and strategies that will strengthen student outcomes for all students.

The plan must show how you will increase the amount and quality of learning. This includes detailing specific programs and activities.

How will the school strengthen the literacy, science, government, engineering, the arts, and mathematics?

- All grade levels have identified Reading Essentials based on CCSS. Teacher will intervene on the essentials until they are considered mastered
- Teach Accelerate program adopted curriculum
- Continue to refine, strengthen and implement a needs based intervention program in reading using all available resources, continuously monitor data. Meet with teacherto discuss student needs, and maintain flexibility with grouping through the use of best practices and intentional teaching.
- Using data to drive instruction through Professional Learning Community collaboration directed at supporting the needs of ALL students.
- GLAD science and reading integration units
- Multilingual in class push in model

Science & Engineering:

- Allstudents receive Science instruction from a certificated teacher using the Accelerate Program Curriculum

Math:

- Data driven Professional Learning Communities support needs of students program adopted math curriculum implemented with fidelity.
- All grade levels have identified Math Essentials based on CCSS. Teachers will intervene on the essentials until they are considered mastered.

Government and Civics:

- All teachers teach elements of the U.S. Constitution in September: books on the Constitution,virtual
- field trips, videos, student/teacher created classroom statement of purpose
- Daily puzzle
- Monthly Multicultural Celebrations calendar of activities and awareness.
- Veterans Day assembly

Arts:

- Monthly out and abouts to enrich the arts and music experience in a variety of settings.

How will the school improve transitions between grades and/or schools?

With Multi-age classes, our students have the opportunity to loop with their teacher over a the course of several years. Change in staffing will be handled by introducing the new teacher to all staff and students. New staff will have a transitional period of training which allows students to work with the original teacher as well the new teacher to alleviate anxiety and stress of the new teacher.

How will the school enrich and accelerate curriculum?

Students have the ability to progress through a self-paced curriculum. The student, teacher and parent will work together to monitor the pace of the progression. If needed they will assess and discuss areas of success and concern. Students are encouraged to participate in STEM competitions, as well as Math is Cool competitions.

How will the school provide opportunities for students both ahead of and behind grade level?

With the classes working with multiple grade levels, this allows for students to be introduced and engaged in higher level thinking. The teacher is constantly differentiating instruction to meet the needs of all students. The teacher will continue to assess, and monitor growth, and progress for all students.

Describe your Parent and Family Engagement strategy. How will you align it to building goals and evaluate your targeted assistance practices and strategies? How will you know that your strategies are working?

- We will use ParentSquare to communicate with our parents. The Principal, teacher, and Office managers, will post current updates, and classroom news. Teachers will maintain communication with families concerning their students. We will meet with families in person to discuss updates, behaviors, academics, parent-teacher conferences, and to celebrate student success.
- Eastmont Academy will host "Out and Abouts" in the community to enrich students experiences in, arts, science, music, community services, and more. These learning opportunities allow students and families to build stronger relationships with the school and district, as well as build strong relationships with other students and family members.

Component 3: Activities to Ensure Mastery

The schoolwide plan upgrades the entire school's program. At the same time, it should address how students who have not yet reached standard in certain skills will receive effective and timely assistance. Each student is different, and some students may need more help to get back on track. Schoolwide plans should have strategies for students who may fall behind on key skills or are in danger of dropping out. Schools may choose to meet the academic and non-academic needs of these students. This provides schools significant flexibility in improvement student achievement with strategies, including:

- Counseling and mental health support
- College and career readiness
- Tiered behavioral support
- Preschool transition support
- Professional development for staff
- Intensive academic support for students

How does the school screen all students to identify those that are at-risk of falling behind on mastery of key skills?

- We use the iReady Benchmark assessment as a screener for our Reading and Math, this will start in the 23/24 school year.
- We also use the Eastmont Reading Foundations, PASI and PSI, Dibels and Common Formative Assessments to diagnose gaps in student understanding for Reading. We also use a variety of diagnostic assessments in Math to determine proficiency and placement in our Competency Based Math classes.

How does the school monitor progress of at-risk students in their mastery key grade level skills?

- iReady Progress Monitoring helps us identify students Below Estimated Mastery, and make minimal growth.
- Classroom assessments
- Monthly Progress Reviews
- Intervention plans

How does the school make data-based decisions on the appropriate interventions for at-risk students and the effectiveness of interventions?

Individual Behavior Plan/Contract
Check and Connect Mentor system
Small Group and Individual Counseling
Monthly progress reviews

Describe the school's three tiers of intervention to support at-risk students.

- Tier 1-ALL students receive instruction on grade level standards. Teachers have identified Essential standards and developed formative assessments of those standards. For students that have not mastered the standard yet, teachers may provide differentiation or scaffolding during centers/stations.
- Tier 2-Some students will require a different form of instruction, and a smaller grouping to master the Essential. Other students will receive instruction in small groups that focus on Foundational skills. Teachers meet often to determine grouping and instruction. This is a fluid process.
- Tier 3-These students meet in groups of 1-5 with an instructor using a curriculum specially designed to address Foundational skills. Although these children remain in the class for Tier 1, they often have support staff nearby to assist in comprehension

Component 4: Coordination and Integration of Federal, State and local services.
The schoolwide plan should show how federal, state, and local services work together to improve outcomes. The plan must show how the district coordinates and integrates funding used at the school. This means the schoolwide plan must outline the ways in which funds are going to be consolidated, as well as how the funds will be used to meet the specific intents and purposes of each program. This ensures the school is still meeting the statutory requirements of Title I, Part A and other federal education programs. Schools must name the specific state, local, and other federal programs that they will combine under the plan. If a priority/focus school, make sure the plan addresses school improvement efforts and funds.

Program	Allocation	How the funds will be used to implement the Schoolwide Plan.
Title IA		These funds provide all students opportunity to receive a fair, equitable, high quality, and well-rounded education to close achievement gaps. Examples are: Supplies and Materials Professional Development Enriched experiences