



2022-23 Phase One: Executive Summary for Schools_09232022_10:14

2022-23 Phase One: Executive Summary for Schools

White Hall Elementary School
Ashley Cornelison
2166 Lexington Rd.
Richmond, Kentucky, 40475
United States of America

Table of Contents

| | |
|---|----------|
| <u>2022-23 Phase One: Executive Summary for Schools</u> | <u>3</u> |
|---|----------|

2022-23 Phase One: Executive Summary for Schools

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?

White Hall Elementary is located in the city limits of Richmond, Kentucky. Richmond is home to an estimated 35,756 residents. Of those residents, 87.6% are white, 6% are African American, 2.4% are Hispanic, and 4% are identified as other. 89% of residents have obtained a high school diploma and 32.1% possess a bachelor's degree. The median household income is \$39,329.

White Hall has served elementary students of Richmond, Kentucky since its founding in 1919. It currently serves 385 students in grades one through five. The student body is representative of the community it serves. Currently, 79.3% are white, 9.8% are two or more races, 5.5% are African American, 5.3% are Hispanic, and 0.3% are Asian. The percentage of minority students has increased steadily over the course of the past several years. In 2017, the student population was comprised of 11.8% minority students. That number has increased to 20.7% minority students in 2022. Although all students receive free breakfast and lunch daily, 56% of students officially qualify for free or reduced lunch status. The needs of individual students and families are additionally met through the services provided by the Family Resource Center. 28% of students qualify for special education services. These services include support in the areas of academics, behavior, and speech/language. Additional services include Gifted and Talented Instruction, English Learner Instruction, and Occupational Therapy. Students are required to qualify for all additional services and must meet a specific set of criteria.

The faculty and staff of White Hall Elementary includes 1 principal, 1 school counselor, 1 building coach, 1 school nurse, 1 Family Resource and Youth Service Center Director, 1 school psychologist, 1 Speech and Language Pathologist, 25 certified teachers, 2 emergency certified teachers, and 20 classified staff. Currently, 3 staff members represent a minority. Diversifying that staff at White Hall has been a conscious effort and increased in numbers over the course of the past year. The faculty and staff are highly qualified. 47% of teachers hold a Master's Degree, 24% hold a Rank I Certification, and 10% are Nationally Board Certified. All paraprofessionals either possess a college degree or have passed the Kentucky Paraprofessional Exam.

White Hall Elementary has a longstanding tradition of excellence. The faculty and staff are dedicated to ensuring all students succeed. The focus of achievement lies not only in academic achievement, but also in behavior and social emotional health. To provide the best opportunity for success, White Hall partners with families throughout the year by providing a wide range of opportunities for family engagement at school held events and learning extensions for the home. White

Hall also partners with a wide range of community partners to meet the needs of the whole child.

The 2022-2023 school year is the first year post Covid that all students will report for in-person instruction daily. The past few years have presented many challenges, but the White Hall community has remained diligent in ensuring that students are at the forefront of every decision made. This year will be no different.

Administration, faculty, staff, and the community are dedicated to closing achievement gaps and propelling all stakeholders forward to continued 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.

Mission Statement: Every Lion, Every Day

Vision Statement: White Hall Elementary is committed to helping students achieve their fullest potential by providing an inclusive learning environment that elicits academic, behavioral, and social emotional growth.

Anchor Statement:

White Hall lions are

Responsible students who

Offer Kindness

Always do their best and

Respect others

White Hall lions ROAR success!

White Hall Elementary is dedicated to ensuring that all students succeed and become the best version of themselves. In order to achieve the school's mission, the faculty and staff are committed to providing all students with high quality learning opportunities and a safe learning environment. Curriculum not only includes academic content but behavioral education and social emotional learning as well.

To address the academic needs of students, teachers provide high quality instruction through clarity, the use of learning targets, explicit modeling, student engagement, providing specific feedback, responsive teaching decisions, and providing multiple opportunities to learn new content. Ongoing formative and summative assessments drive teaching decisions and RTI processes ensure that tiered instruction occurs for students in need of additional support beyond Tier I. To assist in clarity for learning and to monitor student achievement, teachers utilize Continuous Classroom Improvement (CCI). This tool makes learning visible for students and provides them with ownership of their learning.

To address the behavioral needs of students, White Hall utilizes Positive Behavior Interventions and Supports (PBIS) for Tier I instruction. Students are provided with clear and explicit instruction for behavior expectations, provided with specific feedback when misbehavior occurs, retaught expectations as needed, and recognized for positive behavior. The focus lies in prevention instead of punishment. Behavioral expectations are aligned to White Hall's anchor statement. Regular monitoring and data collection of misbehaviors ensures that students in need of Tier II and Tier III behavioral supports are identified and serviced accordingly.

To address the social and emotional learning needs of students, White Hall Elementary utilizes a Tier I SEL curriculum, Sanford Harmony. Additionally, the school has adopted a school wide SEL time every morning to support connection before content. The Universal Behavior Screener completed 3 times per year ensures that students in need of additional SEL supports are identified and serviced accordingly.

All program offerings at White Hall contribute to ensuring the growth and success of all students.

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.

White Hall Elementary has a long standing tradition of academic excellence. This tradition is evidenced by notable achievements over the past three years. In the Spring of 2019, White Hall exceeded the state benchmark expectations in all areas of performance including the separate academic indicator, growth indicator, and proficiency indicator. This resulted in an earned 4-star status. In the Spring of 2020, KPREP was not administered due to Covid school closure. Although an overall

accountability score was not provided in the Spring of 2021, White Hall scored above the district and state average in reading, math, and science.

The Spring 2022 data will serve as a baseline for post covid learning. Preliminary KSA data indicates that overall White Hall Elementary falls in the high range in all indicators: reading/math, science/social studies/writing, and culture/climate. Over the course of the next three years, White Hall will strive to continue high achievement in these areas. Additionally, White Hall will maintain an intentional focus on overall student growth, gap closure for specific populations, and novice reduction. Finalized KSA data will identify specific targeted areas of improvement.

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) |
|-----------------|-------------|--------------------|
|-----------------|-------------|--------------------|