

Phase Three: Executive Summary for Schools_12202018_14:11

Phase Three: Executive Summary for Schools

Helmwood Heights Elementary School

Jessica Turner
307 Cardinal Dr
Elizabethtown, Kentucky, 42701
United States of America

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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?

Helmwood Heights is a 1st-5th grade elementary school with a total enrollment of about 400 students with an attendance rate of 96.55%. Our student population is comprised of 65% white, 10.3% African American, 8.3% Hispanic, 3.0% Asian and 12.3% two or more races. We are 50.6% male and 49.4% female with 55.4% of our students qualifying for free/reduced lunch. We are part of an independent school system that is comprised of one high school, one middle school, two elementary schools, one Pre-K center, an alternative/behavioral health school and a residential center for girls. The school system is located inside a larger county school system. The city of Elizabethtown has a population of about 30,000 people with parks, sports facilities, a public library, a regional hospital, numerous restaurants and shopping centers and many small and large businesses. There are roughly 75 industries located in the city which serves as a hub for several major interstates and parkways. The city also has a successful and affordable community and technical college as well as an extended campus for a few other state and private colleges where bachelors and masters degrees are offered. Elizabethtown is within a short distance of the Fort Knox military base, Churchill Downs, Mammoth Cave, Lincoln's Birthplace, and My Old Kentucky Home to name a few. The community is one that is continually growing, expanding, updating and changing to meet the needs of the next generation. It is a very safe and promising community for families to work and raise their families with a competitive job market, outstanding school systems, a strong economic system and safe communities with which to live in and low crime rates. The community, like many others across America has faced some economic hardships and decline showing an ever increasing rate of students/families in our schools at or below the poverty level. The school community is diverse and ever changing with a rise each year in our EL population and in transiency. Each year our students present more needs and challenges than the year before ranging from academic and behavioral needs to economic and social emotional needs. Our staff is continually challenged to grow and learn to find new ways to meet the varying and ever changing needs of our students and families. The experience range of our staff varies from first year teachers to 30 year teachers with some close to or at retirement. In the past five years we have had the opportunity to hire many young individuals new to the profession that bring a new life and energy to our staff and our staff culture. We have also hired several males and one African American male as well as one African American female. This has helped create diversity in our staff that is very positive and unique to many elementary schools. Our school is part of a small school district with a rich tradition of excellence and a strong sense of pride and community.

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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.

The mission of Helmwood Heights is to provide a safe, structured and challenging learning environment for each of our student every day. We believe to do that we must continually grow as

a staff and strive to be aware of the challenges, needs, interests and learning styles of our students. We must be willing to embrace change and struggles, maintain a strong work ethic, stay focused and welcome a sense of community and pride in all. We must also instill a love of learning and a desire to achieve. At Helmwood we take the whole child into account addressing character education, academic achievement, behavior and social growth and success and personal growth and preparedness. We prepare students not only for academic success, but also for success in life so they can be productive members of our greater community. We accomplish this through high expectations, clear goals, hard work, a laser like focus, relationship building and consistency. We meet the needs of our students each and every day through our core academic program and our RtL (Response to Learning Program) each day. These programs provide core instruction in math, reading, writing, science and social studies and an intervention program in math and reading where instructional levels range from those needing intense intervention to those ready for enrichment. Our RtB (Response to Behavior Program) is at the implementation and refinement stage and attempts to assess student behavior, determine student needs, provide intervention and track progress and reward students when meeting behavior expectations. Behavior data is analyzed to assist students with academic behaviors, social behavior and emotional behaviors. Once behaviors are identified, appropriate interventions, resources and use of personnel are utilized in a way that helps students grow and make gains in this area. We also offer students the opportunity to grow in practical living and career studies as well as visual and performing arts through our physical education program, music program, art program, library media program and computer lab. We have a schoolwide Culture of Learning Program that incorporates a Growth Mindset approach and instruction in the 7 Habits. Our Culture of Learning Program promotes student leadership and service and focuses on goal setting. Each student has a Growth and Leadership Binder that is used as a snapshot of student learning and progress and becomes the center of our Student Led Conferences. Our goal is for students to take more responsibility and ownership in their learning and empower them to desire to achieve more and be part of the process in navigating growth academically, behaviorally, socially, emotionally and personally. We are also using technology and social media more to communicate with our stakeholders and tell the story of our school to our stakeholders and community members on a more regular basis and in a more timely manner.

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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.

In the last three years we have implemented a more structured RtL (Response to Learning) program with more focus on student data to drive instruction and decision making. We conduct benchmark assessments using STAR three times per year in math and reading and use the benchmark data to guide the program. Within this program we have math and reading interventionists that provide small group and one-on-one instruction during the intervention block for students who qualify for math and/or reading intervention. Our interventionists also do some team/co-teaching where needed and they oversee our STAR program and Fast Forward program. Classroom teachers provide tiered instruction during the intervention blocks for students who are novice reduction for reading and/or math. Students who do not qualify for intervention or novice reduction services are placed in groups to review and reteach core instruction or enrichment groups to enhance and extend core instruction for those who are ready. Weekly STAR progress monitoring continues to guide instruction and placement decision making. In the next three years we are striving to full implement our Culture of Learning initiative with encompasses Growth

Mindset and 7 Habits instruction, Growth and Leadership Binders, a focus of Student Goal Setting, Leadership and Service, Student Led Conferences and a Retired Teacher Mentor Program. This initiative is to empower our students to have more responsibility and ownership in their own learning. Our goal is that RtB and PBIS programs align and support our Culture of Learning initiative where student behavior is analyzed and supports are in place (small group, one-on-one, CI/CO, mentors, etc.) to support students in personal, academics, behavioral, social and emotional growth. We also strive to continue to make our school a safer place to be by updating our protocols, installing safety devices and equipment and implementing programs to support student safety and well being. In the academic realm our goal is to have streamlines, balanced and consistent instructional action plans in each content area at all grade levels that we feel confident and assured in that support academic success and achievement for our students. We hope to create a professional culture where teachers buy into our instructional plans, implement them with fidelity, use assessment to drive instruction, participate in professional learning communities, focus on building relationships with students and embrace our struggles and challenges as a team. Last but not least we are striving to become more technology driven in our school and can now say we are a 1-1 school. We want to enhance our usage of Google and become more digitally driven and use technology more effectively in our instruction.

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Additional Information

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

In summary our goals and focus for our school is centered around our Culture of Learning initiative, effective PBIS and RtB programs, Instructional Action Plans, an effective RtL program and School Safety with a professional culture that is centered on balance, consistency and teamwork.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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