



SES 2024-2025 Phase One: Executive Summary for
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2024-2025 Phase One: Executive Summary for Schools

Sebastian Elementary School
Jeremy Hall
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United States of America

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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?

Sebastian Elementary School is located in Jackson, the heart of Breathitt County.

Currently, our enrollment is approximately 390 in grades 3-6. We are the largest elementary school in the Breathitt County School System. We have 28 teachers including a reading interventionist and a variety of support staff who serve the students and address their diverse needs. Our community is typical of most small, rural towns in Appalachia. According to the US Census Report in 2021, Breathitt County has a population of 13,718. We know that population is less than this number due to the 2022 flood and continues to decline as time passes. At present, 9.9% of people are unemployed. This is a high number compared to other counties in Eastern Kentucky. The population is 98% white. The median income for Breathitt Countians was \$38,209 in 2020, and the latest reveals that 28.5% of people are living below the poverty line. We know that the median income continues to decline. A major challenge that SES faces is that over 80% of our students qualify for free/reduced meals. Based on this number, all students at SES eat breakfast and lunch free of charge through the Community Eligibility Program. Our school has also participated in the Fresh Fruit and Vegetable Grant for several years. Our Family Resource Center provides backpacks of food to identified students each week. Additionally, FRC provides free clothing, coats, and shoes as well as free dental and vision screenings to students who need these supports. Recently, our community has been hit with a historic flood in 2022. Due to the flood of 2022, we still have students who do not have adequate housing and families are still struggling through the process of rebuilding. We also recently partnered with Juniper Health to offer a variety of health services to our staff and students.

School Stakeholders

Identify and describe the school's stakeholder groups. How does the school ensure stakeholder involvement and engagement in the improvement planning process?

Students, school staff, parents/guardians, and community members make up our stakeholder groups.

During the planning process of the school improvement plan (CSIP), all stakeholders are included in the development of the plan each school year. Data is collected through surveys that are conducted during open houses, parent-teacher conferences, literacy/ math engagement programs, and through our family resource center. We also host Title One meetings that allow us to collect information from our stakeholders. Students are surveyed periodically throughout the school year, those idea are collected and become a part of the planning process of the school improvement plan. Parents/guardians are able to voice their opinions through the

surveys mentioned above. We have a CSIP leadership team, that is representative of all the teacher groups at our school. For example, a specials teacher, special education teacher, and grade level teachers all serve on the team. Parents are also invited to participate on the CSIP leadership team. Those parents are chosen by the team members. The school improvement plan is put on the school website to be viewed publicly.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs, including the year in which they were last reviewed or revised. Describe how the school embodies its purpose through its program offerings and expectations for students and how stakeholders are involved in its development.

Vision Statement: Preparing students to be successful academically, socially, and emotionally in transitioning to BHS.

Mission Statement: Our students are:

Empowered to become independent learners who are respectful and compassionate

Equipped to be positive role models

Engaged in relevant, rigorous instruction to be successful, productive citizens

Core Values: Engagement, High Expectations, Teamwork, Respectful Individuals, Problem Solvers, Being Positive, Safe, Being Responsible, Success.

Our vision, mission, and core values are at the heart of everything that we do at Sebastian Elementary School. We want to make sure that our students are ready for the transition to BHS once they have completed their sixth grade school year.

Our school sets high expectations for all students both academically and behaviorally. Our school uses a PBIS and MTSS system within our school. Our school offers a viable curriculum to all students in each of the core subjects with enrichment classes related to practical living and the arts and humanities. We pride ourselves in challenging our staff implement our four academic non-negotiables that include grade appropriate assignments, deep engagement, strong instruction, and high expectations.

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.

Sebastian Elementary has a great team of caring individuals, that provide a fun place to learn! Currently, we are implementing PBIS strategies through our MTSS system focused around a rock and roll theme, and the kids love seeing the rock and

roll references and decorations around the school. Classroom and individual recognitions promote the theme as well. Each student has a personal device to help with their learning. This is a part of our District's One to One Initiative. Each teacher has an active google classroom, so parents and students can keep up with daily work and access to a variety of resources to assist students at home. All staff members are given a personal device. All staff participate in committees/teams that contribute to the improvement model. Teams meet regularly and entire staff meets monthly to discuss achievements, struggles, and areas for growth. Weekly PLC meetings focus on improving teaching and learning in all classes.

At SES we are focused on reducing the number of students that are performing at the Tier 2 and Tier 3 levels, moving student performance to a higher tier, and seeing an increase in Proficient and Distinguished students in all content areas in all grade levels. With respect to tiers, we want to see student performance move from the Tier 2 level to the Tier 1 level and Tier 3 to Tier 2 level. We are currently working with our gap groups to reduce novice in all content areas in all grade levels. We are also working to increase the number of proficient and distinguished students in all content areas on the KSA tests.

Our school experienced high growth on the KSA test during the 2022-2023 school year, jumping from a 45.6 to a 67.2. We saw growth in all indicator areas. Our indicator scores in social studies, science, and writing placed us in the high category with a rating of 77.3. The quality of school climate/safety indicator rating of 79.3 also placed us in the high category.

The SES Bobcat Academic Team has worked hard the past few years and won the Regional Championship two years in a row. The cheerleaders have won the Regional Championship within the last three years. Our Girl's Basketball Team has won five consecutive county championships. We take pride in our school and our students and all that they accomplish.

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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.

Sebastian Elementary prides itself in creating a positive school climate where all stakeholders are heard, issues are addressed, and everyone feels safe. When we merged with Marie-Roberts-Caney Elementary a few years back, the transition could not have went any better. We also strive to provide a culture of high expectations with student achievement as a key motivator. We have many extracurricular opportunities for our students. We were recently awarded the Partners for Rural

Impact Grant in our district and look forward to see what impact the grant will have on our school, stakeholders, and community.

Attachment Summary

| Attachment Name | Description | Associated Item(s) |
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