

## 2019-20 Phase Three: Executive Summary for Schools\_12202019\_16:40

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### **Helmwood Heights Elementary School**

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## 2019-20 Phase Three: Executive Summary for Schools

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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?

Helmwood Heights is a 1st-5th grade elementary school with a total enrollment of about 350 students with an attendance rate averaging 96%. Our student population is comprised of 62.4% White, 14.5% Two or More Races, 10.1% African American, 8.1% Hispanic or Latino, 3.5% Asian, 0.9% Native Hawaiian or Other Pacific Islander, and 0.6% American Indian or Alaskan Native. We are 52% male and 48% female with 60.4% of our students economically disadvantaged. Five percent of our students receive EL service, 15% are in Talent Pool/Gifted Education and 22% of our student are Students with Disabilities with an IEP. We are part of an independent school system that is comprised of one high school, one middle school, two elementary schools (1st-5th grade), one PreK 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 35,000 people with parks, sports facilities, a public library, a regional hospital, thriving industry and employment opportunities, large and small business, numerous restaurants and shopping centers and some entertainment venues. There are roughly 75 industries located in the city which serves as a hub for several major interstates and parkways. We have a local chamber, city and county government and a new philanthropy center. Downtown is also undergoing a substantial revitalization. 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 degrees are offered and plans are in the works to complete the University Center on campus to extend collaboration with other colleges and opportunities for our citizens to have other degree opportunities and masters program opportunities as well. 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, low crime rates and safe and affordable housing. There is a city police department, county sheriff's department, state police post and drug task force housed and operating in the community. There are also adequate fire and emergency services available and world class trauma and research medical centers 45 minutes to 1 and a half hours north and 1 and a half hours south of Elizabethtown. 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 poverty level. The school community is diverse and ever changing with a rise each year in our EL population and transient or displaced students and families. We are also seeing a rise in behavioral health, social emotional health, mental health and trauma needs in our students and their families. In addition, we are also seeing a rise in the percentage of our students with disabilities and the number of students struggling academically and needing intervention services. Each year the needs and challenges in these areas grow exponentially. 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 their families. The experience range of our staff varies from first year teachers to 20+ years of experience. In the past 5 years we have had the opportunity to hire many young educators new to the profession that has sparked new life and energy in our staff and our staff culture. We have African American staff, males and Hispanic bilingual staff. We have many teachers with master's degrees and 4 nationally board

certified teachers. Our diversity is positive and unique to many schools. Our school is part of a small school district with a rich tradition of excellence and a strong sense of pride and community.

### 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 Elementary School is to provide a safe, structured and challenging learning environment for each student every day. We believe to do this we must continually grow as a staff and strive to be aware of challenges, barriers, needs, interests and learning styles of our students. We must be willing to embrace change and struggles, develop a growth mindset among our staff and our students, maintain a strong work ethic, stay united and focused with strong collective teacher efficacy and foster a sense of community and pride in all we do. We must also develop relationships with our students and instill a love of learning and a desire to achieve and grow. At Helmwood we take the whole child into account addressing their behavior and character education, academic achievement, academic habits and skills, social and emotional growth and personal growth and success. 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 on our vision, relationship building, pushing our potential, balance and consistency. We meet the needs of our students each and every day through our core academic program that is rooted and guided in instructional action plans in each content area with station teaching in math and reading and our RtL (Response to Learning Program) which consists of interventionist, enrichment programs and a blended learning program. We provide core instruction in math, reading, writing, science, and social studies and intervention services in math and reading where instructional levels range from students with disabilities to students needing intense intervention to students above grade level and ready to participate in enrichment opportunities. Our PBIS and RtB (Response to Behavior) Programs assess student behavior, analyze behavior data, determine student need, provide intervention (CICO--check in/check out, small groups, behavior plans, behavior data tracking, etc.), track progress and monitor data and reward students when meeting behavior expectations and guidelines for success. Behavior data is analyzed to assist students with academic behaviors, social behaviors, emotional behaviors, ACES and trauma. Once behaviors are identified and root causes are determined, appropriate interventions, resources and use of personnel are utilized in a way that helps students grow and make gains in these areas. We also offer students the opportunity to grow in practical living and career studies as well as visual and performing arts through our art, music and physical education, library media, STEM lab programs and our computer lab and mobile tech carts. Our music program affords students the opportunity to be involved in musical performances and receive keyboarding enrichment. Our art program allows students to showcase their work on Artsonia and during art showcases and students have the opportunity to be involved in enrichment in graphic design and specific art extensions and techniques. Our physical education program incorporates Minds in Motion and the Crazy Maze for all students and offers leadership enrichment for students. Our STEM lab includes PLTW curriculum, Vex Robotics, a Vex Robotics Team, Foss Kits, 3D printers, coding, Ozobots, SpheroBots and Mystery Science. Our Library Media Specialist collaborates with our teachers to enhance their core instruction, teaches students how to appropriately and acceptably use technology and technology tools, oversees our Kids Read Now summer reading program and provides STLP enrichment for our students who enter STLP competitions each year. We have a school-wide 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, character education, mentorship, progress tracking 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 their Student Led Conference each fall and spring. Our goal is for students to take more responsibility and ownership in their learning and empower them to desire to achieve more and at higher levels and be a part of the process of navigating growth academically, behaviorally, socially, emotionally and personally. We are also using technology and social media more to communicate with and engage our stakeholders and tell the success stories of our school to our stakeholders and community members and create sustainable relationships and partnerships with them.

