

FLOYD COUNTY BOARD OF EDUCATION  
Anna Whitaker Shepherd, Superintendent  
442 KY RT 550  
Eastern, KY 41622  
Telephone (606) 886-2354 Fax (606) 886-4550  
www.floyd.kyschools.us

Linda C. Gearheart, Board Chair - District 1  
William Newsome, Jr., Vice-Chair - District 3  
Dr. Chandra Varia, Member - District 2  
Keith Smallwood, Member - District 4  
Steve Stone, Member - District 5

**Consent Agenda Item (Action Item):** Approve Prestonsburg Elementary FRC to receive a grant from The Steele-Reese Foundation to pay for a Bookworm vending machine, along with trays for large picture books for the students of PES.

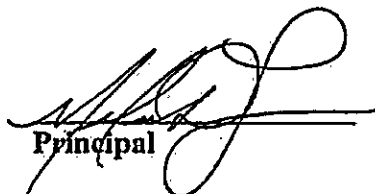


**Applicable State or Regulations:** Floyd County Board of Education- approval of any MOA.

**Fiscal/Budgetary Impact:** No financial issues for the District.

**History/Background:** Please see the attached application and letter of endorsement.

**Recommended Action:** Approve Prestonsburg Elementary FRC to receive the grant.

**Contact Person(s):** Melissa D. Turner 606-886-3891, Ext. 2601

  
Principal  
  
Director  
  
Superintendent  
**Date: 08/05/2022**

# THE STEELE-REESE FOUNDATION

## Trustees

William T. Buice, III  
32 Washington Square West  
New York, NY 10011

Charles U. Buice  
123 Fort Greene Place, #4  
Brooklyn, NY 11217

JP Morgan Chase Bank

## Appalachian Director

Judy Owens  
2813 Clubside Court  
Lexington, KY 40513  
Phone: (859) 313-5225  
Fax: (859) 313-5225  
E-Mail: jkowensjd@aol.com

## Western Director

Linda Tracy  
P.O. Box 8311  
Missoula, MT 59807-8311  
(406) 207-7984  
(207) 470-3872  
E-Mail: linda@steele-reese.org

July 25, 2022

Mrs. Anna Shepherd, Superintendent  
Floyd County Board of Education  
442 KY RT 550  
Eastern, KY 41622

Dear Mrs. Shepherd:

The trustees of The Steele-Reese Foundation are happy to report that the Foundation will make a grant of \$7,500 to the Floyd County Board of Education. The grant is to pay for a Bookworm vending machine, along with trays for large picture books for the Prestonsburg Elementary School. The foregoing uses of the funds are to be expended as described in your grant proposal to us and as further described in communications between Ms. Rebial Reynolds and me.

Our co-trustee, JPMorgan Chase Bank, will send you a payment for \$7,500 before August 31 of this year if I promptly receive from you a countersigned copy of this letter.

You may use the names of the Foundation and Emmet and Eleanor Reese in any publicity you feel would be appropriate and helpful, but you should strictly avoid using the name of any other individual now or formerly connected with the Foundation.

Please do not include the name of the Foundation in general mailing lists made available to other organizations.

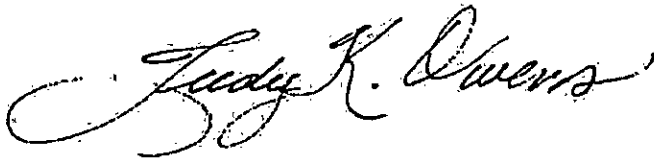
It is critically important for us to maintain reports on the use of grant funds by Steele-Reese Foundation grantees, as our grant making process is informed by the work the grantees accomplish during the years in which they receive funds. Also, our files are subject to audit by the Internal Revenue Service and others. Accordingly, you will be required to submit to us a report by August 1 of the year following the initial payment to you by the Foundation. All reports will be submitted online. Specific directions will be emailed to you in advance of the report deadline. You will be asked to answer a series of questions about how the funds were

spent and the status of the project, and you will have the opportunity to explain any unexpected problems that may have arisen. You will also be asked to describe the programmatic outcomes achieved by the organization during the grant year, with comments on those outcomes relative to expectations at the beginning of the grant year. We also request that you include a description of any significant changes to your staff responsible for the program supported by the grant.

