

## Executive Summary 2020-21

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?

West Irvine Intermediate serves all 3rd - 5th grade students in our district. The school building is situated on the Kentucky River and opened for students in 2012. Our population this year is near 413; compared to 440 students last year. Our student population has consistently decreased over the past three years. We are currently at 70% Free & Reduced Lunch; this is a decrease of 4%. Our attendance decreased last year due to frequent and persistent illness in our community. 84% of our students have internet access. As we are not a school with a 1:1 initiative, 44% (180/413) of students learn through paper-pencil instruction. We currently have 120 Chromebooks owned by the school for student use.

Many of our students are being cared for by grandparents or great-grandparents; it is difficult to get an exact number due to community dynamics. Students are being cared for by family members for multiple reasons, such as parent incarceration and drug use/rehabilitation.

The staff consists of thirty-two certified members, two administrators, one counselor and seventeen classified members. 67.8% of our certified staff is tenured. In 2020-21, 22% of the staff has Rank I, 40% has Rank II, and 38% has Rank III. Each grade level (3rd-5th) has six teachers. We have four special educators and one speech therapist. The Estill School District has two school psychologists, physical therapist and occupational therapist. We have three certified enrichment/exploratory teachers (i.e. music, library, physical education). We have four interventionists: one is a retired teacher, one has completed para-educator training, and two are certified teachers. We have a school counselor to serve our students. We have a Family Resource Center (FRC) Coordinator to meet the needs of

students and to focus on family engagement. We have a full-time school nurse to help improve healthful choices for students.

Our Family Resource Center works with our community to provide multiple programs to reduce academic barriers. We have many community organizations and individuals that support various programs for students and families. The FRC Coordinator collaborates with various local and state agencies to ensure that our students receive what is needed to help them attend school regularly and achieve success.

The West Irvine Community Coalition (WIICC) is a part of our school program. This Coalition serves as our parent-teacher organization. This group has struggled with pandemic related issues such as no volunteers in the building and small numbers for group gatherings since March 2020.

The PBIS Committee/Growth Team continues to gain knowledge and skills to support the students and staff in fidelity of implementation. The committee has introduced Olweus to our school and community. This bullying prevention program is aimed at decreasing the incidence of bullying through clear definition and actionable steps. Our team is struggling to implement with fidelity because this is a system for in-person learning.

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.

Our overall purpose as a school is to provide quality, standards-based instruction that prepares students for transition to Estill County Middle School and ultimately life success.

Our school community came together virtually during the 2019-20 academic year to update our school Vision and Mission statement as part of district work. This statement has been reviewed in Leadership and

SBDM in 2019-20 and 2020-21. It is believed that the Vision and Mission represents our focus.

Vision Statement:

Become a School of Excellence by providing  
high-quality education for all students in a  
safe and supportive environment

We will achieve our vision by:

- Evidence of high-level teaching and learning
- All stakeholders are actively engaged in continuous improvement
- All stakeholders participate in respectful and responsible partnerships

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.

The staff has worked diligently to create the curriculum documents necessary to drive our work. At this time we have completed: Deconstructed Standards , Assessments , Pacing Guides, Curriculum Maps, and Syllabi for all standards in each of the grade-levels served in our building.

We have worked to empower teachers for more decision making through developed and communicated systems. This has been important in the uncertain times our school and district have faced since March 2020. We have continued to work on parent partnerships during this time through surveys, parent Google Meet opportunities to talk with building administration, teachers and the school nurse. We have worked to

empower students through using the beginning components of CCI to give students more voice.

The staff at West Irvine Intermediate united in Goal Teams to develop and monitor our school CSIP/30-60-90. Each team meets at least monthly, more often if needed. The teams work together to grow professionally and improve student achievement. The Leadership includes the Lead teachers for each of these teams as well as three additional teachers. The administrative team consists of the principal, assistant principal, counselor and FRC Coordinator. The safety team works to prevent safety concerns through ongoing mitigation and is made up of certified and classified staff members.

**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.

Our staff worked together to analyze how our school was utilizing the Key Core Work Processes, Key Core Work Process Activities and the Gap issues identified in the Closing the Achievement Gap Diagnostic. Because of pandemic related issues, we have had a difficult time collecting reliable quantitative data. Therefore, we have relied on a great deal of qualitative data for our current plans.

Principal Signature : Charlotte Arvin Approval Date: 11/13/20

Assistant Principal Signature: Brooke Young Approval Date: 11/13/20

Counselor Signature: Rena Wainscott Approval Date: 11/13/20

**SBDM Council Signatures:**

<i>Brittany Gilbert 11/16/2020</i>	<i>Danielle Howard 11/16/2020</i>
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<i>Samantha Cox 11/16/20</i>	<i>Amanda Baker 11-16-2020</i>

SBDM Approval Date: November 16, 2020

**Leadership Team Signatures:**

*Katelyn Durham 11/13/20*

*Chris Shouse 11/13/20*

*Danielle Howard 11/13/2020*

*Samantha Cox 11/13/20*

*Dezha Napier 11/13/20*

*Jenny Osborne 11/13/2020*

*Donetta Filler 11/13/2020*

*Traci Baber 11/23/2020*

Team Approval Date: 11/13/20