

2019-20 Phase Three: Executive Summary for Schools_11302019_14:31

2019-20 Phase Three: Executive Summary for Schools

Yellow Creek School Center

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Description of the School

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?

Yellow Creek School Center is a preschool through eighth grade educational institution. Our school is comprised of approximately 650 students, 45 certified full time employees plus 3 preschool teachers, 30 classified full time employees, and 12 itinerant employees (certified and/or classified). In addition, our school clinic has 1 nurse. Within our school, we also have a Family Resource Youth Service Center (FRYSC), which also seeks to serve and provide supportive services to our students and families. Our school is situated in the small town of Middlesboro, KY (Bell County, KY) with a population of 9,326. This is a decrease in population of 1,008 over the past 8 years. The median household income for our town is \$22, 425. Our school has a high Free and Reduced Lunch population of 89%. Our community also has a high unemployment rate of 6.0% (KY-4.5%, US-3.7%). Our community has always been a coal community, but with the decline in the coal industry, jobs have also declined as well. In the past few years, we have increased our technology for students and teachers by obtaining two full computer labs, partial computer lab within the library, teacher computers, SmartBoards, document cameras, and iPads to aid with instruction and learning. Last year, we added 80 Chromebooks. We have had a huge turnover in staffing this year and last year. Last year, we added 2 new teaching positions. In addition, last year, we have 10 certified and 5 classified staff members that are new to our school. This year, we have 10 certified and 4 classified staff that are new to our building. Our school enrollment has increased for the past 4 years and has resulted in an overcrowding issue. Our district is in the process of seeking funding for our third expansion. While this proves to be difficult to overcome, all of our staff strives to provide the utmost educational opportunities and experience for our students. In an attempt to temporarily ease the overcrowding issue, our school district provided us with 2 modular units, which now houses the 3 preschool classrooms. While this has helped, it has not entirely solved the problem. Although local school budgets have been cut, our school has received several grants both public and private to aide in providing the best education for our students. Last year, we received a renewal of the Federal GEAR UP grant through Berea College. This grant has aided in supporting students where lack of local funding has not been able to provide. In the previous 7 year grant, our students were provided with an abundance of instructional resources and trips to colleges and career facilities such as Toyota, etc, which provided our students with opportunities they may not otherwise have had. The grant also provided teachers were provided with extensive professional development on teaching strategies, growth mindset, classroom management and within the content area. The renewal grant also provided our school with 4 additional staff members (2 Academic Specialists, 2 College and Career Navigators) in addition to instructional resources. Our school was the only school in the area to receive an additional mini grant last year from GEAR UP to support a math/science initiative through Texas Instruments. This grant provided 14 days of onsite teacher support/coaching, TI Math Conference for one teacher and one administrator, TI-Inspire calculators, Navigator system for 2 math classrooms and 1 science classroom in addition to science probes and equipment. Our school also received a mini-grant last year from the Elgin Foundation, which provided a supplemental program, Simple Solutions, for use during Rtl for Reading and Math. We were able to use additional school funds to purchase the same program for other content areas in order to reach struggling students in multiple content areas. This year, we were also recipients of the Save the Children Reading Grant. This grant provided 1 certified and 2 classified staff members devoted entirely to improving reading scores in primary-6th grade. We are also the only school in our district that received the Read to Achieve

Reading Grant. This grant provides a certified staff member devoted entirely to improving reading scores in 1st-3rd grade. We also have 5 Social Studies teachers that are part of the Charge grant. Teachers receive monthly professional development related to their content and have received technology in the form of 30 Chrome Books and Virtual Reality Goggles in addition to instructional resources for teaching. We have 5 Science teachers that are participating in the Project Lead the Way Grant. Each grade level (1st-5th) received a unit of study along with hands-on materials aligned with NGSS and STEM standards. Our ever growing and changing region has made and continues to make a rich historical mark in our area. For the most part, our town has a foundational history that dates back to the Pre-Civil War era, including before Kentucky became a state. For example, our town lies within the Cumberland Gap, the trail that Daniel Boone used to navigate his way through the Cumberland Mountains. Moreover, our area offers state and national parks, hometown festivals, historical re-enactments, and a sense of community pride. Within our area, we have a community college, technical college, and a university available for inspiring our students to acquire a higher education and plan for their future career.

School's Purpose

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.

