

WII 2018 -19 Phase Three: Executive Summary for Schools_11142018_05:54

Phase Three: Executive Summary for Schools

West Irvine Intermediate

Charlotte Arvin
155 Riverview Rd
Irvine, Kentucky, 40336
United States of America

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Phase Three: Executive Summary for Schools

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?

West Irvine Intermediate serves all 3rd - 5th 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 515; compared to 540 students last year. Our student population has consistently decreased over past three years. We are currently at 76% Free Lunch; this is an increase of 3.4%. Our attendance is generally high. Students at WII have access to weekly instruction in visual arts, drama, health, computer sciences and introduction to foreign language. We have continued to follow the models of the Program Reviews to improve and evaluate our programming. 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. In 2018-19 19% of the staff has Rank I, 50% has Rank II, and 31% has Rank III. Each grade level (3rd-5th) has seven teachers. We have five special educators and one speech therapist. The Estill School District has a school psychologist, physical therapist and occupational therapist. We have three certified enrichment/exploratory teachers (i.e. music, library, physical education). We have four interventionists: two are retired teachers, one has completed educator coursework and one is a certified teacher. We have a school counselor to serve our students. We have a Family Resource Center (FRC) Coordinator to meet the needs of student and to focus on family engagement. We have a full-time school nurse to help improve healthful choices for students. Our Family Resource 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 the 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) continues to be a vital part of our school program. This Coalition serves as our parent-teacher organization. This organization has improved communication and input from parents in the operation of our school. WIICC organizes volunteers on a daily basis. Volunteers help with projects, preparing academic materials and other activities as needed to improve our school. The staff at West Irvine Intermediate are divided into the groups needed to develop and monitor our school CSIP/30-60-90. Each committee meets at least monthly, more often if needed. The committees work together to grow professionally and improve student achievement. The PBIS Committee 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 community has been engaged in implementation through partnerships with: Estill County Kiwanis, Estill Youth Soccer and Estill Girl Scouts.

ATTACHMENTS

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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.

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 during the 2016-17 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 2017-18 and 2018-19. It is believed that the Vision and Mission continue to represent our focus. Vision Statement West Irvine Intermediate is "Marked for Excellence" because our staff provides a safe environment that supports the learning and growth of the whole child. Our students are preparing to be productive citizens in order to shape the future of our community and society. Together we will become more knowledgeable because we are life-long learners with high expectations. Mission Statement All stakeholders will achieve our vision by: • Providing high-level teaching and learning • Being actively engaged in continuous improvement • Being respectful and responsible

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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.

West Irvine Intermediate achieved two of the three state targets: The staff has continued to improve reading instruction; student achievement continues to increase at small increments. Math achievement has decreased. To continue to improve reading, our school has worked with the District team to ensure the district implementation plan with Southeast South-Central Educational Cooperative (SESC) is done with fidelity. Our literacy coach has worked with SESC to improve her coaching skills and professional growth in foundational reading strategies. She works all staff to gain general skills and individually to model and support planning. Coaching has been vital to increasing student achievement in reading. Math and ELA teachers have worked in PLC to improve grade-level instruction. Through PLC, team members deconstruct the standards and design instruction that meets the needs of all learners. Special education teachers collaborate in PLC to remind teachers to consider specially designed instructional (SDI), supplementary aids and services (SAS) and Assessment Accommodations that will help close achievement gaps and increase student learning for all students. The math team is evaluating the alignment of the math series, Envisions, to the grade-level standards. During the summer of 2018, three teachers attended Continuous Classroom Improvement training provided by SESC. These teachers are implementing CI with fidelity. Student ownership has improved in these classrooms. Classes are regularly achieving or exceeding their goal of 80% of the class achieving 80% on daily formative data or common assessments! It is so thrilling to see the students' excitement about the PDSA cycle!! We plan to have five – seven more teachers participate in Cohort 5 CI training.

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Additional Information

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

N/A

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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