



2020-21 Phase Three: Executive Summary for
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Green Hills Elementary School
Jonathan J. Perkins
Bledsoe, null, 40810

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. 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?

Green Hills Elementary School is a K-8 school with an enrollment of 120 students that is located in Bledsoe, Kentucky. We are a School-Wide Title I funded public educational facility. Our school serves a rural area in Southeast Kentucky that is socioeconomically depressed, and has a student body that is primarily white with 86.2% of our students qualifying for the Free/Reduced Lunch Program. Our average daily attendance for the 2018-2019 school year was approximately 92%. The primary change that has affected our school is the degradation of the coal industry, which is the primary source of income for the majority of our working families. The loss of income has forced many families to leave our area and look for work elsewhere. Therefore, school enrollment numbers seem to fluctuate with the job market. Challenges faced by our school are numerous. Foremost, we need to develop our relationships with all stakeholders in order to enlist their help to make our school successful. Parents, community organizations, and community members must be invited to become an integral part of our school community, which will help us to reach our goals and will create opportunities to develop stronger parental involvement and support for our school. Green Hills Elementary School has ten G/T students in grades 4-8 formally identified as gifted and talented in one of the five categories and six identified in grades K-3 in the Primary Talented Pool. Green Hills Elementary School has zero teachers certified in Gifted Education. Green Hills Elementary School offers no pull out program for gifted and talented students.

. 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.

Green Hills' mission is to provide a quality education to every child. Our mission statement was developed collaboratively in 2001. We included a strategy in a previous CSIP to review the mission and to develop a vision. We feel that our mission statement is concise and encompasses the essence of what our school needs to perform for our students. Our vision for Green Hills' students is: to realize your goals, reach your potential and make a positive difference in the world. Our vision statement embodies the educational values and beliefs that we seek to instill in our students every day. We strive to help our students realize their potential and

to become motivated, goal driven citizens that will become productive members of society.

. 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.

Due to the ongoing COVID 19 Pandemic and resulting upheaval in our normal academic scheduling, we do not have the usual data to rely upon for evaluating areas of statistical achievement or need. Therefore, we must strive to develop our current model of blended instructional delivery to make it more effective for both our in-person students and our virtual students. To this end, we are working to become more adept at using the online platforms at our disposal and learning to integrate them into our regular classroom instruction at a more seamless level that bolsters student understanding and achievement. Our 2018-19 K-Prep Scores reflected overall improved academic achievement. Our elementary school received a 3 star rating, and our middle school received a 4 star rating. Collectively, we scored at, or above the state averages in nine different content areas. Specifically, our scored in the following academic areas are notable, as they surpassed the state averages by a substantial margin: 5th Grade reading 63.6% P/D, 5th Grade social studies 63.6% P/D, 5th Grade on-demand 54.5% P/D, 7th Grade reading 68.8% P/D, 7th Grade science 37.6% P/D, 8th Grade reading 76.9% P/D, 8th Grade social studies 84.6% P/D, and 8th grade on-demand writing 64.5% P/D. While our 2017 KPREP Scores were not up to our standards, they were at, or above county averages with the exception of our math scores. We continue to struggle with math. Although our overall numbers of novice scored are lower than ever, we continue to have difficulty elevating our apprentice students to proficiency. Without question, the 2016 K-PREP Assessments resulted in the best scores that our school has ever enjoyed. Our Elementary School was rated as Distinguished and a School of Distinction. Our Middle School was rated as Distinguished and a High Performing School. In addition, the Middle School garnered the School of Distinction designation for its College and Career Ready status. In the last five years, we have enjoyed considerable academic success in the areas of elementary school science (2011, 2012, 2013, 2014, 2015), middle school science (2013; 7th Grade Specifically, 2014, 2015), elementary on-demand writing (2011) and middle school reading (2011, 2012, 2013, 2014), middle school on demand writing (2012) and elementary reading (2011). In addition, we experienced considerable success on the 2013 Explore assessment. We were ranked 8th in the state with a classroom composite average of 17.6. In the Spring of 2014, we administered the KPREP Assessments, which gave us data that supports the efforts we have made to improve. Our 7th grade KPREP Science Scores were tied for first in the state. We decreased the number of school-

wide individual novice scores from 111 to 42. We increased the number of school-wide individual Distinguished scores from 19 to 64. Gifted/Talented Notable Achievements:

- o Harlan County Schools hires a School Level District Gifted and Talented Liaison at each school to serve as a bridge in communication between the school and district GT Coordinator
- o The School Level GT Liaison works with regular teachers in the building to help identify, plan the GSSP and monitor the progress of Gifted and Talented students.
- o The School Level GT Liaison regularly attends professional learning related to the needs of gifted and talented students and shares that information with teaching staff
- o The School Level GT Liaison participates in the district wide Identification and Placement Committee to engage in collegial conversation about gifted education with other GT Liaisons across the district

Our primary area of concern remains our mathematics proficiency rates. Although we make incremental improvements, and have reduced our overall number of novice scores substantially over the last several years, we still struggle with this content area. We expend a significant portion of our budget on this problem and will continue to focus much of our attention in this area. We hope that our efforts will become increasingly fruitful in the coming year. Gifted/Talented Areas of Improvement:

- o Green Hills Elementary School will utilize appropriate measures to increase the number of students identified in gifted education.
- o Professional Development for regular education teachers relating to the identification and service of Gifted and Talented students will increase.

. **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

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

Additionally, we hope to increase our parental involvement and to develop our school culture to be inclusive, rather than exclusive. Through outreach and educational activities, we hope to enlist the help of all school stakeholders to effectively develop a community-based learning environment for our students.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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