



East Oldham MS 2020-21 Phase Three: Executive Summary for
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2020-21 Phase Three: Executive Summary for Schools

East Oldham Middle 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?

Oldham County, with a population of approximately 66,500, is a bedroom community located twenty minutes outside of Louisville, Kentucky. With a median household income of close to \$92,237 and an 85% home ownership rate, the majority of families might be considered to fall into the middle-class range. However, in Oldham County 5.1% of the population is reported to be below the poverty level. 2017 census data also indicates that approximately 91% of the population is white, 4% is black, and 4% is of Hispanic origin. As the name suggests, East Oldham Middle School is located toward the eastern end of Oldham County, and resides on the same campus with one of its feeder schools, Locust Grove Elementary. Not only the school but also the district as a whole has built a strong reputation within the community, based on factors such as a history of top performance rankings within the state and its large number of highly qualified teachers. East Oldham Middle alone boasts four teachers holding National Board for Professional Teaching Standards certification. East Oldham Middle school is comprised of almost 670 students across grades 6-8 and a faculty/staff consisting of 1 principal and 2 assistant principals; 2 counselors; 1 media/tech specialists; a literacy coach, RTI/GATES Coordinator and coach; 1 speech/language pathologists; 38 teachers; 5 office staff; 3 maintenance staff; and 9 instructional aides. Approximately 15% of the students receive free or reduced lunch. Parental support is very strong at East, as evidenced by the fact that attendance for Back to School Night always falls in the area of 90%. Furthermore, our school report card shows our attendance at 96.7%, which bears testament to the claim that our students enjoy coming to school and that parents support their attendance.

. 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 EOMS mission statement is, " We will foster the creative, independent thinkers and learners." We value a culture that supports all children and their transition through our schools. It is imperative we provide an environment where students are comfortable and are given the opportunity to succeed. At East, community is not just a term to reference where we live; it is a bond we intentionally foster within our classrooms, and the school as a whole. We strive to ensure that EOMS is a place

where students feel safe to take risks, and express their thinking in a place where they are not just told to work together, but are taught how to work together. To achieve this goal we focus on three things: a common mission to foster creative independent thinking and learning in our students, respectful and open communication, and strategic implementation of best practice, with feedback and support from colleagues and staff. East Oldham's mission is to foster creative independent thinkers and learners, as we believe independent thinkers and learners have the tools and skills necessary to be successful in college, career, and any other avenue of life they might pursue. East Oldham has traditionally been a high performing school on all state assessments. By focusing on fostering greater student ownership of, and responsibility for, learning, not only should scores remain high, but the level of transfer and long-term application of understanding to real-life situations should increase. Achievement of this goal should be evident through assessment data, as mentioned above. Independent thinkers/learners should do well on assessments like the KPREP which assesses skill application as well as content knowledge. In the classroom, transfer tasks that ask students to demonstrate understanding of a skill or concept by applying it to a new and novel real-world situation also provide useful data. If the transfer tasks are well-developed and aligned with the goals of the unit, as our Collaborative Teams are trying to ensure, then analysis of student performance on those tasks should provide feedback on progress toward our goal of producing independent thinkers and learners, while also generating implications for next steps. A second piece of East's vision, which is implicit in the mission statement, is that we are responsible for ensuring the learning of ALL students. We work to meet the needs of struggling learners through our REACH program - allowing all students access to Tier 2, and we have a full time interventionist who oversees Tier 3 instruction. Within our school wide Tier 2 system, we identify students in need of consistent supplementary support in math and/or reading. Likewise, our GATES Coordinator works in classrooms and provides resources to help ensure the needs of gifted students are met. We also use CogAT to not only screen for gifted ability identification, but also as an instructional planning tool for all students. By understanding our students' ability profiles, our teachers can use a strength model to modify instructional methods and materials for individual students. Weekly team meetings and an emphasis on use of the workshop approach helps us better meet the needs of EVERY child. RTI data, assessments scores, and analysis of student products are critical tools in monitoring progress toward this goal. One student performance assessment we use is the MAP (Measures of Academic Progress), administered three times a year in the areas of reading, language and math. This assessment is not only used for universal RTI screening and to monitor growth over time, but it also provides diagnostic data teachers can utilize to plan instruction for the whole class, groups, or individuals. Disaggregation of results from KPREP tests allow

teachers to see where gaps exist in students' learning as well. Each year a school wide on-demand writing scrimmage is held at East, and the subsequent analysis, using the state rubric as a guide, by a team of instructors/administrators is instrumental in guiding writing instruction; whereas the DRA2 (Developmental Reading Assessment 2) allows us to locate the independent reading level of our struggling readers and use the data we gather to determine instructional implications. Transfer tasks and projects in the classroom provide other examples of student performance assessments, with subsequent Collaborative Team review to analyze instruction, plan next steps, and in some cases, to revise the task. Finally, in the area of the arts, performance assessments like the KMEA Solo and Ensemble competition, art shows, and adjudicated events offer opportunities for students to be evaluated on their abilities and for teachers to receive specific feedback to drive further instruction. Our staff engages in meaningful analysis of student work through Collaborative Team meetings and the aforementioned activities. Assessment, differentiation and community are threads that run through our Guiding Coalition created Teacher Work Day sessions and faculty meetings. Moreover, analysis of student products and teacher assessments are a regular part of Teacher Work Days. The 2018/19 school year saw the design and implementation of the EOMS House system. Students are assigned to a multi grade level house for their middle school career. Pride assemblies involve character-building activities for all students centered around the theme "Patriot Pride." Students are also invited to join groups targeted to meet the needs of specialized populations, such as those new to the school or dealing with grief. ESS, Math Lab, teachers' "open door" time before/after school, and Friday UpTime offer extra instructional help as needed, and reinforce that "we ensure the learning of every child." Moreover, student support is also available through the GATES/RTI Coordinator, literacy coach, district mental health consultant, school resource officer, guidance counselors and parent volunteers. Believing community and parental involvement to be a key component to student success, we regularly communicate via a weekly parent email, Edmodo, parent conferences, and student-led conferences. Involvement is also fostered through opportunities to chaperone at dances or field trips, to speak or present at such events as Discover E and the Science Fair, and to take an active supervisory or instructional role in events like the car unit. Programs such as the PTO and Operation Parent garner parental involvement as well, while the broader community is brought into the life of our school through service projects such as: Our Veteran's Day Program, the canned food drive for a local food bank, numerous student led collections, publication of student work, and recognition of student achievement in the local paper.

. 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.

Note: The school has operated well during the pandemic. The success in our NTI and Hybrid programs is yet to be measured. Proficiency: Reading has increased from 73.5% P/D to 74.6% P/D in the last 3 years. A high of 78.1 in 2018. Math has steadily increased from 68.5% P/D to 70.8% P/D in the last 5 years. Novice numbers remain very low - approximately 8% in reading and 5% in math. Area to improve: Our ECS population struggles to meet the performance of our non-ECS population. Although, Over the last 3 years, we have seen an increase in the % of P/D in reading (26.2% to 32.5%) and in math (13.1% increased to 22.9%). Our social studies scores took a hit this year, dropping to 73.4 % P/D. Our writing scores dropped this year to 42.6% P/D.

. **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.

N/A

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

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
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