

**County Line Elementary
Annual Report to the Public
2018-2019**

County Line Elementary began the 2018-19 school year with professional development provided to its faculty and staff during the week of August 6 and culminating on August 9 with its Middle School orientation and PreK-6 Open House. The first day of school was August 15. Our school hired two new teachers this year: Mrs. Jacy Chronister, third grade, and Mrs Casey Bodin, K-4 Special Education. Mrs. Kincannon was moved to 5th/6th grade math and one aid, Mrs. April White, was hired as well. All teachers at County Line Elementary are Arkansas Qualified for the area they are assigned.

Enrollment at our school is presently 265 students in grades K-6. In addition to these grades, the ABC PreK program presently has an enrollment of 20 students, which is the maximum number of students eligible. Funding for this program is through an ABC grant.

The elementary strives to provide a secure and inviting environment, knowing that the school needs to be a safe place for the students. Teachers began the year with professional development about playground and school safety and procedures. Our elementary school was excited to receive approximately \$34,000 in reward money based on 2017 ACT Aspire scores. The school received \$11,299.68 for being in the top 6% to 10% statewide for Student Performance and \$22,599.36 for being in the top 5% statewide for Growth. The money is being used to purchase signs for the classrooms, a book for each student to read during D.E.A.R. time, a basketball goal for the playground, as well as fencing for the playground. In addition, the money was given to all teachers to purchase extra supplies for their classroom.

Because the school realizes that parent and family engagement is very important to a student's school performance, County Line Elementary conducts several activities which involve parental engagement with our students' education. The school has two scheduled Parent Teacher Conferences each year, although parents and teachers are encouraged to maintain regular contact throughout the year. The school also schedules special events throughout the school year to invite parents to the school. Muffins for Mom, Donuts for Dad, Grandparents Day Lunch, Math/Literacy Family Night, and Open House are a few of the events the school routinely offers for family and parent engagement. Federal money is allocated to help with funding some of these activities. The school also supports a Parent Teacher Organization, which assists the school with several service projects and will help with fund raisers to support in areas of need. The school's Parent and Family Engagement Plan is posted on the school's website and the plan has been sent home with students.

County Line School District is a Schoolwide Title I district. This Title I federal money allows the district to offer many services, materials and programs to all students. These services, which are above and beyond the requirements established by the state standards, along with services funded by other federal money are as follows:

- Title I funds will provide a Title I literacy coach, several software programs, parental engagement activities, materials and supplies and partial salaries to support literacy and math, and technology, such as chrome books, ipads and an infocus screen and mount.
- NSL funds are utilized district wide to provide a portion of the elementary media specialist's salary, portions of salaries for three dyslexia interventionists, an aid and literacy instruction, dyslexia materials, an after-school program, and salaries to support a reduction in classroom size for two teachers.
- In addition, special education, speech therapy, occupational therapy, physical therapy, and school-based mental health services are provided by licensed professionals to identified students. The school is in compliance with all state and federal guidelines that pertain to these programs. Gifted and talented instruction is provided to identified students in fourth – sixth grade, and enrichment activities are offered

to kindergarten, first, second and third grade students to enhance creativity and higher order thinking skills. In addition, dyslexia instruction is provided for 31 identified elementary students.

Other than these services, the school also uses technology to enhance learning. The school continues to use the online Accelerated Reader program, which is used to check students' reading comprehension on books read for leisure and as part of class assignments. The school also uses an online Star Reading/Star Math program to test students' reading and math levels. In addition, Morestarfall, a program to practice letter, sound and word recognition, Spelling City, Reading A-Z and IXL, a web-based math program for school and home, Tumblebooks,, BrainPop and My Access are also used to enhance math and literacy instruction. Providing technology as well, the K-6 science and math book adoptions include an on-line subscription so that students can access the material at school and home. Finally, the school has added 25 chrome books and a cart to allow students more use with technology and plans to purchase two more chrome book labs so that the school is one to one in computers in grades one through six. Ten chrome books and two ipads will be purchased for the kindergarten classrooms as well.

To determine progress, teachers continue to use various formative tests, which allow them to assess student progress toward mastery of state mandated standards. The school will continue to use Star360 to assess its k-2 students. Along with the ACT Aspire assessment given to grades 3-6, the school gives interim assessments throughout the year to identify problems or growth before administering the state assessment in the spring. Teachers meet regularly to discuss and make the necessary adjustments to the curriculum and instruction based on student need, and they attend School Based Decision Making Team meetings at least once a month with the math/literacy facilitators and principal.

The staff met before school to analyze data from the Star360 assessments and the ACT Aspire in literacy, math and science. After analyzing results from these tests, the staff used the data along with formative data from the previous year to determine what adjustments to instruction and curriculum are needed to close the achievement gap.

With an attendance rate of 97.47 %, the elementary met its goal for attendance. Teachers reviewed the results from the state-mandated assessments with parents at the first Parent Teacher Conference of the year, and plans were developed to continue to ensure that "every student succeeds." Documentation of student progress is made throughout the school year. Each student's progress is determined by the student's classroom work, observations, tests, state assessments, and other relevant information. Based upon the data mentioned, as well as parental concerns, the school retained two students in kindergarten.

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