



## **Part I – Eligibility Certification**

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The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2018 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2012 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2013, 2014, 2015, 2016, or 2017.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
9. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
10. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
11. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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Data should be provided for the most recent school year (2017-2018) unless otherwise stated.

### DISTRICT

1. Number of schools in the district (per district designation):
- 11 Elementary schools (includes K-8)
  - 2 Middle/Junior high schools
  - 2 High schools
  - 0 K-12 schools
- 15 TOTAL

### SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban
  - Rural or small city/town
3. Number of students as of October 1, 2017 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
<b>PreK</b>	28	13	41
<b>K</b>	37	31	68
<b>1</b>	41	37	78
<b>2</b>	29	39	68
<b>3</b>	38	38	76
<b>4</b>	42	41	83
<b>5</b>	36	28	64
<b>6</b>	0	0	0
<b>7</b>	0	0	0
<b>8</b>	0	0	0
<b>9</b>	0	0	0
<b>10</b>	0	0	0
<b>11</b>	0	0	0
<b>12 or higher</b>	0	0	0
<b>Total Students</b>	251	227	478

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 2 % Asian
  - 1 % Black or African American
  - 5 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 90 % White
  - 2 % Two or more races
- 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2016 – 2017 school year: 29%

If the mobility rate is above 15%, please explain.

The community that we serve has a large number of low income rental properties.

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2016 until the end of the 2016-2017 school year	57
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	71
(3) Total of all transferred students [sum of rows (1) and (2)]	128
(4) Total number of students in the school as of October 1, 2016	442
(5) Total transferred students in row (3) divided by total students in row (4)	0.29
(6) Amount in row (5) multiplied by 100	29

6. English Language Learners (ELL) in the school: 3 %  
13 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):  
Spanish

7. Students eligible for free/reduced-priced meals: 72 %  
Total number students who qualify: 343

8. Students receiving special education services: 21 %  
99 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- |                                   |  |
|-----------------------------------|--|
| <u>4</u> Autism                   | <u>0</u> Multiple Disabilities                 |
| <u>0</u> Deafness                 | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness           | <u>6</u> Other Health Impaired                 |
| <u>23</u> Developmentally Delayed | <u>6</u> Specific Learning Disability          |
| <u>0</u> Emotional Disturbance    | <u>43</u> Speech or Language Impairment        |
| <u>2</u> Hearing Impairment       | <u>0</u> Traumatic Brain Injury                |
| <u>14</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 11
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	<b>Number of Staff</b>
Administrators	1
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	19
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	7
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	4
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 23:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013
Daily student attendance	94%	95%	94%	95%	95%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2017.

<b>Post-Secondary Status</b>	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes  No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

Wyan-Pine Grove Elementary School in cooperation with home and community will ensure that all students reach their highest potential by educating them in a safe a positive environment resulting in lifelong learning.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

## **PART III – SUMMARY**

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Wyan-Pine Grove Elementary School is one of the larger elementary schools in Laurel County School District. Wyan-Pine Grove is also the newest elementary beginning in opening our doors in 2007. Wyan-Pine Grove's population was carved from the districts of four other elementary schools. Our school community serves a large number of low-income rental properties which in turn gives us a very high mobility/turn-over rate of 28%. There are also several older subdivisions in our district. The school's current enrollment is 475 students. We have a staff of 19 classroom teachers and 12 support personnel who strive daily to give students the instruction, environment, and encouragement needed for optimum growth.

Wyan-Pine Grove Elementary School's population reflects our community with about 89.5% of our students being white, 1% African-American, 2% Asian, and 5% Hispanic with 2.5% of other. There is great diversity, however, in the socioeconomics of the students' families with 71% (or 337 of 475 students) of our students qualifying for the free or reduced lunch program. We have many students who are being raised by single parents, foster parents, or grandparents. Our Family Resource Center staff offers programs to support these families: 28% receive take home food packages, 12% received Thanksgiving food assistance, 20% of our students received Christmas assistance. The family occupations include a wide variety of vocations including factory work, service jobs, and professional positions. We strive to give enrichment to all students by providing field trips, art and humanities programs, and other activities providing opportunities to learn and grow.