Yellow Creek School Center's main purpose is to instruct and guide students to become productive and educated citizens for our community and world. Our mission at YCS is threefold: to educate, to encourage, and to engage all students to be the best they can be in order to meet their full potential as human beings. As a result of our mission, we have very high, however, appropriate expectations for each of our students. In addition, we believe that every child can learn if given the right opportunity, tools, instruction, and guidance. We want our students to become independent learners. Furthermore, we celebrate student achievement and success as well as implement an action plan to help students improve. With our overall program and curriculum, instruction is based on the foundation of the Kentucky Academic Standards. Over the years, teachers have deconstructed standards, implemented research based instructional strategies, and created units, lessons, and assessments, which follow the rigor of these standards. We are currently in the same process with the new ELA, Math, Social Studies and PLCS standards. In addition, we have implemented research based reading (SFA) and math (Math in Focus) programs to ensure that our students are taught to the same caliber as students across the nation. We have also incorporated a Response to Intervention (RtI) period, to support struggling students. During this period, students receive instruction using the Simple Solutions spiraling curriculum in the areas of reading and math. During the school day, struggling students are also provided additional support in reading and math through Moby Max, a computer program that allows students to work on their reading and math level. While Program Reviews are no longer state mandated, our school continues to provide high quality curriculum in the areas of art/humanities, practical living/careers, and writing. In fact, although state funding no longer provides for the ILP curriculum in the area of careers/technology, our district purchased the program out of local funds to ensure that our students continued to receive this vital instruction. Last year, we continued and plan to continue to provide students with arts/humanities performances, despite the lack of the state required program reviews. Last school year, our district also used local funds to help purchase much needed K-8 health curriculum. We also received the Too Good for Drugs Grant in an attempt to teach students prevention skills to avoid drugs and to make better decisions. Furthermore, we have developed a school-wide writing policy that all teachers include within their classrooms. This demonstrates our commitment to providing our students with high level instruction in all content areas to support educating the Whole Child. In order to accomplish our purpose, vision, and mission, our school offers a wealth of educational programs to help students achieve to their fullest potential. First, all students in Kindergarten through eighth grade complete the Measures of Academic Progress

(MAP) assessment three times a year as a means of monitoring student progress. This test measures achievement in reading, math, language usage and general science. Because MAP is aligned with the Kentucky Academic Standards, the data is used to help drive classroom instruction, Rtl classes, tutoring, and computer based programs. Students also set MAP goals before testing as a means of self-monitoring their own achievement and as a way for students to be aware of their own progress. In addition, our teachers and staff can be more productive and effective in targeting the academic needs of our students. After MAP is administered, immediate feedback and results are available for each student. Through this program, a report designed for each student containing specific skills needed for improvement in each content area is available to teachers. By using this report, teachers and staff can monitor each student's achievement with these specified skills and provide strategies and interventions to help students personally improve. We use this information to set goals with students and encourage them to improve. Equally important, our MAP testing has opened a line of communication with parents, and has provided talking points pertaining to their child's growth, achievement, and academic needs. This year, our GEAR UP staff also administered the CERT test with 6th-8th grade to provide students with a projected score of how they will perform on the ACT in high school if they continue on their projected trajectory. Second, during the past several years, our school has targeted reading for student improvement in Kindergarten through eighth grade. At YCS, we understand that reading is crucial to learning, and students must read and comprehend at a high level in order to achieve in all content areas; therefore, we have implemented several programs to help our students gain skills and succeed in reading. Our core reading program, Success for All (SFA) is implemented in grades K-8. In conjunction with SFA, students in Kindergarten through third grade receive supplementary reading instruction through the Reading Mastery program as part of funding from our Elgin grant. Students are selected for each additional reading program based on their current skill level in reading. With SFA and Reading Mastery, students are assessed, monitored, and placed according to their current skill level. In addition, select students are assigned to an additional Rtl reading class based on the results of their MAP assessment. All students receive supplemental instruction using the Simple Solutions curriculum. The curriculum provides daily instruction, daily practice and on-going assessment. In fact, the math curriculum provides students with 120 opportunities per year to see the each skill, which reinforces the skills over and over throughout the school year, resulting in better retention. Students also receive remediation in Reading through the RTA Reading Interventionist, Save the Children Interventionist and GEAR UP Academic Interventionist. The reading teachers receive coaching from the school level Reading Facilitator, Elgin Grant Reading Coach, District Reading Coach, and SFA Reading Coach. Finally, all students in our school utilize the Moby Max program (computer based) for reading and math, which is designed, based on each student's individual needs and allows each student to progress through skill levels at their own learning pace. Reports are available to in order to monitor student progress with Moby Max. This program both remediates and accelerates students based on individual performance. This program, unlike SuccessMaker, which we have used in the past, Moby Max has multiple content areas for students to practice, including reading, language, math, science and social studies. In addition to the above mentioned initiatives, we have a home connection with reading. It is a K-3 weekly reading program titled, "Once Upon a Friday" and a PreK program titled, "Fairytale Wednesday." In order to boost students' interest in reading we will have parents and community partners read to K-3 students every Friday and PreK every Wednesday. Third, we have targeted math as an area for student growth at our school. In Kindergarten through eighth grade, our students follow the Math In Focus curriculum. This program focuses on a Concrete-Pictorial-Abstract approach to math. Math content is introduced using concrete materials (manipulatives) and students learn to draw it out pictorially and finally through the abstract algorithm. This program also embodies the cooperative learning approach and gradual release that gives students support before they are expected to do it independently. In grades 6-8 our students also incorporate the SFA PowerTeaching framework, which involves cooperative

