

## Phase Three: Executive Summary for Schools\_11082018\_09:42

### Phase Three: Executive Summary for Schools

#### **Morningside Elementary School**

Tim Mudd  
313 Morningside Dr  
 Elizabethtown, Kentucky, 42701  
 United States of America

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## Phase Three: Executive Summary for Schools

### 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?

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, socio-economic backgrounds and experiences. One challenge the school has faced in recent years is that of changes in student enrollment. For the 2012-2013 school year, the school saw a decrease in our population from 560 to 430 students due to the opening of a new school that now houses our former kindergarten students. We saw more changes in the 2013-2014 school year as our enrollment increased to 520 students. Our first grade numbers increased to the point that the school hired another first grade teacher for the school year. During the 2014-2015 school year, we added another second grade classroom to help with class sizes. However, at the end of the 2015-2016 school year, enrollment had dropped to around 465 students and a teacher's vacancy was not filled in order to be staffed to match the enrollment. And again, at the end of the 2016-2017 school year, enrollment had dropped again, and a teacher's vacancy was not filled in order to be staffed to match the current enrollment. We have approximately 440 students in grades 1st through 5th grades. Our student population, though varied in number over time, maintains fairly steady with approximately 43% of our students receiving free or reduced lunches. This year 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: 18 homeroom teachers, 1 MSD teacher, 1 EBD teacher, 1 full and 2- 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 part time math interventionist, 1 guidance counselor, and 1 principal. Our classified support staff consists of: 1 behavior interventionist, 7 classroom instructional assistants, 4 special education instructional assistants, 2 intervention instructional assistants, 1 library assistant, 1/2 technology 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.

#### **ATTACHMENTS**

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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 school's mission statement reflects our purpose to address the needs of all of Morningside's diverse learners. Our mission is as follows. "Morningside Elementary School (MES) is a school family dedicated to providing a meaningful, enriching and successful education for all." This mission was collaboratively developed by the faculty around 2005. The philosophy expressed in the mission statement continually guides the stakeholders in procedures, operations and decision making processes. Morningside's vision stresses the collaboration of all stakeholders to ensure the success of each child. The vision statement follows: "To become a successful school community, we have established MES Guidelines for Success; Be responsible, Be respectful, Be cooperative and Be your best, to be followed by all students, staff and administration and encouraged and supported by parents and all school stakeholders. We have established a vision with clear goals. Academics: To maximize student learning using clear, focused content-driven goals. Environment: To create a safe, orderly, positive, and caring environment for all. Leadership: To build and maintain a clear focus with a support system to promote professional and student leadership growth." 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 360, Aimsweb 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 every other week to analyze weekly progress monitoring data and/or benchmark assessment results. Teachers give input on students they are concerned about. 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 with students after school and a one week half day First Grade Camp program for incoming students each summer. For student leadership, we have developed over the last three years, Student Council, Junior Beta Club for the fifth grade, Student Technology Leadership Program teams, as well as fourth grade leadership teams. These students have contributed to the culture of our building as well as led efforts to support our community. To create a safe, orderly, positive and caring environment, we have amped up our committees by including a safety committee and have freed up the Universal Committee from additional tasks to allow them more time to look at our Instructional Discipline procedures. These building-wide expectations have been in place at least 12 years and need a newly energized focus to continue sustained implementation. Counseling and family needs are supported in collaboration with the district Family Resource and Youth Service Center, district Panther Place after school program, MES After School Care 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, Fall Festival, parent teacher conferences, Family Math

and Reading Nights, PTO meetings, fundraiser promotions, etc. give parents opportunities for active involvement.

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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.

Although there have been some changes to the accountability system in the last year, we are still able to monitor some of our progress through the measurement of students scoring proficient/distinguished on assessments. MES students in 3rd, 4th, and 5th grade participate in the KPREP testing. In reading 57.2% scored proficient/distinguished in 2016, 52.1% in 2017, and 60.1% in 2018. In math, 46.7% scored proficient/distinguished, 44.3% in 2017, and 50% in 2018. MES was also above the cutscore on the 17/18 assessment as an overall school in all three areas: Proficiency (74.0), Separate Academic (73.5) and Growth (17.1). However, we considered a TSI school due to our lower performance on the Separate Academic indicator with our African American population. MES (51.7), Cutscore (52.6) Morningside's major challenges have revolved around students and their needs. The school's student population has increased in its diversity. School culture and student achievement were low, in part, because of this changing population and the lack of changes made within the school to adjust. This created a need for the faculty and staff to look at teaching and learning in new ways and implement a variety of changes regarding school systems and programs. To address school culture, faculty and staff implemented professional learning communities in order to develop an environment that supports collaboration and adult learning. Teachers were placed in teams for the purpose of working together to determine curriculum, common assessments, and intervention and enrichment services for students. Over time, weekly PLC meetings held during common planning time has increased the level of collaboration, professional learning and collegiality among teachers. Teachers focused efforts to maintain the school wide Instructional Discipline program. This program provides school wide procedures for all students and teachers in regard to behavior expectations. The premise of the program is to be proactive and positive by actively teaching and re-teaching behavior expectations throughout the day and week as needed. In 2018-2019, we added Panther Reward "Clubs" to our Instructional Discipline program. Students who earn 90% of their panther points are able to choose from various clubs that are hosted by staff members each month. The addition of Panther Reward Clubs have been an added motivation for students to follow our Guidelines for success. Morning meeting, in which all students, faculty and staff attend in the gym, is also held each morning to promote community and recognize positive happenings within the school and district. During the student produced Wake Up Morningside news program, all students have the opportunity to be recognized and celebrate their accomplishments. The program recognizes student birthdays, class activities and general special events held in classrooms. To address low student achievement, the school implemented several new initiatives and programs. The first initiative was to ensure a guaranteed curriculum for students. Teachers did this by working in PLC teams to develop I Can Statements from grade level content documents. Teachers began to use the I Can Statements to collaboratively develop pacing, post I Can Statement on the board for lessons, and communicate goals for learning to students and parents. Developing common assessments and using data from those assessments to analyze and inform instruction soon followed. The development and implementation of a Response to Intervention program was also initiated. A process was instituted to identify the most struggling students in the areas of Reading and Math as well as the most proficient students. Additionally, a block schedule was added within the school day to provide intervention and enrichment time that allowed students to receive this at

a protected time when no core instruction was being taught. Interventionists were assigned to block times within the day to provide services for struggling students. At the same time, classroom teachers worked to implement a Reading enrichment program (SEM-R) for all students not receiving intervention. Two notable areas of achievement are that Morningside was named a Project Lead the Way Launch School based upon our implementation of the program in our classrooms at all grade levels. Also, our art teacher utilizes the Artsonia website to upload photos of student work to be shared on the web. Morningside and the art program have been recognized by Artsonia for their ongoing support of arts education. Although we showed improvement in last years accountability testing, we still have areas that we must focus. One main focus is our gap population. We will be working towards the development of cooperative learning strategies for the classroom, establishing positive relationships, and assurance of equal access

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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.

n/a

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## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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