2018-19 Phase Three: Executive Summary for Schools_11072018_11:13

Phase Three: Executive Summary for Schools

Lone Jack School Center
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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?

Lone Jack School Center is located in the FourMile Community and is a part of the Bell County School District. We currently serve 167 students from Preschool through eighth grade. Our enrollment has declined in comparison to the 2017-18 school year. We are continuing to decline in enrollment because student's families are relocating. We are located in an area of Bell County that borders both Knox and Whitley Counties and have students who choose to attend our school instead of Whitley and Knox County schools. We operate three larges buses. Our buses are permitted to transport students from a small city, Pineville, that is located about 5 miles from Lone Jack School Center. However, our school competes with three other schools (2 within our district and another, which is in a different school district) for the students who are residents within those city limits. Our percentage of free and reduced lunch is 91%, which reflects the economic hardships in this area. Our student population is as follows (numbers can change on a daily basis): Preschool: 15, Kindergarten: 14, Grade 1: 16, Grade 2: 17, Grade 3: 19, Grade 4: 19, Grade 5: 9, Grade 6: 22, Grade 7: 20, Grade 8: 16. Our faculty is comprised of approximately 70% experienced and 30% new teachers. Due to budget cuts and teacher layoffs, our staff is drastically smaller than in years past. The school has experienced an instability with principal leadership over a course of years and again this year, a new principal has been hired. We currently have the following staff: Principal: 1, Assistant Principal: 1/2 day, Library Media Specialist: 1/2 day, Guidance Counselor: 1/2 day, Comprehensive Care Counselor: 1, Family Resource Youth Service Center Coordinator: 1, Title I Parent Liaison: 0, General Education Teachers 10 1/2, Rotating Specialized Teachers: 3 (every 12 weeks; shared with other schools; and one of which is a full time substitute), Special Education Teachers: 1 1/2, Gear Up Academic Specialist: 0, Gear Up Tutor: 0, Para Educators: 5 (one of which is a full time substitute), Secretary/Bookkeeper: 1, Secretary/Attendance: 1, Custodians: 3, Cooks: 3, Preschool Staff: 2, Speech Language Pathologist: 1 (1 day per week, shared with other schools within the district), Hearing Impaired Teacher: 0, Visually Impaired Teacher (district; shared with other schools), and Occupational Therapist: 1 (1 day per week, shared with other schools within the district). Our county is one that has depended on the abundance of coal to provide jobs to residents in this area. With the decrease in the coal production, the main employment opportunities are within the health and education fields. However, with budget cuts in both of these fields, people are continuing to be forced to leave the area to seek employment elsewhere in order to support their families.

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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.

Lone Jack School Center's Mission Statement is preparing our students to become lifelong learners. "We, as teachers, faculty and staff, parents, students, community, and administrators believe our efforts must be united to allow our students to reach their fullest potential as 21st

Century Learners, as well as contributing members of society." As a school, we strive to help our students explore a variety of materials and concepts to enable them to become productive citizens. We want our students to be challenged to reach their maximum potential by learning at their functional level to provide a solid foundation of skills, knowledge, and values. Every student differs and must be challenged to work to his/her greatest capacity. Activities are provided that develop skills, which will enable each student to achieve scholastically to his/her greatest potential and to provide an opportunity for each student to use his/her special talents. Our school, as well as our district, continues to partner with Gear Up, whose goals are College and Career Readiness and drop out prevention. We are a CFES School of Distinction for Gear Up. Gear Up sponsors several field trips at different grade levels throughout the school year, giving students the opportunity to visit college campuses and career oriented destinations such as the Toyota Plant in Georgetown, KY and The University of Kentucky. Our school has an academic team, open to all students in the middle grades, which provides students the opportunity to more deeply explore different core areas from Arts and Humanities to Mathematics and Reading. Various opportunities, such as the Storytelling Event and the Spelling Bee are also offered by the district and school for third through eighth grade students talented in ELA skills. Students in grades 3 through 8 are also offered the opportunities to participate in district activities, such as Science Fairs and History Alive/National History Day to investigate the subject matter of Science and Social Studies. Lone Jack School Center and the district also serves the Gifted and Talented population. Two students have been identified through testing to receive specialized instruction for gifted services. Other students are currently being assessed for placement in specific content areas, general intellectual abilities, and in the Arts. For a third year, a Robotics Team has been added to allow students, who are interested in engineering technology, the opportunity to further explore. The SBDM Council adopted a new student retention policy to ensure students have mastered the necessary skills before being passed to the next grade level. In order to assist students with mastering these skills, teachers are required to teach rigorous content aligned with the Common Core Standards. School leadership conducts regular classroom observations to check for rigor and offer feedback/coaching to teachers. In addition, school leadership, along with teachers, analyze MAP data, and leadership then assigns students to RTI/Enrichment classes based on areas of need and teacher expertise. Students are also offered additional in-school tutoring based upon data results. School leadership and teachers participate in PLC's to discuss classroom observations and feedback, as well as ongoing data discussions.

