



K-8 Eastmont Academy

Title 1 Part A - Schoolwide Plan

2021-22

Planning Team			
Name of Team Member	Position/Representation	Signature	Date
Rae Hughes	Co-Chairperson	<i>Rae Hughes</i>	5-2-22
Katie Moore	Co-Chairperson	<i>Katherine Moore</i>	5-2-22
Katie Tucker	Principal	<i>Katie Tucker</i>	5-2-22
Chelsea Keane	Teacher	<i>Chelsea Keane</i>	5-2-22
Gabriel Cline	Teacher	<i>Gabriel Cline</i>	5/2/2022
Anna Petty	Teacher	<i>Anna Petty</i>	5/2/2022
Jennifer Schmidt	Counselor		
Cristina Hodgson	Secretary	<i>Cristina Hodgson</i>	5/2/2022
Ashely Hancock	ParaEducator	<i>Ashely Hancock</i>	5-2-22
Cara Nunn	Parent (non-Staff)	<i>Cara Nunn</i>	5-2-22

Mission/Vision Statement

**Meeting Individual Needs
by Building Meaningful Relationships and Strong Partnerships with Students and Families**

Culture of Equity Statement

**We Focus on Growth, Differentiation, and a Well-Rounded Education.
We believe the definition of success looks different for each individual
and thus we meet each student where they are at and help them grow from there.
By focusing on the whole child, we help our students become the best version of themselves.**



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 the 2020/21 school year, teachers noticed a lack of student accountability. Proof of participation in learning activities and/or completion of assigned school work wasn't evident, attendance was dropping off, and teachers had no way of holding students accountable for meeting standards from their computer screens. Tasking students with completing assessments from their home screens proved unreliable. The assessment data gathered typically did not match teacher knowledge of students' abilities. Teachers came together (as health guidelines allowed) and requested an added on-campus, in-person component to our format. This proved to be highly successful in the spring of 2021. Families were comfortable sending students in-person and teachers saw an increase in student achievement/attendance. As a result, teachers were able to build stronger relationships and understanding of student abilities. Thus, they could better differentiate and meet student needs.

Moving forward to the 2021/2022 school year, the Eastmont Academy team agreed that a mandatory in-person component to our program was essential for continued student growth and success. Even though our primary delivery of instruction had been virtual, teachers felt changing to a hybrid model (which required students to be on campus for in-person instruction and collaborative learning for a few hours each week) was best practice and ensured a higher standard of learning.

Typical Weekly Schedule for K-4th Grade Eastmont Academy Students:

- Daily Virtual Instruction/Hands-on Instructional Activities Posted to Google Classroom
 - Lessons for Math, Reading, Writing, Social Studies, and Science
 - Teacher Created Instructional Videos
 - Supplies and Instructional Materials Sent Home Each Week
 - Interactive On-line Activities
 - Paper/Pencil Activities
- In-person, On-campus Collaborative Learning on Mondays and Wednesdays (9 am - 12 pm)
- Small-Group, Differentiated Live Google Meets Tuesdays and Thursday (times vary)



- Virtual Whole-Class Live Google Meets Tuesdays and Thursdays
 - K-1st: 9:30-10:00 am
 - 2nd-4th: 10:00-10:30 am

Typical Weekly Schedule for 5th-8th Grade Eastmont Academy Students:

- Daily Virtual Instruction/Hands-on Instructional Activities Posted to Google Classroom
 - Lessons for Math, Reading, Writing, Social Studies, and Science
 - Teacher Created Instructional Videos
 - Supplies and Instructional Materials Sent Home Each Week
 - Interactive On-line Activities
 - Paper/Pencil Activities
- In-person, On-campus Collaborative Learning on Tuesdays (9 am - 12 pm)
- In-person Study Hall/Individualized Support Thursdays (10:30 am - 12 pm)
- Virtual Study Halls Mondays, Wednesdays, and Thursdays (1:00 -2:00 pm)
- Virtual Whole-Class Live Google Meets Mondays, Wednesdays, and Thursdays (8:45-9:30 am)

