



2020-21 Phase Three: Executive Summary for Crestwood Elementary School

2020-21 Phase Three: Executive Summary for Schools

Crestwood 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?

Crestwood Elementary School is located in southern Oldham County in the heart of Crestwood, Kentucky. The school prides itself on community connections, as it has been a central fixture of the city since 1916. Collaborative partnerships with the South Oldham Rotary Club, the Crestwood Interfaith Council, local businesses, and parents have helped the school to thrive over its storied history. Crestwood has approximately 555 students in grade K-5. The student population includes 81% Caucasian, 9% Hispanic, 6% Two or More Races and 3% other ethnic groups. The school is the English Language Learner cluster school for the South Oldham Campus with 7% of students identified as English Language Learners. Of the 555 students, 32% of the student population qualifies for free and reduced lunch while 17% of the student population qualifies for special education services. Our learning environment provides quality instruction with reading, writing, problem solving and critical thinking incorporated across all content areas. As evidenced by the graduate profile, students grow as learners in each of the 6 areas: critical thinking, collaboration, citizenship, confidence, communication, and innovation. Students participate in art, music, physical education and STEM (Science, Technology, Engineering, Math) on a ten-day rotation. Each class in grades three through five has a class set of Chromebooks at a ratio or 1:1. Second grade has two class sets of Chromebooks at a ratio of 1:2. Kindergarten and first grade each have one class set of 30 iPads. Flexible seating was provided by the PTA, so students can more readily engage in collaborative work and work in different ways throughout the classroom. Three teachers were awarded district Pyramid grants providing the school with technology and literacy resources to facilitate student communication of learning and understanding while being creative thinkers and problem solvers. As of 2017-2018, a STEM lab equipped with 30 Chromebooks was added to the related arts rotation to fully integrate a technology and engineering curriculum within the school day.

. 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 Crestwood Elementary School is to ensure all students become critical, creative thinkers; independent, lifelong learners; and active, responsible,

and productive citizens through a shared commitment of the home, school, and community. It is our vision to ensure the learning of all students through a rigorous learning environment where students are actively engaged and take ownership of their learning. The school has a systematic approach to teaching and uses assessment school-wide to determine the next steps of instruction for students based on their level of mastery of the Kentucky Academic Standards. PLC grade level teams meet weekly to develop common formative assessments, analyze student work, and/or develop instructional strategies for Tier I and Tier II instruction. An Intervention Team composed of the leadership team, teachers, intervention specialists, and the school psychologist meet regularly to review student progress with Tier III interventions. Students are provided two daily 25-minute W.I.N. (What I Need) blocks to work in small groups on skills and concepts not mastered or to extend learning. Students are assigned in cluster groupings as instruction is differentiated to meet their learning goals. A Gifted & Talented and Primary Talent Pool program is provided with pull out and collaborative services. Students have a variety of performance-based learning opportunities to demonstrate their transfer of understanding. Third, fourth, and fifth grade students participate and compete in district robotics, Future City, and Battle of the Books competitions. Extracurricular activities are offered to enhance the academic program. The activities are listed as follows: Chorus, Student Council, STEM Club, Robotics/ Lego League, Student Technology Club, Art Enrichment, Girls on the Run, Fellowship of Christian Athletes, Garden Club, and Future Cities.

. 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.

Crestwood Elementary School is ranked as a high achieving school as evidenced by the 2019 K-PREP state assessment. Many notable achievements contribute to this rating as evidenced by trend data over the past five years. *Third through fifth grade reading novice scores have reduced over time on average by 5% *Third through fifth grade math scores increased proficient/distinguished by about 6%. *Proficiency for students with disabilities has increased significantly in both reading and math. *70% of fifth grade students demonstrated proficiency in writing in 2019. *Crestwood has seven National Board Certified Teachers. *Five teachers are Reading Recovery and CIM trained, supporting both students and teachers in emergent literacy interventions. *Nine teachers are Successful Start trained, supporting both students and teachers in emergent literacy strategies for core instruction. *Crestwood received a four year Math Achievement Fund Grant from KDE beginning in 2017, which has led to intensive math training of 12 classroom teachers and one math interventionist. *The PTA was awarded the 2014-2016

National PTA School of Excellence Award. It was selected as one of 128 schools across the nation and the only school receiving this honor in the state in 2015. Areas for improvement as evidenced by the data, feedback from committees, teachers, staff, students, and parent surveys are: *Increasing growth for all students in all content areas. *Increase proficiency of sub-populations, especially students who qualify for English Language Learners services. *Continuing to decrease novice in reading and math. *Addressing learning loss due to the implementation of remote Non-Traditional Instruction necessitated by the COVID-19 pandemic.

. **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.

The Crestwood leadership team and teachers have participated in the UK Next Generation Leadership Academy which engages leaders at all levels to learn and share innovative models and approaches for creating personalized systems of deeper learning. This professional learning opportunity helps to transform the teaching and learning experience; leverage technology; facilitate strategic planning efforts in system redesign; coach and support change leaders and prepare leaders to achieve equity through systematic change. In 2019-20, teacher leaders began to implement these strategies in their classrooms, and systematic professional development began school-wide. In 2020-21, teachers will continue to broaden their understanding of deeper learning for all students with the introduction of Culturally Responsive teaching methods.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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