



2021-22 Phase Three: Executive Summary for
Schools_11012021_22:07

2021-22 Phase Three: Executive Summary for Schools

Lone Jack School Center
Jonathan Defevers
101 Creech Hollow Road
Fourmile, Kentucky, 40939
United States of America

Table of Contents

<u>2021-22 Phase Three: Executive Summary for Schools</u>	3
---	---

2021-22 Phase Three: Executive Summary for Schools

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?

Lone Jack School Center is located in the Fourmile community and is a part of the Bell County School System. We currently serve 171 students from Preschool through eighth grade. Our enrollment is up 33 students from 2020, which is a change from several years of decreasing enrollment. Our school competes with three other schools (2 within our district and another which is in a different school district) for the students who are residents within those adjacent areas. Special populations groups include, 9% gifted and talented and 16.1% identified as special needs. Our percentage of free and reduced lunch is approximately 87%, which reflects the economic hardships in this area and although this is 4% lower than the previous year, it is the highest in our district. Our homeless population is 37% which contributes to the needs and lack of family support seen in our students. Our faculty consists of approximately 80% experienced educators and 20% new teachers. Due to budget cuts, drop in student population, and teacher lay-offs, our staff is drastically smaller than in years past. After a time of instability in the leadership position at Lone Jack, our school has maintained the same principal for three years in a row, and the assistant principal for two years. In the past we have had a high rate in teacher turnover, with approximately 50% of the teachers being new to the school over the past 3 years. We currently have the following staff: 1 Principal, ½ day Assistant Principal/ ½ day Math/Social Studies teacher, ½ day Media Specialist/Teacher, ½ day Guidance Counselor/Teacher, 1 Comprehensive Care Counselor, 1 Family Resource Youth Service Center Coordinator, 7 General Education Teachers, 3 Rotating Specialized Teachers (rotating every 12 weeks with other schools)-2 Special Education Teachers, 1 GEAR-UP Academic Specialists, 2 Save the Children Reading Tutors, 1 Secretary/Bookkeeper, 1 Attendance Secretary, 2 Custodians, 3 Cooks, 2 Preschool Staff, 1 nurse, 3 instructional aides, and 1 Speech Language Pathologists (1 day per week, shared with another school). Staff attendance for the previous school year was average for our district at 94.6%. With the decrease in coal production, people are continuing to be forced to leave the area to seek employment. This year the COVID-19 pandemic's impact on our student population has decreased with only 7 students participating virtually and 164 in person, versus the previous year when 75 students attended in-person and 63 participated in the virtual school program. Unlike the previous school year when

mandates from the governor forced students to be virtual for months at a time, this year we predict that we will be in person for the entire year.

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.

Lone Jack School Center's Mission Statement is preparing our students to become life-long learners. "We as faculty and staff, parents, students, community, and administrators believe our efforts must be united to allow our students to reach their fullest potential as 21st century learners, as well as contributing members of society." Our school's vision is "Committed to Grow". This vision has been reflected in our efforts to increase our student body population and to improve/update our facilities. As a school, we strive to help our students explore a variety of materials and concepts to enable them to become productive citizens. We want our students to be challenged to reach their maximum potential by learning at their functional level to provide a solid foundation of skills, knowledge, and values. Activities are provided that develop skills, which will enable each student to achieve scholastically to his/her greatest potential and to provide an opportunity for each student to use his/her special talents. Our school, as well as our district, continues to partner with GEAR-UP, whose goals are college and career readiness and drop-out prevention. Our school has an academic team, open to all students in the middle grades, which provides students the opportunity to more deeply explore different core areas from Arts and Humanities to Mathematics and Reading. Additionally this year we are beginning a MATHCOUNTS chapter which provides an opportunity for students grades 5-8 to dive deeper into math curriculum, as well as, an opportunity for them to compete regionally for scholarships. Various opportunities, such as the storytelling event and the spelling bee, are also offered by the district and the school for third grade through eighth grade students talented in ELA skills. We also serve the Gifted and Talented population through these enrichment programs. In order to assist students with master of skills, teachers are required to teach rigorous content aligned with Common Core standards. Leadership conducts regular classroom observations to check rigor and offer constructive feedback.

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.

Over the past 2 years we have seen the turnover in staff slow down, with the majority of teachers and staff remaining in the building. We have also seen an

increase in enrollment that no other district school has been experiencing. Our areas of improvement that we are focusing on is our elementary reading. With 2 years of unconventional learning having took place students in grade 2-5 are behind classes from previous years. For example, we have more roots classes, with larger numbers of students than we have ever had in SFA in years past. That along with data from MAP and KPREP have shown us that the elementary reading is an area for improvement. Over the next 3 years we will work to improve the number of readers in the primary, as well as, working to fill in gaps for students in the intermediate and middle grades. Additionally we will work during PLCs to discuss gaps that we will need to address in math classes, from the loss of instruction due to COVID-19.

Additional Information

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.

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.

For the next several school years we will be working diligently to fill in the gaps that were created due to COVID-19 closures and virtual learning. Teachers meet bi weekly to analyze students and data in order to address these issues in PLCs. Additionally with 2 unconventional school years in a row we are working to provide RTI to as many students as possible, targeting students that appear to be in need of referral for special education. This RTI and the referral process is our top priority this year, so that we can ensure students are receiving the help and supports that are needed.

Attachment Summary

Attachment Name	Description	Associated Item(s)
-----------------	-------------	--------------------