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

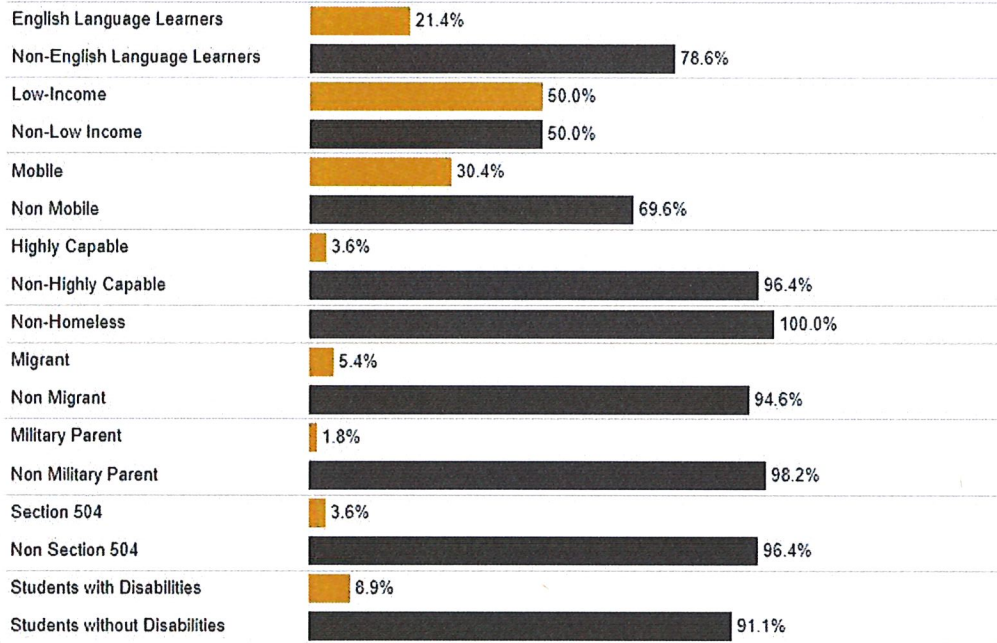
Eastmont Academy is a new school in the Eastmont School District. We are an Alternative Learning Experience (ALE) School.

- In the 2019-20 school year, HomeFIELD was a 5th-9th grade ALE program that was part of Sterling and Eastmont Junior High Schools. We served a total of 20 students with our highest monthly enrollment being 20 students.
- In the 2020-21 school year, Eastmont Virtual Academy (EVA) was a K-7 ALE program and was part of Sterling School. We served a total of 407 students with our highest monthly enrollment being 322 students.
- **In the 2021-22 school year, Eastmont Academy is a K-8 ALE school. We served a total of 113 students with our highest monthly enrollment being 74 students.**
 - Current Enrollment by Grade Level:
 - 8th Grade - 17 students
 - 7th Grade - 12 students
 - 6th Grade - 7 students
 - 5th Grade - 6 students
 - 4th Grade - 5 students
 - 3rd Grade - 7 students
 - 2nd Grade - 9 students
 - 1st Grade - 6 students
 - Kindergarten - 5 students



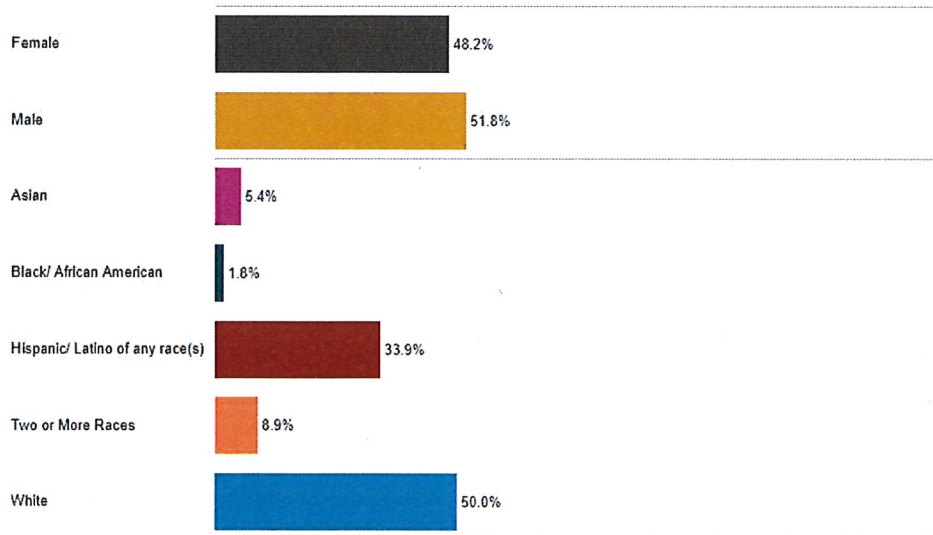
How many students were enrolled at the beginning of the school year, by student program and characteristics?

