



2022-23 Phase One: WVES Executive Summary for Schools

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Walton-Verona Elementary School

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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?

Walton-Verona Elementary is located in rural Boone County which is situated in the northern tip of Kentucky. The district is made up of 2 communities (Walton and Verona). WVES is located in Verona which has a farming tradition but is little by little being developed for homes. The district covers roughly 25 square miles and the 2 main campuses of the elementary and high/middle school are about 6 miles apart. The community is rooted strongly in the tradition of the success of its schools. Most of the residents have been a part of WV for generations, however, we are gaining more and more of a transient population and a new homeowner population due, in part, to new areas being developed, a mix of home prices, convenient to interstate and airport and quality of school system. We have 26 classroom teachers, 8 special education teachers, a gifted and talented teacher, a guidance counselor and half-time counselor, assistant principal, principal, nurse, and office staff. The students at WVES number at nearly 735 and span grades K to 4th grade. The ethnicity makeup is mainly caucasian with a few other ethnicities which do not account for a high percentage of our total student body. We have a handful of students classified as ELL (English Language Learners) and a nearly 39.3% free and reduced lunch rate. The free and reduced rate has dropped from 45% from two years ago, but before that, it steadily increased in the 3 years prior. The unique features or challenges WVES faces is the ability to reach our ever-growing "gap" populations as it relates to the KPREP assessment. We have a large number of students attending preschool but still, have quite a disparity of students labeled as "not ready" for Kindergarten according to the BRIGANCE Kindergarten screening instrument. These students may or may not have attended a preschool or daycare establishment. Another challenge which goes hand in hand is our number of transient students. We have noticed an increase of those coming in or leaving at various points throughout the year which was not all that common just a few years ago. Overall, Walton-Verona is a great place to live, work and learn. We are very proud of what we have accomplished over the past several years in establishing a robust intervention system for those struggling in reading and math as well as behavior. We are proud of our all-day Kindergarten program and our school's intentional use of the Kentucky Academic Standards which help prepare our kids for what lies ahead (College and Career). Most of all, we take great pride in the attention and love given to all students who go to school here and feel like that attention pays the most dividends in terms of students' academic, personal, and emotional success.

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.

Walton-Verona Independent Schools Mission Statement: "A Tradition of Excellence Student achievement generated through academics, extra-curricular, & community involvement." Walton-Verona Elementary School Vision Statements 1. Ensure a safe and nurturing school environment for all children. 2. Collaborate with all stakeholders to ensure appropriate individual student achievement and growth in core academic subjects, including 21st-century skills. 3. Instill confidence and respectful values in all children." Created in 2010. Strive to achieve every day. "In reflecting on the mission and vision statements above, the students at Walton-Verona Schools have an extremely high level of expectation placed on them from not only school personnel but also the community at large. The academic success of the schools is what the community hangs its hat on. These expectations are instilled at a very early age. Some refer to it as "The Walton-Verona Way." One can see that the mission statement is viable for any level of student and is truly meant to show that we strive to maximize every student's potential while in our care. The vision statements are for the elementary level only and provide more of a child-friendly feel that hits on emotional and personal goals as well as the academic side.

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.

Attendance is one of our annual areas of achievement with our yearly attendance rates consistently remaining in the upper 96% or even at 97%. In the 2018-19 school year, we added a FRYSC with a coordinator. She is working with our families, local businesses, and non-profits in conjunction with our school, serving as a liaison to remove barriers that students face that keep them from receiving their education. In the 18-19 school year, we were labeled as "other," which at the time was the best label available for a school as the transition into the new accountability system took place. We also have done well in our gap groups. Even though in 18-19 we were not eligible to lose a star in our 3-star rating, had we been a 4 or 5-star school, we would not have been penalized for the performance of our gap groups. This past school year, our students outperformed 78% of other Kentucky public elementary schools in reading and 86% of other Kentucky public elementary schools in math. We also outperformed 67% of other Kentucky public elementary schools in science.

The pandemic greatly impacted many students, leaving room for improvement as we see life post-pandemic. Over the past 5 years, our average P/D for 3rd grade has been about 44% and for 4th-grade it has been 61%. - In reading, students in 3rd-grade have scored on average 58.9% P/D for school years for tests administered from 2016-2019. For 2021 test, students scored 45% P/D. In 4th-grade, for 2016-2019, students scored 58.9% P/D, and for 2021, students scored 52.9% P/D. For 2021, we saw an overall drop in reading P/D

Additional Information

CSI/TSI (including ATSI) Schools 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

Additional Information

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

n/a

Attachment Summary

Attachment Name	Description	Associated Item(s)
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