Our school staff has worked persistently to refine our instruction and materials to ensure that our students succeed in academics. Most recently, we were named a 2015-2016 K-Prep School of Distinction and a High Progressing School Statewide. This achievement is based in part upon rigorous and coordinated instruction of standards in both whole group and small group settings. Our different grade level teachers strive to have a continuum of instruction between grades. Tutoring is available for additional afterschool instruction.

As an elementary school, we recognize that one of the most important skills that our students can achieve is reading development. All students participate in a rigorous reading program where we've seen improvement across all levels. Daily, all students are instructed via a wide range of reading materials that allow skill development and foster the love of reading.

The Wyan-Pine Grove Elementary School climate is one that fosters success. We believe that it is our responsibility to teach students to believe in themselves, and we share achievements of former students who have succeeded in academics (such as being recipients of scholarships or earning the distinction of being valedictorian or salutatorian of their graduating classes) or who have accomplished lofty professional accomplishments. We emphasize our belief in strong work ethics.

The physical facility of Wyan-Pine Grove Elementary School also adds to the school climate. The modern design of our school provides room and space for our students. We have three computer labs and classrooms set aside for tutoring and small groups. Our large library is usually busy with student activities which has its own computer lab that is used for skill development activities and research. The structure is on about a beautiful 23-acre lot that is accessible for play and outside learning activities including two playgrounds, physical fitness center, a covered outside classroom and a nature walking trail.

In addition to academics, our school offers students a range of services that includes afterschool daycare, archery, basketball, and cheerleading, academic team, future problem solving team, GT and afterschool learning clubs. These services allow parents the convenience of quality services right here at school. Also, students and parents are frequently informed of special events and programs within the county, such as plays and sports activities that students may enjoy.

We could describe many more learning activities and people that make our school special. Yet, a school is more than the sum of these things. Each day, our staff works together to implement our school motto - "Together we soar". Working together with staff, students and the community we can help students achieve success.



## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum:**

Reading/English language arts:

The core reading program for grades K-5 at Wyan-Pine Grove Elementary is the SRA Reading Mastery Program. This is a fairly new program for our school, but we feel that it is highly effective. It is a direct instruction program that focuses on phonics, phonemic awareness, vocabulary, fluency, and comprehension. Prior to this program, we implemented the SRA Imagine It! Program in grades K-3 and the McGraw-Hill Reading Wonders Program for grades 4-5 used by the entire district. Throughout any reading program, our school has made sure to focus on the key components of reading instruction. For primary grades, students participate in a two-hour reading block. One hour consists of whole group instruction with the Language Arts component of Reading Mastery, and another hour is set aside for small group instruction in ability levels based on test data and fluency rates using the core Reading Mastery Program. This allows for more intensive instruction tailored toward the needs of students. Reading instruction in grades 4-5 consists of an hour and twenty-minute blocks every day, with ability grouping based on K-PREP scores in each class. Within the reading blocks, students participate in the Reading Mastery Program as well as supplemental skills instruction. All grade levels receive additional reading interventions for students that are below grade level in the afternoon.

The core reading curriculum used in preschool is the SRA Imagine It! Program. The teachers use alphabet cards, sound/spelling cards, songs, and small group instruction techniques that better prepare students for kindergarten.

Math:

The math program at Wyan-Pine Grove is tied strongly to Kentucky's state standards for math. Teachers work daily to provide students with rigorous math instruction, using the enVision Common Core math series created by Pearson. This Pearson product is a district-wide textbook choice at the elementary level. In addition to using this math series, several other strategies are used in order to help students be successful.

The school participates in standards-based assessments to determine mastery of math standards. Each standard is taught, and then an assessment is administered to assess the students' mastery of the content. Students' scores are entered into a spreadsheet, which then creates a standards-based report card for parents, that is sent home with each quarterly report card. Students are considered to have mastered a standard when their score on the assessment is an 80% or higher. For those students that do not master the content at that level, there are additional learning opportunities provided via small groups or tutors, and then they take the test again, in order to prove mastery.

Another way that teachers at Wyan-Pine Grove Elementary work to ensure student learning is through the use of a daily spiral review. The spiral review product has students revisit old content to maintain mastery, and presents new content in order to prepare students for what is coming next. This spiral review has been important to our students' mastery of standards.

Students also complete math fact fluency practice online with a program called Reflex Math. Reflex Math is a program that helps students to gain automaticity with addition and subtraction, as well as multiplication and division math facts. This practice takes place in one of the school's 3 computer lab facilities and is comprised of a daily drill and then practice through colorful and engaging games.