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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.

During the 2015-16 school year, we decreased in the overall score on the KPREP in both elementary and middle grades . In both elementary and middle grades, we were labeled as Needs Improvement. However, during the 2016-17 school year, we made significant growth. The elementary grades increased their overall index on the KPREP by 15.7 points, moving from 65 in 2015-16 to 80.7 in 2016-17. The middle grades increased their overall index on the KPREP by 18.9 points, moving from 55.5 in 2015-16 to 74.4 in 2016-17. The combined elementary and middle grades index increased from 120.5 in 2015-16 to 155.1 in 2016-17, showing a growth of 34.6 points overall. The growth gave the elementary grades a combined average for achievement, gap, and growth points of 74.9, which ranked us second in our district. The growth gave the middle grades a combined average for achievement, gap, and growth points of 71.6, also ranking us second in our district. However, when the elementary and middle grades averages were combined,

Lone Jack School Center ranked #1 in the district. Lone Jack School Center also showed a significant increase in state rankings, placing at 179 out of 1262 schools in elementary, and 276 out of 1262 middle schools in the state. For the 2017-18 school year, Lone Jack School Center had an overall Proficiency Indicator of 67.1% for the elementary, which ranked us third in the district; however, we were 0.5% below the district average and 3.4% below the state average. The cut-score for the Proficiency Indicator was 60.5%; thus at 67.1%, we were 6.6% above the cut score. The overall Proficiency Indicator for Lone Jack's Middle School was 74.6%, which ranked us second in the district. We were 1.6% below the district average, but 1.8% above the state average. The cut-score for the Proficiency Indicator was 62%; thus at 74.6%, we were 12.6% above the cut score for Middle School. For the 2017-18 school year, Lone Jack School Center's elementary ranked third in the district in the Separate Academic Indicator, with 69.3%, which was 16.7% above the cut score. We were 1% below the district average, but 4.5% above the state average. The Middle School Ranked fourth in the district in regards to the Separate Academic Indicator, with 64.1%, which was still 9.1% above the cut score. However, we still ranked lower than both the district and state. For the 2017-18 school year, Lone Jack School Center scored a 15.5% for the Growth Indicator in elementary, which was below both the district and state average, as well as 0.3% below the cut score. In the Middle School Lone Jack scored a 12.8% for the Growth Indicator, which was above the state average and tied with the district average, and 3.3% above the cut score. Lone Jack School Center is continuing to make improvements and implementing new strategies for becoming more proficient in the areas of reading and mathematics, which webelieve will help us to continue offering academic rigor to our students; thereby, increasing their performance on the KPREP test. The school leadership and teachers have identified targeted students for improvement based on cut-level scores from Novice to Apprentice, Apprentice to Proficient, and Proficient to Distinguished. Since there is a consistent decline among the school level from 3rd to 4th grade, this has been identified as an area of focus. During the 2016-17 school year, our plan and biggest focus was to decrease the number of students scoring at the novice level, in which we accomplished. Our plan now is to continue to decrease the small number of novice students, while continuing to decrease the larger number of students scoring at the apprentice level. The teachers have analyzed the data and formulated action plans for each content area and grade level in order to do so.

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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.

With such great success in improvement during the 2016-17 school year and additional areas of improvement for the 2017-18 school year, Lone Jack School Center is focused on continued success for the 2018-19 school year. A new principal was hired in the summer of 2018, along with many changes in certified and classified staff. Changes in certified and classified staff has been a consistent change during the past four years. Our current staff is comprised of reassigned personnel, personnel which have been a part of the school community for many years (10+ years), and teachers who have under 10 years of teaching experience (5 teachers). The Lone Jack Faculty and Staff are dedicated to the progress and development of our students. We are a small community, with little parent support, and we believe that as a school, we are a family that works to support our students and the community, despite the barriers we face daily, to raise our students to academic excellence and lifelong success. Our growth over the past years has increased our desire to excel and improved our students confidence to believe in themselves, improving their motivation to do their very best.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
Agenda for Executive Summary	Executive Summary	, , ,
CSIP Sign-In Sheet	Team Members present at PLC meeting	, , ,