#### 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 3 years our school has focused on...1) improving student behavior and expectations through our PBIS and RtB programs and systems to create an environment that is more conducive to student learning and achievement while addressing student needs; 2) revamping and restructuring organizational and operational systems through the use of Google calendar, Google team drives and various tools, expectations and communication systems to improve communication, involvement, teamwork, accountability, culture, school safety, building maintenance and cleanliness, parent involvement, effective use of funds, etc.; 3) improving staff culture and teacher collective efficacy by using a growth mindset approach, creating a school/staff identity and brand that identifies what we stand for and believe in and how we work and play each day, developing strong PLCs and reassigning personnel to capitalize on potential and effective team building. These three areas had to be areas of focus that were carefully addressed before instructional focus areas could be effectively attacked. Once these three areas were address and in the maintenance and refinement stages instructional action planning started in science, writing, math and literacy. In addition, our Culture of Learning initiative was launched and is in year three. In the next 3 years our school will focus on....1) maintaining a strong Collective Teacher Efficacy through PLCs, by using Kagan structures and through teacher and leadership development; 2) maintaining and refining and Instructional Action Plans in each content area across all grade levels 1st-5th that addresses standards, instructional practices in specific content areas, team and vertical collaboration, core and supplemental resources, assessment, data and professional development; 3) maintain and refine our Culture of Learning Program to continue to include growth mindset, the 7 Habits, goal setting, progress tracking, academic habits and workforce readiness skills, character education, leadership, service, accomplishments and achievements, mentorship, enrichment and student led conferences; 4) implement, refine and maintain instructional best practices to include station teaching, parallel teaching, blended learning, Marzano's high yield strategies, focus on Hattie's areas with the greatest effect size on student achievement and the use of Kagan structures to increase engagement and cooperative learning.

#### Additional Information

**CSI/TSI Schools 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.

Helmwood Heights was identified as a TSI school after the 17/18 state assessment results were released with our African American students and Students with Disabilities. When the 18/19 state assessment results were released we were not identified as TSI in any area. We have addressed both TSI areas through data analysis, PLC work, instructional action plans (most significantly in our school wide writing plan; math action plan focusing on math fluency and automaticity, spiral review and student ability to reason, make sense of and solve word problems; and the implementation of our STEM lab to support science instruction school wide) our Culture of Learning initiative, mentorship programs, station teaching, and SPED training and support. We plan to train in and

implement Kagan structures going into the 20/21 school year to increase engagement and cooperative learning in each classroom for all students.

#### Additional Information

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

Helmwood Heights has made substantial transformational changes in the past two years to include positive changes in our PBIS and RtB programs, the launch of a Culture of Learning initiative and a complete overhaul of operational and communication systems in the building. These areas were part of the first steps in creating a staff culture that approaches a "it takes a village approach" where "many hands make light work" and people believe "alone we can do so little, together we can do so much". This approach and mindset has developed our staff into a team that believes they are "strong" and Teacher Collective Efficacy that in time will effect student achievement, teacher capacity and effectiveness and leadership potential that will make Helmwood Heights soar where the sky is the limit. Helmwood Heights is at a place where systems are flowing, teamwork is who we are and we can now have a laser focus on instructional action plans and examine student data with precision and intentionality. We have the foundation, the pillars....now we are working on the details and the bells and whistles to lead us to greatness.

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## Attachment Summary

Attachment Name	Description	Associated Item(s)
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