

2019-20 Executive Summary Jan 1

Phase Three: Executive Summary for Schools

Talton K Stone Middle School
Dawne Swank
323 Morningside 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?

Talton K. Stone Middle School is one of five schools that comprise the Elizabethtown Independent School System. Established over 200 years ago, the school system provides the educational services for those students residing within the city school district. The Elizabethtown community of 24,000 is the county seat of Hardin County. Founded in 1979, Elizabethtown has a rich history which includes a direct link to Abraham Lincoln, the establishment of the Louisville/Nashville Railroad, a Civil War battle in the winter of 1862, a lengthy stay by General George Custer, and brief visits by Jenny Lind and P.T. Barnum. Several companies have established factories that support the economic base of the city. Located close to Fort Knox, the community has been impacted by the ebb and flow of the military service members as the focus and mission of the post has changed over the years. Currently, the number of students with family members associated with the military has increased over the last three years for our school population. With Louisville, KY being a short 45 minute drive away, members of the Elizabethtown community are able to take advantage of the cultural, historic, and job opportunities available in an urban environment, while maintaining a home in a "small town" setting. The local community college and the establishment of a satellite branch of Western KY University has afforded Elizabethtown residents an increase in the availability of post-secondary educational programs. There are approximately 624 students enrolled in grade 6 through 8 at Talton K. Stone Middle School. Students from the two elementary schools, Morningside Elementary and Helmwood Heights Elementary, transition at the 6th grade to the middle school. T.K. Stone staff consists of an administrative team of one principal, an assistant principal, and a guidance counselor; 34 certified staff including five full time special education teachers, one math interventionist, one reading interventionist, a part time band director, a part time choral instructor, an ELL Coordinator, a part time Spanish teacher, and an instructional support staff of 12 full time classified employees. Committed to excellence and providing the best qualified instructional staff, 100% of the certified staff meets the highly qualified criteria established by the Kentucky Department of Education. In addition, 4 teachers have received their National Board Certification. Curriculum opportunities at T.K. Stone include four courses for high school credit. While our population is largely stable the most part, we are faced with an increasing population of students whose families fall below the poverty line. Our free and reduced population has grown to over 53% although this number remains fairly stable from last year. We regularly evaluate the programs and support systems available to students and families to ensure the needs of all students are being met. T.K. Stone strives to provide a safe, caring, nurturing, learning environment that prepares our students for the next level of learning and for lifelong success.

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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.

During the 2015-2016 school year, the T. K. Stone Middle School mission and vision statements were revised and approved by our SBDM. Mission: Moving Every Student Forward, Everyday. Vision: We envision a future at TKS where students, both individually and collectively, show continuous academic growth as measured by a combination of pre and post assessments, as well as formative assessments throughout the year. A school where all students feel secure, supported, accepted, valued, and inspired as evidenced by: decreased discipline, increased attendance, participation in classroom and extracurricular activities, increased participation in reward activities, increased library circulation. In the future, T.K. Stone is a school where parents and community members are enriching the lives of students as evidenced by parental involvement in the classroom and community partnership. With the mission and vision guiding the school improvement plan, the analysis of multiple student data is conducted by the staff to revise the improvement plan to meet the needs of the student. Placement of students in the classes is based upon STAR and other achievement assessment data. Reading - CCR-Reading for students needing Tier II level services and reading strategies for students scoring below 15%, and requiring intensive reading intervention. The curriculum for these courses has been designed to meet the individual learning needs of students enrolled in each course. In order to support the needs of students with severe gaps in math, students achieving in the lowest 15% are placed in Math Strategies class. Those students requiring Tier II level assistance are enrolled in CCR-Math. Administration of the STAR assessment 3 times during the school year allows students the ability to transition between the support classes as needed. Each student is also evaluated upon enrolling at T.K. prior to the development of the student's schedule to insure supports are in place from day one. This information helps pinpoint individual student's strengths as well as necessary areas for growth indicating instructional needs and support. Target classes for students identified as needing gifted services in the areas of English Language Arts, Math, Social Studies and Science are available to provide challenging instruction for those students. Elective classes in Choir, Band, the Arts, Languages, and Project Lead the Way are available to our students, as well as a Project Based Communications, a class which requires students to learn about and use skills from different subjects simultaneously to investigate real-world problems, gather evidence, design, make decisions, support claims, and present solutions using multi-media approaches and varied methods of communication (writing, oral speaking, visual presentations and/or Models, publishing, etc.) In this way, we demonstrate our commitment to creating a nurturing environment for all students.

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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.

The most notable achievements and areas of improvement have come this year in the growth our students have shown, and the steps our staff has taken to address factors which lead to improved learning outcomes for all students. Through our continued development of PLC groups and effective teaching practices, our teachers are learning to refine their instruction to increase student achievement and learning. All of our learning communities continue to focus on the implementation of mastery based learning and assessment as well as the use of data to determine the level of effectiveness of instruction as well as to gauge the need for instructional changes. Teachers reflection lesson structure, strategies and text, making changes and adjustments as a deeper understanding of the intended learning occurs. Recently, the math curriculum was analyzed and changes were made to better support student achievement of the math standards. As a district, we have designed and implemented a successful intervention system for identifying, referring,

assessing, instructing, re-mediating, and helping students in need of services outside of the regular class block, but we've also been able to implement systems to address learning needs within the core classes to ensure every child is progressing and getting the level of support they need. In virtually every area, our most recent KPREP accountability scores reflect our commitment to student learning and high quality instructional practices. Our commitment to the implementation of PBIS and to Health and Wellness continue to grow as well, but the need to monitor and improve these programs to ensure they are effective and supporting our students is fairly immediate. Room for continued growth also remains in the area of GAP closure, in spite of respectable Novice Reduction results this year, because we still have some sub-populations that are not showing the same level of success as other students. Closely related to this area, is the need to support all of our students and develop mentoring or partnership opportunities to be more effective at meeting the basic on going needs of some of our students and families. For example, finding transportation solutions for families with no vehicle in a town with no public transportation system. We continue our study and focus on improving school culture by creating engagement in the classroom, using effective instructional strategies, and participating in school and district professional development on cultural proficiency. We are working to create an overall culture of growth and high expectation. In the next steps for this area, we plan to broaden our engagement in the community and with families by asking our community and our families to become involved in our school and with our students' success.

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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.

NA

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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