



2020-21 Phase Three: Executive Summary for
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2020-21 Phase Three: Executive Summary for Schools

Mount Sterling Elementary School
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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?

Mount Sterling Elementary, located in central Kentucky, is committed to instruction resulting in learning for all students. Providing a welcoming, safe school environment enhances students' abilities to learn, therefore, MSE will continue to be a clean, positive, happy place where our students can succeed. Mount Sterling Elementary opened in August of 1998 at its current location, 6601 Indian Mound Road. The school enrolls 436 students in grades Pre-K through 5. Our student racial balance consists of 79% White, 1% African-American, 12% Hispanic/ Latino, 3% two or more, and 0.2% Pacific Islander. Currently our free and reduced meal qualifiers are 66.1%. Special Education/Speech is 17% and the English Language Learners are 6 % of our population. This is reflective of the population of our community. The certified and classified staff are 97% White and 3% other. The educational program is customized for each child and guided by assessment data. Student growth is monitored frequently to measure progress, evaluate teaching practices, and drive instruction. Students are regrouped often to maximize growth. Flexible grouping of students ensures continuous progress at an accelerated rate and that each child reaches his/her full potential. To accommodate the learning preference of the digital age student, SMART Technology is used throughout the school. Students have access to a computer lab along with IPADs, and 150 Google Chromebooks.

. 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.

Vision: To lead all of Kentucky's children by attaining Top 10 in everything that we do. Our Beliefs: - We are a safe school that maintains high expectations. - A flexible learning environment is essential to the educational success of students. - We are striving to develop an awareness and respect for diversity among our students. - All students have dignity, value, and worth. - Education is the shared participation and mutual responsibility of the student, home and family, school and the entire community. - A pleasant atmosphere and an "open-door" feeling will exist at our school. Mount Sterling Elementary is committed to delivering instruction that will result in high levels of learning for all students. Improving student achievement, both academically and non-academically, while providing a welcoming, safe school environment for learning has always been a top priority for MSE staff and students.

While maintaining the above focus groups, our goals are to increase the number of proficient/distinguished students in the core subjects on KPREP, while decreasing the number of novice students on the same set of data points. MSE will continue to monitor this data while concentrating our major focus on those gap students. Therefore, MSE has placed emphasis on best practices in the areas of reading, math, science, social studies, and writing instruction.

. 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.

Based on the most recent KPREP data, Mount Sterling Elementary was named a 3-star school. The school performed at 60% proficiency in reading and 53% in math. The school has worked to disaggregate the data and look to focus on ways to improve the overall achievement in reading and math and language mechanics. The PTO is a very active participant in the school community. They work collaboratively with teachers and community stakeholders to provide funding for student and staff needs. Parent involvement has increased significantly as a direct result of the efforts of MSE's PTO and the district parent volunteer program. With multiple parent volunteers now actively involved in supporting our school. Mount Sterling Elementary's goals are to continue to provide a safe and positive environment for staff and students. Our main goal is always strive to do what is best for our students and to ensure their success and to do so at high levels. To achieve this goal we will continue to work on the culture and climate to promote student achievement and decrease the gap.

. **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.

Mount Sterling Elementary encourages parents to actively participate in their child's education. This begins with Open House prior to the school year beginning. Typically, parents are invited to attend conferences with their child's teacher at least twice a year, which allows the teacher to explain in detail the progress being made as shown by the data. In an effort to bridge the gap between our school and our Hispanic/Spanish speaking families, we have focused our efforts on providing all

material in their native language, hosting family nights and conferences with interpreter(s) available and making information available in their native language as well. At MSE, the development of student character is embedded throughout the building. We have embraced the philosophy of creating a "safe, civil, and productive" learning environment. Our theme is "MSE Colors the World With Kindness" and we work to ensure our students know what it means to be kind and both students and staff exemplify this daily. Our guidance counselor works with students individually, in small groups and within the classroom to teach life skills, anti-bullying, character traits, etc. This year, we have begun the implementation of socially just teaching practices throughout our building. In addition to regular instruction from the guidance counselor, typically-occurring numerous extra-curricular organizations have been formed with a focus on social development and service: Intermediate Academic teams, Student Technology Leadership Program, Big Brother/Big Sisters, Student Council, Flashlight Readers Book Club, Play Therapy Pals, A-Ok, and Treblemakers. Staff members in the building use formative assessments such as flashbacks, exit slips, running records, unit assessments, district common assessments, and MAP data to analyze student performance and develop flexible instructional groupings based on students' individualized needs. We have developed an intervention block called WIN (Whatever I Need). This block takes place daily for 30 minutes to meet students' individual needs. Each student is monitored to ensure they are on track to make a full year's growth, reach proficiency, and eliminate achievement gaps in reading, math and language mechanics. We also have a reading interventionist and a media specialist who provides intervention who both provide Tier 2 and Tier 3 reading instruction. The entrance into intervention is determined by multiple data sources and teacher collaboration.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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