Students at Wyan-Pine Grove are given access to differentiated math groups. Each group consists of students that are working unison to gain mastery on standards at their individual level. This allows teachers greater flexibility when planning for lessons, and more chances for students to receive content at a pace with which they will achieve success. In 4th and 5th grades, the classes are departmentalized, giving teachers a greater ability to focus on their content areas, and to allow a greater amount of time and focus toward planning for daily lessons.

For students that consistently struggle to make growth in the area of math, we also have an RTI program,

along with tutoring programs. The RTI program takes place at school and uses the program iReady to track student achievement. Students work on a learning path that helps them to gain skills that they may have not mastered previously that helps the student to become more successful. We also have both daytime and after-school tutoring programs for math in grades 3-5. Students that are identified by their teachers participate in tutoring programs in order to master standards and become more successful with math content goals. The tutoring program after school is not only for struggling students though. Gifted students are also included in the after school program and receive additional enrichment in math during this time.

#### Science:

Instruction is guided by the Next Generation Science Standards (NGSS) and supported by the Harcourt textbook series. Teachers also use a variety of online resources, hands-on experiments, and teacher lead demonstrations. Students have access (at school and at home) to Science Gizmos. This computer program has hundreds of online simulations with lesson materials, supporting research-based strategies to build deep conceptual understanding in math and science. Guest Speakers are invited throughout the year to enhance our science curriculum.

#### Social Studies:

Instruction is guided by the Kentucky Core Content Standards and supported by Simple Solutions, History Alive textbook, and American Book Company (K-prep Coach book). Instruction is enhanced through guest speaker and field trips. The exploratory classroom teachers work closely with our Social Studies teacher to enhance the social studies curriculum through literature, music, and art projects.

Wyan Pine Grove Elementary preschool implements SRA Imagine It! Reading Series which prepares preschool students for kindergarten. This curriculum prepares them by teaching letters, sounds, phonological and phonemic awareness, writing, math, science, and social studies. This bridges the gap between preschool and kindergarten by better preparing them for the rigorous kindergarten core curriculum. According to the 2017-2018 kindergarten readiness data, results indicate that students who attended Wyan Pine Grove preschool performed approximately 20% higher than students in the home setting did. Wyan Pine Grove students were approximately 65% ready for kindergarten, compared to the 45% who were in the home setting before they began kindergarten.

## **2. Other Curriculum Areas:**

The itinerant staff, Library Media Specialist, Visual and Performing Arts Specialist, and Physical Education and Health Specialist at Wyan-Pine Grove Elementary work as an instructional team presenting students with opportunities in these three subject areas.

The itinerant staff works collaboratively to ensure all Wyan-Pine Grove students are exposed to a variety of media in all three subject areas to enhance their daily school experiences beyond the basic curriculum.

The Library Media center involves students, teachers, parents, and community by creating an educational experience through a variety of programs to include family reading nights, holiday reading events, and participation in national reading events. We have a strong partnership with the Laurel County Public Library as well. All of these events contribute to our student AR program which rewards students for reading and meeting comprehension goals.

Through our club ventures students have participated in book clubs, newspaper production, and weekly STEAM lab. Another popular library skills project is biography bottle heads, pumpkin book characters, and new this year is the Living History Museum. We partner with our Family Resource Center to have author visits, historical character portrayals, and UK extension guests providing real world experiences such as the Dollars & Sense program.

The Visual & Performing Arts Specialist provides a plethora of creative learning experiences through music, drama, world language, and a number of art mediums.

We follow the Quaver's Marvelous World of Music Program. Students are exposed to all the different

elements of music, genres, and time periods. They have hands-on instruction for the use of a variety of musical instruments. Many 4th and 5th grade students choose to join our school choir.

In the area of the art elements students thoroughly enjoy weaving, clay, paper-mache, painting, and paper mosaics. All students can show off their artistic abilities by participating in the school wide art show. Those selected move onto the South Laurel High art show.

All of these creative venues are shown in the many programs and special days throughout the year. Each year Wyan-Pine Grove students perform in a Veteran's Day Program, Christmas Sing-Along, and a school wide talent show. Students also make classroom end of year art projects for parent auction.

We partner with the community by putting on plays, attending plays, and our Family Resource Center brings in the Lexington Children's Theatre performers. We attend the local high school productions as well.

