



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

**Marnel C. Moorman School**  
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## 2020-21 Phase Three: Executive Summary for Schools

. 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?

The school was named after a notable Shelby Countian. Marnel C. Moorman (1943 - 1994) - First African-American elected president of the Kentucky Education Association; committed to improving Kentucky's public schools. The two-term KEA president was instrumental in helping teachers implement changes mandated by the Kentucky Education Reform Act. He taught science and math in the Shelby County Public Schools for 21 years. Marnel C. Moorman served as president of the Shelby County and Fifth District Education associations, was on the KEA Board of directors for eight years, and served as KEA vice-president. He also served as a delegate to the Representative Assembly of the National Education Association for 21 years, chaired many of KEA's committees, and represented Kentucky's teachers on numerous governmental boards and taskforces. The Marnel C. Moorman Family Life Center of the Clay Street Baptist Church in Shelbyville Kentucky was named in his honor. Mr. Moorman was also named a Great Black Kentuckian by the Kentucky Commission on Human Rights. The community here in Shelbyville, Kentucky really respects and admires this great educator. His wife and three living children are still members of this community. His daughter is a teacher at The Marnel C. Moorman School. While we have been a school entity as of September 3, 2019, we moved under the roof on December 9th, 2019. After only two and 1/2 months together, COVID 19 brought an abrupt end to the progress and momentum that we had begun to see. Currently, we have 712 students who are identified as Kindergarten through 8th grade, (399 middle schoolers, 316 elementary students). 54.9% of the student is male with 45.1% being female. 54.7% of my students are identified as economically disadvantaged. 17% of our students are identified as English Learners. We have a diverse student body as 58.4% are identified as white and 41.6% are non-white. We have 42 certified teachers on staff, 5 members of the administrative team, with 17 classified and support staff members. Our school is unique from those in the district in that we are the only k-8 school. We also have two different start times. Our elementary students have a 7:40 am – 2:25 pm day and our middle school has an 8:35 am – 3:25 pm day. Our essential arts staff service both elementary and middle school students on the same day. We have a uniquely structured school building as it is very well suited for flexible grouping and teaching. We have a very open floor plan the divides the school up into neighborhoods.

. 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 the Marnel C. Moorman School is to promote a student-centered environment that empowers self-reliant learners who have competence and strength of character to thoughtfully contribute to a diverse and changing world. The vision is to Engage - Lead- Serve. The school is set in three distinctive learning communities. A k-5 neighborhood, a 6th-grade neighborhood, and a 7th – 8th-grade neighborhood. The Learning neighborhood Model is based on the premise of shared responsibility and shared accountability for both students and staff. Staff will work together within the learning community to ensure students achieve and provide opportunities for learning at the students', social, emotional, physical, and academic levels. In order to do this, the students will be placed in flexible groups that ebb and flow based on student strengths and needs. Students are supported in being able to transfer their learning and apply it to new problems. Teams of teachers work with students to build strong relationships and provide continuous support. All decisions will be based on four key questions: 1. What should all students know and be able to do? 2. How will we know if they have learned? 3. How will we respond if they have not learned? 4. How will we respond if they already have the knowledge and skills? Problem/project-based learning will be used to determine a student's existing level of understanding. Flexible groups will provide instruction, intervention, or enrichment. Real-world, meaningful projects become an important tool in determining knowledge and skills. Collaboration is the foundation of our work. Teachers, students, and families work together to achieve their collective purpose of learning for all. Collaboration becomes a powerful tool as teachers work together to plan, teach, and monitor student learning. Teachers are engaged in an ongoing cycle of sharing ideas, asking questions, and providing feedback to each other and students. Ongoing and caring relationships are the heart of the learning community. Each student will have a caring advisor for a number of years. All students and teachers in a learning neighborhood will focus on social, emotional, physical, and academic development. Students assume responsibility for much of their learning and behaviors within the school. Teachers facilitate learning, monitor progress, and provide different levels of support as needed. Students have regular conferences to monitor progress with teachers in their learning neighborhood. Parents and students work in partnership with teachers to ensure students are learning at an appropriate rate and that they are engaged in challenging and meaningful learning opportunities.

. 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.

Marnel C. Moorman has officially been a school entity for a year, we have only been in the school building as a combined staff for a total of 4 1/2 months. Still, our school had a robotics team that was ranked 2nd in the state of Kentucky and was invited to participate in the Worlds competition summer of 2020. This competition was canceled due to COVID 19. Our school is also proud of our student who was named the district's spelling bee winner and who would have represented Shelby County Schools had the competition been held. Our school also earned bronze statutes through the PBIS walkthrough.

. **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.

We are a school that is very proud of its student diversity. I believe that it is one of our strengths. We are very proud of the growth that our English Learners made during a very difficult school year when we were housed in five different buildings and was only housed under room 2 1/2 months of the 2019-2020 school year.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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