If the terms of this grant meet with your approval, please countersign and return the copy of this letter pursuant to the provisions in the email, along with your banking information for wire transfer of the funds. By countersigning a copy of this letter, you agree to file the explanatory report on the Foundation's grants management system by August 1, 2023 as a condition of receiving this grant.

We wish you every success in your efforts to instill children at Prestonsburg Elementary with a love of books.

Sincerely yours,



Judy K. Owens, Appalachian Director

I agree to the conditions set forth above, including the obligation to file an annual report in 2023 on the use of the grant funds.

Floyd County Board of Education:

By: \_\_\_\_\_ Date \_\_\_\_\_

Cc: Charles U. Buice, William T. Buice, III

Caroline S. Downs

# **The Steele-Reese Foundation**

---

## **Banking Information Form**

**Name of Organization:** \_\_\_\_\_

**Name of Banking Institution:** \_\_\_\_\_

**Bank Routing Number:** \_\_\_\_\_

**Bank Account Number:** \_\_\_\_\_



FLOYD COUNTY BOARD OF EDUCATION  
Anna Whitaker Shepherd, Superintendent  
442 KY RT 550  
Eastern, KY 41622  
Telephone (606) 886-2354 Fax (606) 886-4550  
[www.floyd.kyschools.us](http://www.floyd.kyschools.us)

Linda C. Gearheart, Board Chair - District 1  
William Newsome, Jr., Vice-Chair - District 1  
Dr. Chandra Varin, Member - District 2  
Keith Smallwood, Member - District 4  
Steve Stone, Member - District 5

January 28, 2022

To whom it may concern:

The Floyd County Board of Education is a firm supporter of the Bookworm Vending Machine Grant for Prestonsburg Elementary School (PES). Floyd County Schools has always advocated Positive Behavioral Interventions and Supports (PBIS) and we believe Bookworm Vending Machine will be an excellent way to promote reading and to model PBIS at PES.

According to the 2020 Early Childhood Profile for Floyd County 51.8 % of our students at Prestonsburg Elementary did not meet the requirements for Kindergarten Readiness. The 2022 Public School Review with data from the latest test scores shows Prestonsburg Elementary placing in the bottom 50% of all schools in Kentucky for overall test scores. PES students are below state average in reading/language arts and math. The bookworm vending machine will not only help increase PES Kindergarten Readiness scores but it will also promote developing the habits of working hard, displaying appropriate behavior and maintaining good attendance. We believe these habits will serve PES students throughout their lives in academics and in developing soft skills.

The Bookworm Vending Machine can help modernize the way PES students receive new books and can increase their desire to read during their free time. We want students to see the rewards of their hard work and good behavior in school, and to see that reading is fun as well as a way to grow academically. PES wants to encourage positive behavior and reward students with new, fun and exciting books and they plan to highlight students' positive behavior and use books as rewards. By filling up the vending machine with new books, PES students will have the opportunity to receive books at no cost to families and to increase their love for and their desire to read.

Sincerely,

Anna W. Shepherd, Superintendent  
Floyd County Public Schools



# Prestonsburg Elementary School

140 South Clark Road, Prestonsburg, KY 41653  
Phone (606) 886-3891 / Fax (606)886-9081



**Melissa D. Turner, Principal**  
**Rady Martin, Assistant Principal**  
**Brandon Maynard, Assistant Principal**  
**Charla Hopkins, Counselor**  
**Rebial Reynolds, FRYSC**

To Whom It May Concern,

As a principal of Prestonsburg Elementary, I could not be more excited to endorse our FRYSC coordinator, Rebial Reynolds, in applying for your grant. Our students here would be so excited to have access to the Bookworm Vending Machine.

If you have any questions, please do not hesitate to reach out to me.

With Much Appreciation

A handwritten signature in black ink, appearing to read 'Melissa D. Turner'.