learning mixed with our core math (Math in Focus) materials. Teachers receive coaching visits and high level professional development in math to help support their instruction. In order to aid student math improvement and success, our school provides several additional programs besides regular classroom instruction for students. Over the years, our partnership in the GEAR UP grant has provided numerous resources including calculators, resource materials, manipulatives and professional development trainings. This year, we also received the GEAR UP mini grant to support a math/science initiative. This grant has provided our middle school students with 5 class sets of TI-Inspire calculators, Navigator system, science probes and high level coaching and professional development via a Texas Instrument certified trainer. We also partner with our District Math Coach to provide teachers support through classroom visits, observations and demonstration lessons. Last but not least, Yellow Creek School offers other opportunities for our students to succeed. During our Rtl class period, students can receive extra support and one on one or small group tutoring for reading or math. Furthermore, GEAR UP College and Career Navigators have provided and continue to provide several college/career field trips opportunities within our area and region. Our ILP coordinator also encourages students to find a career path they are interested in and helps them find resources to learn more about their career interests. This year, our Technology teacher and GEAR UP College and Career Navigators have teamed up to celebrate National Computer Science Week to demonstrate to students the career opportunities that are available to them. GEAR UP has also implemented the Learning Blade program that also allows students to work through lessons to find a career path. In addition, students have opportunities for extracurricular activities after school such as: Academic Team, Art Club, Math Club, various sports (football, basketball, cheerleading, volleyball), Science Olympiad, and Robotics. We respect the right to encourage growth and development of the whole student.

Notable Achievements and Areas of Improvement

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.

Improvement for Yellow Creek School Center has been mixed for the past few years. For three years, we saw a decline in all subject areas in Middle School and sporadic growth and decline at the elementary level. Our Middle School was rated Proficient for two consecutive years. However, in 2014-2015, our middle school dropped to a Needs Improvement Rating. The elementary school was also rated as Needs Improvement - Progressing. Language and Mechanics at the elementary level had seen exceptional growth. Reading at the elementary level had seen a steady increase in achievement. Our focus was Reading, but for the past three years, Math became the focus. However, in 2015-2016, we saw a huge increase in our student performance. That year, our elementary school was rated Proficient/Progressing and our Middle School was rated Distinguished/Progressing, School of Distinction/High Progress School, which is a huge increase from Needs Improvement at both levels the previous year. In 2016-2017, we still saw improvements in many areas, but unfortunately had a decline in elementary math. If classification labels had still been released, our school would have had both a Distinguished elementary and a Distinguished middle school despite the decrease in elementary math. In 2017-2018, we saw improvement in many areas (elementary reading; middle-reading, math, social studies, writing), but did see regression in other areas (elementary-math, social studies, writing and with students with disabilities). Our focus has been at the middle level, but this year, it will be at the elementary level, especially in math as well as the gap group of students with disabilities in reading and math. As for positives, in 2018-2019, we saw growth in our middle school math, which had been a huge focus in previous years and was a celebration point this year. We had the highest growth indicator in our district at the middle school level. Our elementary and middle writing has outperformed the state level for the past several years. Our elementary and middle schools were both classified as "Other," which is also a positive. However, after our K-PREP data analysis this year, our gap

groups (SWD, F/R) are concerns in Reading in addition to our proficiency levels in Elementary and Middle level Mathematics. Our biggest issue continues to be moving students from Apprentice to Proficient. We have reduced our Novice in many areas, but continue to struggle moving students from Apprentice to Proficient in many areas. As for notable improvements, our Elementary Reading, Math and Social Studies and Middle Reading and Social Studies Proficiency have all steadily improved overall. This is a promising trend, but we still have a long way to go with proficiency in many content areas to be where we want to be. We are also in the early stages of implementing Positive Behavior Intervention System (PBIS). While are in the beginning stages, we are pleased with the positive results so far and the reduction in behavior referrals and resolutions. This is an area we hope to continue to improve on. We feel that if students feel the positive behavioral impact, they will feel better about themselves and be more productive in the classroom.

Additional Information

CSI/TSI Schools 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.

N/A

Additional Information

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

While our school has a long way to go to achieve the levels of proficiency that we hope for, we have made steady improvements in assessment. Our school is a very tight-knit community and our staff is truly devoted to the well-being and success of our students. Many of our staff members take care of student needs far beyond the school day. They buy them clothes, food and visit them during hospital stays. Our staff goes above and beyond in caring for our students and is devoted to the success of our school.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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