Another community partnership is the Pioneer Days celebration. Community members and UK extension office provide students with authentic pioneer experiences, such as: food, art, a live animal exhibit, folk tales, square dancing, live music- all demonstrating the pioneer way of life.

The PE teacher provides instruction in the areas of health, physical education, and nutrition. Students actively participate in exercise, physical games, movement, and agility skills.

Sports units provide sport specific skill introduction. Warm-ups allow students to learn body awareness and gain health knowledge. Nutrition instruction encourages students to make healthy food and lifestyle choices.

To encourage fitness a ½ mile walking trail was developed to allow classrooms to walk together. Participation in the Billion Mile Race has led to a school-wide walking club. Grade levels walk together before recess and 4th and 5th grade walk each morning in the gym.

The PE teacher partners with the community and UK Extension office for Fitness Day in both the fall and spring for students and teachers. Fitness stations are set up and guest fitness instructors from Power House, Central Baptist and parent experts lead workout sessions as well as nutrition sessions.

The Project Fit Grant was won in 2016. Students in grades 2-5 are trained each fall to properly use the Fitness Station workout area. Students participate and compete against themselves in a number of Project Fit indoor activities as well. Students earn ribbons and are recognized for their Kong (top) achievements.

A number of other events, and teams are provided for students at Wyan-Pine Grove Elementary to include: basketball teams, cheer squad, Jump Rope for Heart with the American Heart Association, and archery in the NASP archery in the schools program. The Juvenile Diabetes Association comes each spring to walk for diabetes awareness.

All three itinerant teachers support and work collaboratively on many of these special days together. They also partner with grade level teachers to reinforce curriculum.

### **3. Instructional Methods, Interventions, and Assessments:**

Wyan Pine Grove uses a variety of instructional approaches, methods, interventions, and assessments to meet the individual needs of each students' individual and personal instructional goals. We pride ourselves on identifying each need, customizing instruction, and then assessing for individual ongoing growth.

For Wyan Pine Grove to be able to offer such unique and individual instruction, it requires commitment from the entire staff, including, homeroom teachers, para-professionals, specialty teachers, special education teachers, and others. Following is an overview of our instructional practices specific to Reading and Math.

Reading: Upon enrollment, students at the kindergarten level are screened for identification of letters and

sounds. This provides a baseline to begin academic grouping based on their need. Our school uses the Reading Mastery Direct Instruction Program where students are provided all reading instruction within a homogeneous group and continuously are monitored to ensure they are receiving instruction at the appropriate level. This is a continuing program for our students through 5th grade. It is a very fluid program allowing for movement between groups and ability levels as students progress. It is important to note, that with this program, students also receive instruction focused on core standards in the area of Reading and Language Arts. Technology based support for Reading is offered within the use of the I-Ready computer program. This program focuses not only on decoding and comprehension strategies, but also provides core instruction for each standard students are required to master.

Math: As with reading, students are screened in the area of math from entry into school. We use this baseline data to provide differentiated math instruction within small groups. These groups are also very fluid, and students move based on their need and/or progress. We believe a big part of our school's success is the limited student teacher ratio we are able to provide within these instructional groups. Another piece important to our success is that our school has created a math pacing guide to be used within each group. This guide provides the sequential order of each standard to be addressed. We created this guide, with what we believe to be the natural progression of math instruction. Students are provided math instruction through technology- based support as well. We use the I-Ready program again for math, as well as Reflex Math, which focuses on math calculation, memorization, and speed.

#### Assessment:

Wyan Pine Grove uses a variety of formative and summative assessments to guide our daily instruction. These assessments include:

Discovery Education Assessment (DEA) is given to students in grades 3-5 in the areas of Math, Reading, Science (4th grade) and Social Studies (5th grade). These results are used as predictors for K-PREP, and for specific skill instruction; Measures of Academic Progress (MAP) is given to students in grades k-3 in the areas of Math and Reading. The results are used for instruction and skill grouping of students; I-Ready Diagnostic Assessment is given to all students, K-5 in the areas of Reading and Math. The results create an individualized learning path for each student which is adjusted bi-monthly through Progress Monitoring Checks. Extra lessons and assignments can be given in specific skill areas to reinforce or to target RTI students as well as Gifted and Talented students; Reading fluency and comprehension checks are done monthly to evaluate fluency progress through words per minute, as well as comprehension progress. These results are kept school wide and are compared to national norms for each grade level and Math Standards assessments are given for each individual standard contained in the core content by each classroom teacher. These assessments are used to identify mastery of each standard per student, and then further instruction or assessment as needed. It is our goal that each student achieves at least 80% mastery on each standard.