Melissa Turner, Principal



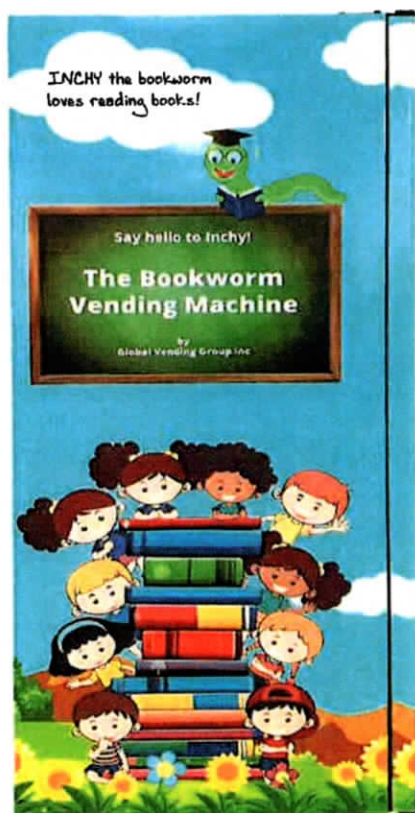


# Bookworm Vending Machine

2021 Model

## What is the Bookworm Vending Machine ?

Inchy's Bookworm is a Book vending machine exclusively provided by Global Vending Group (GVG) that incentivizes students to read in a fun and creative way. The Bookworm is a Positive Behavioral Interventions and Supports (PBIS) program that uses golden Inchy tokens as a reward for positive actions. Inchy tokens can then be inserted into the Bookworm machine granting the student one free book to vend and keep.



Side View Inchy Wrap  
(Standard Wrap)



YOUR  
**LOGO**  
- GOES HERE -



Front View Inchy Wrap  
(Standard Wrap)

## Pricing for Bookworm

Inchy Wrap (standard)...	\$4,395
Custom Wrap.....	\$4,895
Freight.....	\$TBD

## Custom Wrap

Each custom wrap is completely unique to your school. Send us your logos, mascot, design ideas and we will do the rest! Design and installation included.



**GLOBAL VENDING GROUP**  
— vending made easy —

**Global Vending Group Inc.**  
6000 North Bailey Suite #1E  
Amherst, NY 14226 USA

Phone: 800-592-4220  
Fax: 716-674-2825  
Web: [GlobalVendingGroup.com](http://GlobalVendingGroup.com)

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

. 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?

Prestonsburg Elementary School is a state of the art educational facility located within the city limits of Prestonsburg. PES serves approximately 700 students in grades Pre-School through fifth grade. The school is an educational institution with high expectations, quality instruction and a positive school environment where students can achieve their goals. The Family Resource Center initiates programs in which educators and community members work together to make certain all students receive guidance, support and instruction that will allow all students to be college and career ready. The PES Staff consists of approximately 50 Certified Staff Members and 20 Instructional Support Staff. In addition to daily instruction geared towards meeting the standards set forth by the State of Kentucky, PES also provides instruction in the areas of Art, Music, Media, Technology, and Physical Education. Grades K-5 have an enrollment of 663 students with 79% enrolled for free and reduced lunch. The communities served by Prestonsburg Elementary School are facing high unemployment rates as well as several mental health issues and drug dependencies, with many of the school population primary guardian being grandparents. The area is also home to six low-income housing complexes. Our school has become more transient as families are leaving in search of employment while other families are returning home to seek support of their families as they seek gainful employment. PES ensures educational equity across all demographic areas by providing rigorous instruction, reviewing student progress by monitoring data and gearing instruction towards individual areas of attention for remediation and/or enrichment.

. 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.

Prestonsburg Elementary School's purpose is to ensure that all students are adequately prepared with an educational foundation which will lead to becoming college and career ready.

. 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.



