



2020-21 Phase Three: Executive Summary for
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Cawood 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?

Cawood Elementary is a small school consisting of approximately 230 students. In the last several years enrollment has remained at an average of 250 students, with this year's remaining around the same as last year. It is named for its location in Cawood, KY, a small community in Harlan County on the southeastern border of Kentucky and southwestern Virginia. Cawood is a coal mining community that has been adversely impacted by legislation regarding the mining of coal. It is considered an economically deprived area with a strong family orientation grounded in the church. It is a school-wide Title I school based on the fact that approximately 95% of the students are on free/reduced lunches. The location of our school and community limits the amount of exposure for our student to extra curricular activities. The staff at Cawood Elementary consists of all Highly Qualified staff members who are teaching in their field of expertise. At this time, there is no Nationally Board Certified teachers in our school. In addition, 71% of our teaching staff began their careers at Cawood Elementary and have continued to teach here. We contribute this to the positive family atmosphere as well as the quality and dedication of the teachers that work at Cawood Elementary. • Cawood Elementary has three students in grades 4-8 formally identified as gifted and talented in one of the five categories and eighteen students identified in grades K-3 in the Primary Talented Pool. Cawood has zero teachers certified in Gifted Education and 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.

The purpose of Cawood Elementary is to educate all students who enter our doors to the best of our abilities. Our mission statement is: Create a Way to Open Opportunities' Door. If a child can't learn the way we teach then we teach the way they learn. We adapt our instruction to meet the needs of individual students. The school offers many programs for students. For K-3 we have the Save The Children program for students who have been identified as at-risk in reading. We have band for grades 6-8. We have the Response to Intervention Program to identify at-risk students in reading, writing, math and behavior. We invite guest speakers for different subject areas within the curriculum such as arts and humanities and

practical living career studies. We also offer an on-site Child and Family Interventionist who works with students' self-esteem, social skills, group therapy and individual counseling. H & S Counseling is also available for our students, as needed. Our faculty instructs our students in all learning plans for those students who have been identified as at-risk. For ages three through five, we also have a preschool K-4 Program. We offer the opportunity to be on the Academic Team for grades 3-5 and 6-8. The FRYSC program provides many services for our economically deprived students such as: a mobile dental unit which visits students regularly, backpacks with food for the week-end, guest speakers for different subject areas within the curriculum such as arts and humanities and practical living career studies. We also offer an on-site Child and Family Interventionist who works with students' self-esteem, social skills, group therapy and individual counseling. H & S Counseling is also available for our students, as needed. We have high expectations for our students. Our faculty instructs our students in all areas of the Common Core Standards. We strive to teach the whole child academically, physically and emotionally. We have high expectations for our students. Our school, both elementary and middle, consistently rank among the top schools in our district on K PREP scores

. 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.

This information is based on the 2018/2019 KPREP due to no testing in the spring of 2020. Cawood Elementary has been identified as a 4 Star school for the 2018-2019 school year on KPREP. The elementary has an overall average of 74.3, which is considered a "high" in the school ratings. The elementary Proficiency Indicator is 89.1 for reading and math. For the areas of science, social studies, and writing, we have a "high" rating with a score of 76.9 Our middle school is identified as a 3 Star school which is also ranked as "high" for 2018-2019 on KPREP. The middle school has an overall average score of 66.2 Our middle school proficiency indicator is 75 for reading and math, which is considered medium. For the areas science, social studies and writing is a 71, which is considered a high score. 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. 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. 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. 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. Cawood Elementary will utilize appropriate measures to increase the number of students identified in gifted education. 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.

Cawood is Neither CSI or TS

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

None

Attachment Summary

Attachment Name	Description	Associated Item(s)
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