When achievement gaps are identified, Wyan Pine Grove uses further instruction practices targeted at these low performing groups. Students who score below the 20th percentile on a universal screener are identified and placed within the Response to Intervention model. This tiered model provides interventions at increasing levels of intensity based on individual needs. The majority of our instruction through all 3 tiers, is provided through the I-Ready program. Students spend time with the program based on their tier level. Students who are in Tier II or Tier III, utilize I-Ready daily and have their data monitored closely. One on one teaching is provided for those skills that students repeatedly fail to master.

Another resource that we provide is After School Learning Clubs. This program provides instruction and remediation for low performing students. We also offer this club for high performing students as well. Many of our Gifted and Talented Students are able to receive further instruction through hands on learning models through this club. These gifted students are also provided extra learning opportunities to maintain their high levels of achievement.

During school hours, remediation is also provided through personnel hired as tutors to work within classrooms. These individuals are retired teachers with experience in the classroom, and allows for smaller teacher student ratio. We believe this to be a vital component in our efforts to close the achievement gap.

## PART V – SCHOOL SUPPORTS

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### **1. School Climate/Culture:**

Wyan-Pine Grove Elementary believes that every child can be successful. We provide a positive environment that supports their academic, social, and emotional growth. We set high expectations for each student and relay these expectations to the parents. We believe that parents and teachers should work as a team to ensure student success. We have a wonderful Parent-Teacher Organization that provides many rewards and motivational activities for our students.

As mentioned before, expectations are a huge part of our school climate. As the students achieve success, we reward them. In our intermediate hallway, we have a “Wall of Fame”. This displays the name and photograph of every child who scores Proficient or Distinguished. The following year when scores are made public, the Proficient and Distinguished students are also rewarded with a field trip and lunch during the school day. Our school collaborates with the middle school in order to bus the former 5th graders to the field trip. At the end of every year, we have an awards program in the gym where parents are invited. Students receive medals and certificates in all the areas they were successful. Our librarian does an excellent job keeping the students motivated in the Accelerated Reading program. Every 9 weeks, the students are recognized for reaching their AR goals. Some of the rewards have included trips to the Newport Aquarium, Hummel Planetarium, The Lexington Legends baseball game, and trip to the bowling alley. We also have a reward system with S.T.A.R.S. awards. If a student has been successful or even being helpful, or a good classroom citizen they earn a S.T.A.R.S award. They redeem them at the S.T.A.R.S. award store that is open every morning in the lobby of the building.

The Parent Teacher Organization provides breakfasts and lunches for teachers at various times throughout the year. We also receive daily gifts and a catered lunch for Teacher Appreciation Week. Teachers from the school design testing reward shirts for the staff and students. Fundraisers and money provided by the PTO pays for the shirts for all of the staff and students.

Wyan Pine Grove Elementary believes that community involvement is key in student success. Throughout the year, we host different events for parents and families to attend. These events include open house, school carnivals and dances, family reading nights, book fairs, and parent-teacher conferences.

### **2. Engaging Families and Community:**

Wyan-Pine Grove Elementary strives to involve families and community members in our school activities. We recognize that strong family and community engagement is a key component to the overall success of our school. Our school has both a wonderful Family Resource Center and Parent Teacher Organization (PTO). Both of these groups provide countless resources to help meet students’ basic and academic needs in order to be successful at school. They also provide opportunities for our students and family members to participate in many valuable activities. Some of these activities include: Back to School Bash, Grandparents Support Group, community food drives, carnival and auction, monthly family reading nights, school dances, Spelling Bees, K-Prep Awards Ceremonies, Jump for Heart fundraising, Red Ribbon week for drug prevention, and Field Day. These activities continue to be successful because staff, students, and parents work together.

An open line of communication with our families and community members is vital. In order to ensure active involvement, we utilize various means of communication such as the Remind texting system, emails, newsletters, school web page, and One Call Now calling system, in order to keep families informed.

Our Family Resource Center collaborates with many local churches to provide food and clothing for students in need. “The Backpack Club” provides students with supplemental bags of food to take home with them at the end of each week. The Family Resource Center also hosts a “Grandparent Support Group,” which aids grandparents that are raising their grandchildren. This group offers needed and beneficial information to help them stay informed.

