



2021-22 Phase Three: Executive Summary for
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2021-22 Phase Three: Executive Summary for Schools

Morningside Elementary School
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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?

Morningside Elementary School is located in Elizabethtown, Kentucky. Elizabethtown is located in Hardin County and is 44 miles south of Louisville with a population of approximately 24,000 people. The community is active and vibrant with a regional hospital and a solid industrial base due to its location to three major roadways; Interstate 65, Western Kentucky Parkway and Bluegrass Parkway. The student body consists of students representing a wide range of cultures, socioeconomic backgrounds and experiences. One challenge the school has faced transiency in our student population. Our current enrollment is 459 students. Our student population, though varied in number over time, maintains fairly steady with approximately 49% of our students receiving free or reduced lunches. Over the past several years our school and most of the district is participating in the Community Eligibility Program providing every student with a breakfast and lunch at no cost to the families. The certified staff consists of: 19 homeroom teachers, 1 MSD teacher, 1 EBD teacher, 2 full and 1/2 special education resource teachers, 1 speech teacher, 1 art teacher, 1 music teacher, 1 physical education teacher, 1 media specialist teacher, 1 Title 1 teacher serving as a math interventionist, 1 reading interventionist, 1 part time reading interventionist, 1 guidance counselor, and 1 principal. Our classified support staff consists of: 1 behavior interventionist, 8 classroom instructional assistants, 4 special education instructional assistants, 1 intervention instructional assistants, 1 library assistant, , 1 registered nurse, 1 attendance specialist and 1 financial secretary. Morningside Elementary School is one of six schools/facilities that make up the Elizabethtown Independent Schools district. The EIS district is a proud community of current and former staff, students and parents. The district's small student population (approximately 2,400 students) and tight geographical lines create a close-knit relationship among and between schools and community members. Students are a part of the "Panther" community from preschool to grade 12. "Panther Pride" is an important and significant component of the school's culture and is a motivating factor that encourages all school members to strive toward academic excellence.

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.

Morningside's mission is: "We exist to help students love learning, develop essential life skills, and become productive members of our community." Our vision is, "All of our students will achieve at least one grade level of growth in reading and math each year." We have developed 5 core value statements: We are positive by looking for the good in every situation through our attitude, words, and actions. We are supportive by building relationships and helping others be successful by being willing to jump in at anytime. We are compassionate by being an inclusive school family that strives to bring out the best in one another by being caring. We are valued because every individual plays a vital role in making others feel important by ensuring all voices are heard and that work is appreciated. We are respectful because our actions show that we value the feelings, ideas, and uniqueness of others. Our staff has spent several sessions developing, editing, and revising our mission, vision, and core values. All staff members had multiple opportunities to provide input on these areas so that everyone would have buy-in. We are working to make these statements become words we live by in our building; all decisions should be measured by their alignment with our mission, vision, and core values. This will allow us to not make decisions that are just easy or trendy, but what we truly believe are important for Morningside students. The school embodies its purpose by focusing on growth in academic areas. In addition to data from the state assessment, Morningside utilizes other assessments such as STAR, Lexia, Reflex, Happy Numbers and teacher-made formative and summative assessments to measure student progress, identify needs and inform instruction. Faculty and staff are engaged in data analysis on multiple levels. At the broadest level, the teachers engage in analysis of the end of year state assessment data in order to gain a big picture perspective of school wide progress and needs. Additionally, Reading and Math interventionists meet bi-weekly to analyze progress monitoring data and/or benchmark assessment results. This group makes decisions regarding identified students and the intervention services they will receive at daily block time. Two 30 minute periods of time are set aside each day for grade level students in the areas of Reading and Math. This time is dedicated solely to intervention and enrichment services. Teachers work collaboratively to address student needs while at the same time refraining from giving any core instruction. This allows students to receive intervention or enrichment services without missing any core instruction. The use of data increases the fluidity of students moving from one level to another and receiving targeted instruction. Finally, grade level PLC teams use data on a regular basis to identify students for enrichment and re-teaching purposes. The school employs many support programs and services for its students and families. For academics, the school has a successful and effective RTI program in place. Board funds, an ESS daywaiver and Title I funds are used to fund supporting intervention personnel. ESS money is also used to fund teachers to work a one week half day

First Grade Camp program for incoming students each summer. For student leadership, we have, Student council, Junior Beta Club, and Student Technology Leadership Program teams. These students have contributed to the culture of our building as well as led efforts to support our community. Counseling and family needs are supported in collaboration with the district Family Resource and Youth Service Center, district Panther Place after school program, and local agencies such as Communicare and Brighter Futures. Parent involvement is strong at Morningside. Numerous volunteers visit the school on a weekly basis and assist teachers and students in a variety of ways. The PTO is also actively involved in the school. Events such as Open House, Scholastic Book Fair, parent teacher conferences, Family Nights, PTO meetings, fundraiser promotions, etc. give parents opportunities for active involvement.

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.

Within the last 3 years, PLCs have been established. PLCs meet regularly to discuss student progress, plan engaging lessons, and look at assessment data. We have also continued to improve our PBIS system within our school. We implement a monthly Reward club for students who consistently meet our guidelines for success. Students are able to choose which club they want to attend each month and these provide motivation for positive behavior choices. We use ClassDojo to have continuous communication with parents. Our instructional assistants have been more intentionally scheduled to provide ongoing support to students in the classroom instead of being used for clerical duties. We have implemented many student recognition programs such as calling student names on Morning Meet for leveling up on our online programs, PAW award winners, Writing Wall of Fame, classroom competitions, etc.

Additional Information

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

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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