



KENTUCKY SCHOOLS TO WATCH SCHOOL PROFILE

Mt. Washington Middle School



Designated: 2010, 2014, 2017

Mt. Washington Middle School

- Bullitt County Public Schools, Kentucky
- Principal: Dr. Denise Allen
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Mt. Washington, KY 40047
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School Statistics

Community: Small community south of Louisville

Enrollment: 474

Grade Levels: 6-8

School Schedule: Seven periods

Student Demographics

- 3.2% Latino/Hispanic
- 91.6% White
- 1.7% African American
- 3.5% Other

- 39.0% Free/Reduced Lunch
- 1.1% English Learners

YEAR	OVERALL SCORE	CLASSIFI-CATION	CATEGORY
2015-16	67.8	Proficient/ Progressing	High Progress
2014-15	63.4	Needs Improvement	Focus School
2013-14	66.8	Proficient	

School Characteristics and Replicable Practices

Academic Excellence

- Teachers use a variety of formative assessments to monitor student learning.
- Pre-AP meets needs of gifted and talented students and other students desiring academic advancement as the Pre-AP courses challenge students.
- When asked students were able to articulate what they were learning.

- Six times a year across the school everyone drops everything and writes. Scores are submitted to the principal and analyzed and compared to language arts scores.
- A variety of avenues (e.g., tutoring, ESS before and after school, individual teacher help) are in place for providing academic support to students needing assistance.
- The student work that was posted demonstrated high expectations. The task and the rubric for scoring were usually posted with the student work. The work samples included teacher feedback and gave suggestions for improvement, when applicable.
- Students were interacting with and using content area vocabulary throughout the building.
- Learning targets were posted in all classrooms and most teachers referred to them during instruction.
- Teachers did not just accept answers to questions but asked students why and for explanations.
- As one student said regarding teachers “They help you learn, don’t just sit around, give fun projects.”
- The library is accessible and provides opportunities for extending learning. It featured new books and a chess station.
- A variety of data is used regularly to monitor the academic progress of students and school improvement.

Developmental Responsiveness

- The first Friday of every month students meet with an assigned mentor providing a time for the development of social skills in a structured environment. Mentors often meet or check with individual students more frequently. Groups are limited to 12 students per staff member except the band director has 23 students, but this was by request.
- School-wide celebrations are held 2-3 times a year for the purpose of recognizing students in a variety of areas (e.g., sports, academics, KPREP, MAP, A/B honor roll, perfect attendance).
- Age-appropriate activities (e.g., chess, Beta, academic team, girls group, archery, art club, community activities, basketball, yearbook, speech) are offered during and after school providing students opportunities for developing talents and developing interests.
- The principal’s roundtable, student council, and AP advisory group provide students with opportunities to develop their leadership abilities while also expressing students’ opinions and ideas. Student voice is strong and compelling.
- Students have input on the activities scheduled for Fun Fridays.
- The STEM Program (i.e., sixth grade engineering, seventh grade medical, eighth grade aviation) addresses student interests and is making them aware of more career opportunities. The program engages students in learning.
- The General Stars awards recognize students showing good character. It catches students being good and rewards them.
- The sixth grade academy provides a structured environment to help students with their transition to the middle school.
- With guidance from the counselor, students complete their ILPs and are provided direction about high school, post-secondary, and career opportunities.

Social Equity

- The Youth Service Center plays a critical role in reducing the barriers to learning for students. The coordinator is very involved in the day-to-day workings of the school; has developed strong community connections; and knows the families needing assistance.
- Behavior expectations are ingrained in the students and are high. Students were orderly and respectful in the classrooms and hallways.
- The Christmas program ensured that every student received a gift making the holiday brighter for all and was supported by the community as well as school staff.
- Diversity is being addressed through reading selections, speakers, and field trips. The Hidden Figures field trip was effective in addressing an area of diversity not always considered.
- The dress code is consistently enforced and equalizes the playing field for students.
- Roles, rules and expectations are fairly and judiciously applied. The behavior system is effective.
- The school and community collaborate to better serve the needs of **all** students.
- The front hall is inviting and creates a welcoming atmosphere with the couch and pictures. A positive feeling tone permeates the school.
- Parents and families do not hesitate to contact school leadership or teachers as needed. They are comfortable talking with school staff regarding concerns or problems.
- The Problem Solving Team focuses on providing support for at-risk students in an effort to help them be more successful.
- The Watchdogs and Lovely Ladies provide individual assistance to identified students and are present in the school on Fridays.
- Individualized scheduling is done as needed to meet the needs of individual students.

Organizational Structures and Processes

- Classified staff are an integral part of the school. They are aware of individual student needs and help address these needs. They are concerned about the students and other adults in the building.
- The principal and assistant principal have been at the school for 12 years bringing consistency, stability and continuity to the school.
- A veteran staff has been blended with younger, less-experienced teachers. Limited turn over in the staff and the return of retired teachers as substitutes has helped to maintain the efficiency of the school.
- Even though the building is older, its potential has been maximized due to the efforts of staff. The building is well-maintained and clean.
- The Bring You Own Device policy allows students to have their devices at school as long as they abide by the set guidelines. Teachers often have students use their devices for classroom assignments and/or tasks.
- The school is rooted in a tradition of high expectations and this tradition continues to be honored. This tradition is a huge part of the school and its culture.
- A Project Lead the Way Grant provided funding for implementing a STEM program that is providing students with hands-on experiences in professional fields.

- The school is an integral part of the community and school staff has reached out to the community, as and when needed. There is strong community involvement and support.
- Plaques outside doors name the person in the room, the college they attended, and the degree earned.
- Teacher planning days that are scheduled throughout the year provide time for vertical alignment meetings and involve both the elementary and high schools.
- A unique grading scale has been adopted and implemented after study and research. The scale reduces the hopelessness that students making extremely low grades sometimes experience and gives the students more opportunity to improve their overall grade.
- Sunday night notes from the principal keeps everyone informed providing updates on issues and a calendar of events.