Eastmont Academy 2021-22



How many students were enrolled at the beginning of the school year, by student demographics?

Eastmont Academy 2021-22





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

Describe the **strengths** of your school.

Program Level

- Flexible Schedule
- Strong Family Involvement and Support
- Multi-Age Classrooms
- Learning Beyond the Classroom Walls and Computer Screens
- Monthly “Out and About in Our Community” Family Activities

Staff Level

- Dedicated teachers who build strong relationships and are committed to individualized instruction to meet the diverse needs of their students with meaningful and engaging learning activities
- Talented secretary/translator/records specialist who wears “many hats” to help meet the needs of students, families, and staff
- Actively involved administrator who understands the needs of and advocates for our diverse population and works to find ways to meet the needs of students, families, and staff

Students/Families

- Parents/guardians who seek to be actively involved in their student’s education
- Families provide support at home with hands on instruction/accountability
- Strong communication between families/students/teachers
- Students working on learning how to take ownership of their learning

Results from Our Fall 2021 Eastmont Academy School Satisfaction Survey:

Who responded: Students 25, Parents 17, Staff 5

Students:

- I feel safe at school - 100%
- I am satisfied with the amount I am learning and support I receive at school for my learning - 96%
- The staff at my school are responsive to me and my requests - 96%
- My teachers care about me - 92%
- I would recommend this school to other students - 92%

Parents:

- I feel welcomed and respected at my child’s school - 100%
- The school staff are responsive to me and my requests - 100%
- The principal is visible and accessible to me when needed - 100%



- My child's teachers care about my child - 100%
- The school maintains high standards for student behavior - 94%
- I would recommend this school to other parents - 94%

Staff:

- I feel welcomed and respected at my school - 100%
- The staff at my school are responsive to me and my requests - 100%
- I feel safe at school - 100%
- The principal has a visible presence and is accessible to me when needed - 100%
- My colleagues care about our students - 100%
- I would recommend this school to others - 100%

Describe the challenges of your school.

- 4 teachers/9 grade levels/all content areas
- Some district-adopted curriculum and progress monitoring assessments don't fit virtual/ALE format
- Transient student population (especially in grades 6-8)
- Struggling to build true partnership with some of our parents/guardians (especially in grades 7-8)
- Struggling to meet the needs of less-engaged students/families who choose not to participate
- Time lag between work-feedback-reteach cycle due to virtual setting
- New program, not widely known in community
- Still determining where the gaps in educational options are in our community as we adjust and grow our ALE school to best meet the needs/wants of families in our community
- Still determining how to best advertise our program to those who are seeking alternatives to traditional school settings



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:

Between September 2021 and May 2022, staff will educate the community about and increase awareness of Eastmont Academy by increasing our presence on social media. We will double our Facebook followers from approximately 100 followers to greater than 200 followers.

Solutions(s):

- Increase social media presence through pictures and stories posted on Facebook
- Work with district social media staff to grow our page and share Eastmont Academy posts
- Utilize the Eastmont School District newsletter and videos to inform the community about Eastmont Academy

+Goal 1 was met. Eastmont Academy's Facebook page currently has 268 followers (as of May 1st).

Goal 2:

Between September 2021 and May 2022, 80% of students will regularly participate in on-campus, in-person learning opportunities and activities with their teachers and peers.

Solutions(s):

- Communicate with families about the importance of the in-person component of our program
- Ensure families that all safety protocols are followed
- Build relationships with and among students so they feel comfortable with teachers and peers
- Provide relevant hands-on and cooperative lessons that meet the needs of our student population

+Goal 2 was met. Over 85% of our 74 EA students regularly attend their scheduled on-campus, in-person learning days.



