



2020-21 Phase Three: Executive Summary for
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2020-21 Phase Three: Executive Summary for Schools

Centerfield Elementary School
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. 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?

Centerfield Elementary, located in Crestwood, Kentucky is one of nine elementary schools in the Oldham County School District. It is an inviting school, tucked down in a valley surrounded by neighborhoods and subdivisions. The school was built in 1976 and had extensive renovations in 2011. With a maximum capacity of 600, we currently have 523 students enrolled in Kindergarten through Fifth Grade. The student body's diversity makeup is 81% White/Caucasian, 3% Black or African American, 8% Hispanic or Latino, 6.5% Two or More Races, 1% Asian and less than 1% Native Hawaiian, American Indian or Alaskan Native. Our overall enrollment has been consistent over the last three years, but we are slowly growing as a result of a District rebalancing plan that went into effect last year and other new neighborhood developments nearby. Last year, we welcomed the English Learner magnet program to our school, which centralizes support services for students who are learning English as a second language and contributes to our growing enrollment. Enrollment was absolutely impacted this school year by the pandemic. This school year, we had over 100 students choose Virtual Learning Academy in lieu of in-person instruction for the first trimester. In addition, more families made the choice to homeschool their children this year than in other recent years. Just as many families decided to transfer from private schools to Centerfield, too, resulting ultimately in a "net zero" of our student population. Students at Centerfield have the opportunity to grow, learn, and explore with 43 certified staff members. We have welcomed eight new teachers to Centerfield's staff this year, including three that are teaching in the Virtual Learning Academy. We now boast four National Board Certified Teachers. Centerfield hosts two highly structured special classes, one focused on communication and behavior, and the second focused on functional academics, as well as four learning behavior disorder resource classrooms. Along with two speech language pathologists, our LBD teachers provide collaborative and resource services to approximately 90 students (almost 17% of our student population). Centerfield benefits from being a Title I school and about 30% of our students live in poverty.

. 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.

At Centerfield, our vision proclaims that by working collaboratively, we will empower our school community to meet high expectations by ensuring ALL means ALL. In order to meet the expectations of our vision, the staff at Centerfield is committed to improvement in instructional practices and strives to meet the needs of all students. Through Multi-Tiered Systems of Support such as Primary Talent Pool, Gifted and Talented, Response to Intervention, Enrichment, Specially Designed Instruction and Differentiated Core Instruction, we are able to provide rigorous and engaging instruction for all students. Centerfield is proud to be in our fifth year of Leader in Me implementation as we partner with various stakeholders to ensure students are receiving the academic, social, and emotional support necessary to become college and career ready. Students are not only learning about and using the 7 Habits language, but they are also learning how to apply these habits to help them thrive as leaders inside and outside of school. We believe that ALL students can achieve at high levels when they “begin with the end in mind.” Students set both academic and personal goals, which they track and receive feedback on throughout the year. Centerfield consistently honors the importance of Related Arts instruction and therefore employs full time certified art, music, and physical education teachers who facilitate the arts and humanities and practical living curriculum on a daily basis. Our team also consists of four trained Reading Recovery teachers, a Title 1 Intervention teacher, a Library Media Specialist, a Literacy Coach, and a Guidance Counselor. Reading Recovery's role at Centerfield is more than just one-on-one instruction with four students. Our highly trained teachers support and encourage across grade levels to ensure all students are successful in reading and writing across content. The Reading Recovery teachers strive to create specific and individualized lessons that are tailored to meet each students' specific needs. Acceleration is the expectation rather than remediation. Our Title 1 Intervention Teacher works collaboratively with both teachers and students to close achievement gaps and to create an environment where acceleration and independence occur through responsive teaching. This position provides school-wide opportunities to discuss student growth or lack there of academically / behaviorally with all stakeholders that work with the students and keep documented plans and assessments to analyze and discuss concerning next steps. This process provides information that allows teachers to better evaluate student needs and match instruction, resources and interventions appropriately which allows us to increase the number of students meeting grade level benchmarks. Our Library Media Specialist is not confined to the library and serves in various leadership roles within our school for the purpose of ALL means ALL. The librarian has created flexible spaces within the library for collaborative learning and creativity to be unleashed. Physical and digital resource collections are maintained and developed in consultation with staff and students. The library program promotes the culture of literacy in an attempt to build learners for life. In addition, the LMS