Family and community involvement are an integral part of our success. It is our hope and belief that if we, the faculty, staff, students and parents of Wyan-Pine Grove, all work together, that every student will be able to achieve their highest potential. As our schools motto says, "Together we will SOAR".

### **3. Professional Development:**

In the Laurel County School District, all certified teachers must obtain twenty-four hours of professional development each year. While the District offers many professional learning opportunities, of which we take advantage, at Wyan-Pine Grove Elementary we focus on professional development trainings that specifically meets the needs of our student population. During our trainings, we utilized District provided experts, as well as professionals from outside the district.

Our District has expert personnel who facilitate trainings for school staff. There are also programs in place, such as I-ready and Reading mastery, where outside professionals were retained to provide instruction on effective use of the programs. These programs enhance student learning and gives guidance to teachers through the data provided. WPG has been able to have an on-site staff member specially trained in the Reading Mastery program to provide support when needed.

One of the challenges faced by WPG is the transient student population. We align curriculum to meet the needs of those students. For example, we spent several PDs developing concise lessons and assessments in Math, which emphasized and identified specific common core standards. This process allowed teachers to identify GAPS within each students' understanding of the assessed standards. This allows teachers to reflect and develop appropriate lessons for re-teaching.

The success of our students validates the choice of PD provided by our school. We have seen a decrease in GAP and an increase in personal self-sufficiency with the content among our student population. Our improved test scores closely correlate to the Professional Development obtained by our staff.

### **4. School Leadership:**

Since the opening of Wyan-Pine Grove Elementary in 2006 the mission of the school has been to provide a safe and positive environment for all children to learn and be successful. A mission that still holds true today. Our principal has been involved in every facet within the school since the school's beginning. Opening a new school required a great deal of time and planning to ensure that all staff had the same mission and goal in mind. Our principal made sure all staff members were active stakeholders in the education of our students. Staff was able to bring ideas and experiences to the forefront of discussions to help ensure appropriate decisions for the school. The support of the Site Base Decision Making Council is also very important in the school's success. We know that parental support and involvement is an important component in school success and it is highly encouraged. Our principal works very closely with the community, and is always readily available to accept input, answer questions, or address concerns from parents/guardians.

Grade level meetings are frequently conducted to discuss various topics within our school. We discuss student achievement, assessments, ideas for improvement, concerns, and future planning. The principal is always receptive to new and innovative ideas or techniques that will improve student learning. He always ensures that all staff has any and all materials or resources needed to improve our student's success. All staff members share the same philosophy and motto for the school- Together we will SOAR. Each staff member sets high expectations for their students and work diligently to ensure that those expectations are met. We are unified in our goal of helping all of our students reach their highest potential. Our principal is always available when needed and is extremely supportive of all the teachers and staff. His vision for the school is that all students can learn and be successful; a vision that we all share.

## **Part VI – STRATEGIES FOR ACADEMIC SUCCESS**

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It is very difficult to identify just one practice that has made our school successful. It takes a great deal of resources to empower every child to overcome obstacles so they may reach their full potential. However If I am forced to narrow down to just one reason it would have to be the love and the dedication our staff has for our students. This dedication is seen on a daily bases by our entire staff. You will see it in our classrooms as our staff continue to provide our students with instruction that is carefully planned and developed to fit their individual needs each day. You will also see it in our Family Resource Center as they provide our students with the resources they need to help reduce or eliminate any obstacle such as food, clothing, etc. that may be hindering them from reaching their full potential. You will see the dedication from our school nurse as she help our students with medical issues and provides our students with instruction that will help them stay healthy and strong. You will see it in our front office staff as they interact with our students and parents that enter our school each and every day. We have a good representation of both experienced veteran teachers and young aspiring teachers within our building. It is extremely important to have a healthy balance of experience so the school can continue to pass on effective strategies, techniques and attitudes to generations of new teachers. Our teachers are committed to their students and work well with each other to continue to provide our students with the best education possible. The staff of Wyan-Pine Grove Elementary School has worked very hard to become a School of Distinction. We are very proud of our student’s achievements; however, we are even more proud of the environment that we have created for our students. Our students feel safe, comfortable and loved. These are all things you must have in order to create an environment that is conducive for learning.