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 school wide focus:

- Targeting a range of subjects, including literacy, science, and 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 literacy, science, government, engineering, the arts, and mathematics?

We will utilize GLAD strategies to deliver science and social studies instruction integrated with the teaching of writing and reading for understanding. We will explicitly teach new vocabulary and allow opportunities for students to practice using academic vocabulary in oral language, writing, and presenting (in-person or through recorded presentations).

We will use journaling in math as a way to explicitly teach study skills and connect visual representations with more abstract numerical representations of concepts. We will use our virtual teaching days to pre-teach core content that will be reinforced with hands-on and cooperative learning activities during in-person days.

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

With multi-age classes, our students have the opportunity to remain with the same teacher over the course of several years. This reduces the stress of transitions and supports the relationships between school and families that are critical to the success of our program. Our teachers also collaborate about content areas and intentionally coordinate topics so there can be cross grade level learning opportunities for our students.

How will the school enrich and accelerate the curriculum?

We allow students to demonstrate their knowledge through open-ended projects. This allows students to showcase their individual strengths. For example, students are given the opportunity to show their understanding through a variety of media including written, visual, model, video, or another manner of their choosing. This allows students to rise "above and beyond" what they are able to show in a traditional model.



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

Our classes span multiple grade levels, so teachers are constantly differentiating for individual needs of students. With our hybrid virtual/in-person educational model, teachers are available to meet with students in a variety of ways (in-person study hall, small group/individual Meets, etc...) to provide review and/or extension activities. Teachers regularly assess and reflect on the needs of their students and work to provide differentiated and student-specific instruction.

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?

Our Eastmont Academy families are truly partners with us in the education of their students. Because of the format of our school, they are involved with the daily learning activities of their students. They also meet with teachers each month during our Monthly Progress Reviews (individual monthly student-parent-teacher conferences to review progress, successes, challenges, etc...). Teachers, parents and students communicate regularly through ParentSquare, email, virtual Meets, and Google Classroom, as well as through phone-calls and in-person interactions.

Eastmont Academy staff members also host "Out and About in Our Community" Family Activities each month. These opportunities bring our school community together for off-campus learning and fun. These activities also bring families together, create strong relationships between teachers and families, and allow EA families to make connections and build friendships.



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?

Eastmont Academy uses a variety of District Progress Monitoring Assessment Tools including:

- DIBELS (Grades K-4)
- RAN/RAS - Dyslexia Screening (Grades K-1)
- STAR Reading (Grades 2-8)
- STAR Math (Grades 4-8)

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

- Fall, Winter, Spring Progress Monitoring Assessments
- Classroom Assessments
- Data Meetings
- Monthly Progress Reviews
- Intervention Plans (as applicable)

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

- As needed throughout the year, EA teachers and administration work together (and with support staff as applicable - EA counselor, IEP managers, school psychologist, etc...) to review student data and determine appropriate interventions.
- Work in Progress - Due to limited staffing and resources, Eastmont Academy is still building our intervention team and systems.



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

Work In Progress - Eastmont Academy is still building our Multi-Tiered System of Supports (MTSS)

Tier 1 - Instruction on Grade-Level Standards

- All Eastmont Academy Students
- Instruction provided by EA teachers and parent-partners

Tier 2 - Differentiated Instruction to Fill Gaps and Focus on Unfinished Learning from Previous Years

- Some Students - based on classwork and assessment data
- Instruction provided by EA teachers, ML teacher, part-time EA LAP para, and parent-partners
- Work in Progress - Due to limited staffing and resources, Eastmont Academy is still building our intervention team and systems.

Tier 3 - Targeted Instruction for Students Working Below-Grade Level

- Some Students - based on assessment data, IEP goals, etc...
- Instruction provided by Sp Ed teachers, ML teacher, EA teachers, and part-time EA LAP para
- Work in Progress - Due to limited staffing and resources, Eastmont Academy is still building our intervention team and systems.

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	\$0	N/A - Eastmont Academy did not receive Title IA Funding for the 2021-22 school year.