All school programs (instructional, co-curricular and extra-curricular) have consistently provided opportunities that allow students to perform tasks in a manner that exhibits excellence. Academic Teams, Arts and Humanities Programs, Community Service and Environmental Programs; are just a few activities that allow students opportunities to work toward their strengths while experimenting in other areas and building upon successes reached through such experiences. Such programs and experiences have been present throughout the course of the preceding three years and will continue in the foreseen future. Further, PES continues to provide a strong intervention program for those students at risk, and have done so for several years. Our faculty and staff continue to implement best practices and seek researched based programs to meet the need of diverse learners. Currently, Prestonsburg Elementary is in the beginning stages of a school wide implemented phonics program. Notable, a gradual decline in students reading on grade level persists among all students, especially those students with identified disabilities and among the economically disadvantaged. To better meet this need, we find that phonics, phonemic awareness, and spelling are among the top areas of concern within our educational reading program. PES believes that a strong research based program will move our students toward reading at the level of proficiency or beyond. Additionally, to meet this need, PES has implemented the use of a computer based learning program; Lexia. Lexia is designed to meet individual student needs and differentiate the learning path for each student. Finally, PES has embarked upon a nontraditional approach to learning through a personalized path. Personalized Learning Paths are based on student interest, need, and ability. In addition, such paths ensure students are exposed to grade level material, meanwhile meeting the needs of each individual student. Through personalized learning, student self monitor his/her progress and accept ownership in their education. When personalized learning paths are present, we believe student success rates will drastically 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.

N/A

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

N/A

## II. Achievement Gap Analysis

A. Describe the school's climate and culture as they relate to its achievement gap population.

To better meet the needs of all students among the identified disability group, Prestonsburg Elementary will utilize its Resource Staff. The Resource Staff as well as additional stakeholders will revisit Individual Education Plans and determine if amendments are needed, meanwhile ensuring each child among the identified gap is indeed in his or her least restrictive environment. The Admission and Release Committee will collaboratively determine if student needs require collaboration, consultation, or pull-out services. Further, said students who are determined to be at risk; and potential candidates for services in additional areas not previously identified, will be placed into the Response to Intervention Program. Students placed in the Response to Intervention program will receive an individualized learning plan, receive various levels of research based interventions, one on one to small group instruction, and are monitored closely. Such students will again be referred for specialized services in the event that targeted proficiency levels are not obtained. Students among the Economically Disadvantaged gap group will also receive an individualized learning plan and be placed within the Response to Intervention Program as needed. All relevant stakeholders will seek to successfully implement; and monitor, student progress as outlined in his or her learning plan and response to intervention tier status. Currently, PES has adapted a school wide phonics program believed to improve student success in the area of reading, spelling, and writing. This program impacts the school wide population including those among the identified gap groups and those that are not. Additionally, PES has implemented Lexia, a web based reading program that provides a differentiated path based on individual student needs. This too targets all groups of students despite an identified gap group. Moving forward, PES plans to shift learning from a traditional approach to a personalized learning program. In a personalized learning program, students have a voice in the activities they complete. Under a personalized learning program, students are engaged in activities of interest, identified need, and ability. The students are required to self-reflect and develop goals, this holds students accountable for their learning and ultimately will increase individual levels of performance.

B. Which achievement gaps has the school successfully **closed**? Use specific data from the previous two academic years when analyzing trends.

N/A

C. Based upon the analysis of the school's achievement gap data, identify the gap groups and content areas where the school has **shown improvement**. Use specific data from the previous two academic years when analyzing trends.

N/A

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has **lacked progression or regressed**. Use specific data from the previous two academic years when analyzing trends.

According to KPREP data analysis 2017-2018, students among the economically disadvantaged gap group scoring at the level of proficiency in the area of reading was 54.4%. In 2018-2019, this number fell to 49% (-5.4%). Among the economically disadvantaged in 2017-2018, students performing at the level of proficiency in the area of mathematics was 44.3%, this number fell to 24% in 2018-2019 (-20.3%). According to KPREP data analysis 2017-2018, students identified as having a disability performing at the level of proficiency in the area of reading was 45.5%. In 2018-2019, this number fell to 23% (-22.5%). In the area of mathematics during 2017-2018, those students having a disability performing at the level of proficiency was 47%, this number fell to 8.2% in 2018-2019 (-38.8%). KPREP data from 2018-2019 reveals an overall decrease in students performing at the level of proficiency in the area of reading from 61.3% to 54.9% (-6.4%). In mathematics, KPREP data 2017-2018; reveals the number of students performing at the level of proficiency to be 51.4%, which declined in 2018-2019 to 32.5% (-18.9%).

