

2018-19 Phase Three: Executive Summary for Schools_11162018_10:44

Phase Three: Executive Summary for Schools

Page School Center
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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?

Page School Center is located in Bell County, KY which is in the Southeastern corner of Kentucky where the state meets Tennessee and Virginia. The school serves 303 students in grades K-8. We also have 34 preschool students. Our school is located in Pineville on Highway 119 and most of our students come from surrounding areas between Pineville and Harlan County. Bell County is a rural community that is primarily reliant on the coal industry. With the coal industry declining and our local hospital facing financial instability our community and school population has decreased. Our community's economic distress and the county's growing substance abuse problem, has also negatively impacted our school population. Each year more students are requiring emotional/psychological counseling and more academic support. Additionally, we have numerous students who reside with grandparents. Although Bell County students are provided breakfast and lunch through a federal grant, 80% of our student population qualifies for free/reduced lunch. The student population is composed of 51% male and 49% female, and the racial composition is 98.8% white/non Hispanic, 0.6% Hispanic/Latino, and 0.6% two or more races. Page School has parent volunteers who assist with special projects/events. The school's staff conducts multiple fundraisers throughout the school year to provide supplemental funds for classroom supplies, special/events/attendance, student rewards, etc. which benefits the entire school community. Our Family Resource Center collaborates with parents, teachers, and administrators to provide health/dental care, educational/literacy programs, and resources for meeting basic needs (food, clothing, household supplies). The average student to teacher ratio which includes special education teachers is 14.1. Our assistant principal, guidance counselor, and librarian teach two class periods daily as well. The staff has an approximate average of 16 years teaching experience.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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.

School mission statement: The mission of Page School Center is to provide, through the joint effort of students, parents, staff, and community, a quality education in all areas of development, preparing each child to be a productive member of an ever-changing society. Vision: Every Student, Every Day, Wildcats are winners! Page School is a close community of students, parents, and staff dedicated to creating academic excellence. Collaboratively, we strive to provide a safe, supportive learning environment that fosters critical thinking, creativity, and a life-long passion for learning. Values/beliefs: We believe that every student deserves the opportunity to be successful within our school community. Providing resources, support, and appropriate instruction our students can be proficient and distinguished and ultimately develop a foundational knowledge that will ensure that they will be college and career ready.

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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.

The 2015-16 KPREP overall score for elementary was 66 and 59.2 in middle school. Classifying both levels as "Needs Improvement." The 2016-17 scores increased significantly- elementary (81.4) and middle school (73.5). The number of students scoring novice decreased. Our elementary school was recognized as a "School of Distinction" and also had the highest scores in our county. The middle school was classified as "Proficient." We had significant increases in reading scores and improvement in math scores at the middle school level. The achievement composite indicated a growth in all areas with a 20+ point increase in elementary social studies and writing. The 2017-18 KPREP overall score for elementary is 71.2 (2nd highest proficient score in our district) and our elementary Separate Academic Indicator (SAI) index was 74.6 (2nd highest in the district). The middle school proficiency index was 72.1 and our SAI index was 68. Reading at the middle school level continues to increase with an index of 77.2. Math is also increasing with an index of 67.1. Middle grades science (7th) is an area of concern with an index of 56.6. Elementary reading has also continued to 66.6. Third grade math is an area of concern with a large number of students performing at the novice (27.7) and apprentice (41.6) levels. Elementary science (4th) was 75.7 which way above the state level and our scores are the highest in the district. During the next three years, Page's staff will work towards refining instructional, assessment, and intervention processes to achieve our goals in all areas. We plan to continue to reduce the number of students scoring novice, especially in mathematics at the primary level, and increase the number of proficient/distinguished students. The administration will focus on ensuring fidelity of our reading (SFA) and math (Math in Focus & Power Teaching Math) programs. Staff work days will be designated for data analysis and identifying and targeting students for intervention. Math teachers (led by district math and school coaches) will continue to train in math programs in order to facilitate math assessment analysis (through chapter assessment snapshots), identify levels on the math continuum (focus on CPA (concrete, pictorial, abstract), pacing, and share instructional strategies.

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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.

We have multiple students who participated regionally, at the state level, and even nationally during National History Day as well as in Beta (Book Battle). We strive to create a positive culture within our school that recognizes and celebrates students' successes beyond the classroom.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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