provides leadership and expertise in integrating the digital world into the classroom to prepare our students for the 21st century through digital coaching cycles. This continues to prove to be an important role as we navigate both in-person and online learning for elementary students this year. Our Literacy Coach uses both teacher voice and student achievement data to inform the professional development needs of all teachers. The coach facilitates whole group, small group, and one on one professional development. These opportunities keep staff up to date on best instructional practices, help teachers feel knowledgeable and confident in their instructional practices, and are intended to equip them with the tools needed to be responsive in meeting all students' needs. The coach is not only a facilitator of teacher learning, but also collaborates with teachers and grade level PLCs through coaching cycles where an emphasis is put on helping teachers achieve the goals they have for their students. Our full time School Guidance Counselor offers a wide variety of supports for students--monthly classroom guidance lessons, parent training, group counseling services, individual meetings and referrals for students in crisis. The counselor helps students find their voice, both academically and socially. This may include helping students identify strengths and possible career interests, planning for middle school transition, promoting positive social/emotional relationships school-wide, and supporting students in tiered intervention plans where more support may be necessary. This extensive combination of collaborative human resources synergizes to plan and implement professional development for staff that is responsive to student and teacher needs as evidenced through data. At Centerfield Elementary the governing body is the Site-Based Decision Making Council made up of two parents, three teachers and the principal. While staff often have input by way of PLC's, the SBDM council is consulted on all curriculum, instruction, technology and staffing decisions. The Centerfield community is fortunate to have a dedicated PTA that is actively involved in fundraising, support for classroom teachers, community outreach and coordination of a variety of family activities. Several local/community churches also partner with us to assist in meeting the basic needs of our ever growing Title 1 population through Blessings in a Backpack, Angel Tree adoptions, and donations of school supplies and clothing for students in need.

. 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.

Without end of year data from MAP or K-PREP for the 2019-2020 school year, we have been turning to more formative assessment data to gauge achievement and growth across grade levels. Our recent FALL MAP assessment provided us with some data to analyze and reflect upon, too. Like other schools across the nation,

our students have struggled to keep pace towards their projected growth with non-traditional instruction, despite incredible efforts by teachers and families. Our most recent MAP data (Fall 2020) shows that our students have sustained their progress from last year in Reading better than they have in Math. A look at Writing dashboards in each grade level shows that overall achievement in Writing remains lower than Reading, but students are responding positively to instruction and by the end of units are showing marked growth based on standards-based rubrics. All in all, the data reviewed supports continued work in our strategic plans to improve core teaching and learning in Reading, Writing and Math over the next two years. One leverage point for our school regarding continuous improvement is the resounding growth based on KY Impact Survey and continued feedback from District staff and community stakeholders regarding positive climate/culture among staff over the past few years. Our existing leadership team has been together now for a few years and was gaining momentum with staff regarding our initiatives before NTI. We are being careful to keep our “end in mind” as we work through the challenges presented this school year and trying to focus on just the most essential components of our strategic plans as they pertain to teaching and learning. Professional Learning Communities meet regularly to design instruction, analyze learning results and determine next steps for instruction. One strength in PLC design is that the team is able to utilize the expertise and experience of their colleagues in general education, exceptional child services, and literacy/math specialists. PLCs are confident in answering the question, “What do we want students to learn?” as evidenced by unpacking standards and determining essential standards. As a result of last year’s work around common formative assessments, PLCs are growing in confidence when answering the question, “How will we know if they learn it?” Teams are utilizing CFAs and intentional progress monitoring tools along with conferring to know where students stand on the path to mastering standards. Last year, we established data protocols to support teams in answering the questions, “What will we do if they don’t learn it?” and “How can we enrich the learning?” Teams are growing in their data analysis skill set as a result, which translates to better student achievement. This year’s growth plan for PLCs is to formalize the work of assessment and data analysis by tracking and communicating student progress in a standards-based reporting system. Defining our Multi-Tiered System of Supports (MTSS) has helped us to ensure that we can meet the needs of the diverse learners in our school -- those needing intervention and enrichment. The MTSS team has worked to streamline the processes for this year in hopes of serving students in a personalized, impactful way. Interventionists and enrichment cluster teachers work together with homeroom teachers to identify students in need of differentiation, making decisions based on data. Action plans are developed with Title I Interventionist as a way to coordinate efforts to help a child make accelerated growth if demonstrating a need for intervention. Progress is analyzed in

monthly Tier Talks and if a student is not making adequate progress, they are referred to the Tier 3 Team, a problem solving group that includes the classroom teacher, interventionists, school psychologist, exceptional child educators, speech pathologist and administration. In a similar way, Gifted Student Service Plans document the personalization for students in need of persistent enrichment. We are experiencing continued success related to MTSS with the use of intentional scheduling (staggered times for reading groups) which allows us to flood specific grade levels with personnel support for differentiation. Classified staff have been provided additional training to support instruction, especially in Guided Reading. Schedules reflect intentional use of paraprofessionals and other staff (including Leadership Team) to support student growth at every grade level. Centerfield has been a Leader in Me school for the past four years and has come to appreciate the community of empowerment that is a result of teaching and celebrating growth in the 7 habits of highly effective kids. Looking ahead, the school Lighthouse and Leadership Team have set the goal of becoming a Lighthouse School of Distinction within two years, a recognition for high level implementation of Leader in Me. We are confident that our work in striving for this honor will only improve our school culture and impact student achievement positively.

. **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.

NA

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

NA

Attachment Summary

Attachment Name	Description	Associated Item(s)
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