E. Describe the processes, practices and/or conditions that have prevented the school from closing existing and persistent achievement gaps.

One factor contributing to the lack of progress among the identified achievement gap is a lack of communication and understanding of individual student needs. In effort to correct this lack of communication, Prestonsburg Elementary School administrative staff and teachers will ensure student accommodation plans are implemented based on individual student needs. Students will be identified through professional learning communities and plans developed based on benchmark assessment data that supports students who are identified as "at risk", economically disadvantaged, as well as those with identified disabilities.

F. Describe the process used to involve teachers, leaders, and other stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. List the names and roles of strategic partners involved.

Prestonsburg Elementary School's processes involves all teachers, administrators, and additional stakeholders in the continuous improvement planning process through various methods. Closing the achievement gap is a continuous topic of discussion during professional learning communities, as well as analyzing student benchmark assessment data. Stakeholders are continually searching for best practices and research based programs to be implemented to address individual student needs. Assessment data is monitored closely to identify students at risk, those students, as well as those students in identified gap groups, receive multiple interventions through a response to intervention program. Additionally, school wide programs are discussed and the implementation process developed in order to meet the needs of all learners. Prestonsburg Elementary has also developed vertical alignment teams. Vertical alignment teams align the standards to grade level expectations to ensure there are no gaps in instruction between grade levels across all content areas. Roles and Strategic Partners include, but not limited to: Melissa D. Turner, Brandon J. Maynard, and Richard B. Hall (Administration). Leslie Pennington, Bobby Hackworth, Robin Nairn, Greta Gilbert, and Whitney Adams (Reading Specialist/Reading Recovery).

G. Describe in detail the school's professional development plan related to its achievement gaps.

*(Note: School-based decision making councils, or principals in schools where no council exists, are required by KRS 158.649(8) to submit revisions to the school improvement plan describing the use of professional development funds to reduce achievement gaps for review and approval by the superintendent. Superintendents shall report, pursuant to KRS 158.649(9), to the local school board and Commissioner of Education schools failing to meet targets to reduce the gap in student achievement for any student group two years in a row, and improvement plans for those schools will be subject to review and approval by KDE.)*

Prestonsburg Elementary School is in the beginning stages of a school wide implemented phonics program. Moving forward, PES continues to seek professional development opportunities to enhance this program while receiving explicit training through IMSE "Orton-Gillingham". In addition, PES continues to work closely with KVEC ACT Initiative. Our school wide problem of practice is centered around personalized learning, and PES is shifting learning to that of a personalized program. PES will seek professional development opportunities as well as continue work with KVEC moving forward with this initiative. PES has also began to implement a web based reading program, Lexia. Lexia is designed to evaluate student need and specifically tailor an individual learning path for each individual student based on his/her need. The faculty of PES have been involved in multiple

Generated on 01/13/2021

Prestonsburg Elementary School

---

professional development sessions offered throughout the course of the Lexia program, and will continue to do so until all users are fluent with the program and its various capabilities.

### III. Planning the Work

. List all measurable goals for each identified gap population and content area for the current school year. This percentage should be based on trend data identified in Section II and based on data such as universal screeners, classroom data, ACT, and Response to Intervention (RTI). Content areas should never be combined into a single goal (i.e., Combined reading and math should always be separated into two goals – one for reading and one for math – in order to explicitly focus on strategies and activities tailored to the goal).

Attached

#### **ATTACHMENTS**

**Attachment Name**

Step 1: Download the [Closing the Achievement Gap Summary](#) spreadsheet.

Step 2: Complete your findings and answers.

Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

Attached

#### **ATTACHMENTS**

**Attachment Name**