

2019-2020 Phase Three: Executive Summary for Schools Frakes School Center

2019-20 Phase Three: Executive Summary for Schools

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

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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?

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 109 students down from the previous year which had an enrollment of 117 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. 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). A large number of students are free and reduced lunch nearly 88% as the community has faced economic challenges for the last several years; 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 move Frakes School Center to a higher level.

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.

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 withdrawals. 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. 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.

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.

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 2 months attendance which is up from this time last year. 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 the two months attendance measured thus far has Frakes being the top in attendance in the district for both months. Some other areas the school needs to improve is that of MAP scores. There are some that are the highest in the county and others which are not as high. For the fall reading, 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 are above the 50th percentile. Science scores in all grades 4-8 are 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 fall below the 50th percentile. while the 3rd, 4th, 5th, 6th, and 8th fall 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. 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. While there is 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.

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.

Not applicable.

Additional Information

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

Frakes School has a tradition of striving to be the best in academic and non academic areas. Traditionally the students have scored high on state assessments in the past and are working toward achieving that goal now and in the future. Teachers and students as well as the community take pride in the school and what it means to be connected to this school and community. With the loss of school population and in turn the loss of teachers and instructional aides, the challenge to meet students needs and have equitable access has been increasingly daunting. Some classes have been doubled, there is limited library access, and not enough staff members to provide much of the individual interventions students need. That being said the school works as a team with the staff it has and resources, school wide, district, and community to provide the very best they can for the students. In addition the school has received additional staff members as part of grants - there are two GEAR UP personnel to work with tutoring and study skills as well as with parent involvement. Save the Children has provided a certified reading teacher using the Accelerated Reading program to work with students in small groups through the sixth grade 4 days a week during school.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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