U.S. Department of Education
2010 - Blue Ribbon Schools Program

Type of School: (Check all that apply)   [] Charter [**X**] Title I [] Magnet [] Choice

Name of Principal: Mrs. Anna Carol Rose

Official School Name: Ezel Elementary School

School Mailing Address:
    P.O. Box 9, 31 Walnut Street
    Ezel, KY 41425-0009

County: Morgan   State School Code Number*: 090

Telephone: (606) 725-8202   Fax: (606) 725-8250

Web site/URL: http://www.morgan.k12.ky.us   E-mail: Anna.Rose@morgan.kyschools.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____   Date _____
(Principal's Signature)

Name of Superintendent*: Mrs. Deatrah Barnett

District Name: Morgan County School District   Tel: (606) 743-8002

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____   Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mrs. Patty Hutchinson

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____   Date _____
(School Board President's/Chairperson's Signature)

Private Schools: If the information requested is not applicable, write N/A in the space.
The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1.   The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2.   The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3.   To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4.   If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.

5.   The school has been in existence for five full years, that is, from at least September 2003.

6.   The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.

7.   The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8.   OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

9.   The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

10.   There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)

4	Elementary schools (includes K-8)
1	Middle/Junior high schools
1	High schools
	K-12 schools
6	**TOTAL**

2. District Per Pupil Expenditure: __9639__

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

   [   ] Urban or large central city
   [   ] Suburban school with characteristics typical of an urban area
   [   ] Suburban
   [X] Small city or town in a rural area
   [   ] Rural

4. __9__ Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	**6**			0
K	13	15	28	**7**			0
1	15	16	31	**8**			0
2	24	9	33	**9**			0
3	12	8	20	**10**			0
4	19	14	33	**11**			0
5	15	18	33	**12**			0
		TOTAL STUDENTS IN THE APPLYING SCHOOL					178

6. Racial/ethnic composition of the school:

0	% American Indian or Alaska Native
0	% Asian
0	% Black or African American
0	% Hispanic or Latino
0	% Native Hawaiian or Other Pacific Islander
100	% White
0	% Two or more races
100	**% Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 6 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred *to* the school after October 1 until the end of the year.	6
(2)	Number of students who transferred *from* the school after October 1 until the end of the year.	4
(3)	Total of all transferred students [sum of rows (1) and (2)].	10
(4)	Total number of students in the school as of October 1.	176
(5)	Total transferred students in row (3) divided by total students in row (4).	0.057
(6)	Amount in row (5) multiplied by 100.	5.682

8. Limited English proficient students in the school: 0 %

Total number limited English proficient   0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: __85__%

            Total number students who qualify: __151__

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: __35__%

    Total Number of Students Served: __63__

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

0	Autism	0	Orthopedic Impairment
0	Deafness	0	Other Health Impaired
0	Deaf-Blindness	0	Specific Learning Disability
0	Emotional Disturbance	44	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
11	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities	8	Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	1	0
Classroom teachers	10	0
Special resource teachers/specialists	1	1
Paraprofessionals	3	0
Support staff	11	0
Total number	26	1

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 __15__ :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	94%	94%	96%	96%	95%
Daily teacher attendance	93%	95%	96%	96%	96%
Teacher turnover rate	0%	0%	0%	1%	0%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

Student attendance rates for the years 2008-2009 and 2007-2008 were below 95% due to extended illness of several students.

Teacher attendance rate for 2008-2009. The year indicated above that was below 95% was due to a maternity leave, extended illness of a teacher, and a injury to a teachers child.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total		%

PART III - SUMMARY

Ezel is a farming community located in the rolling hills of Eastern Kentucky. A significant number of our students come from low income families and are living in non-traditional homes. The population consists of eighty five percent of free-reduced lunch. Our school serves approximately one hundred seventy-six students in grades kindergarten through fifth grade. Ezel Elementary is a caring community dedicated to helping students become life long learners. Faculty members are devoted and talented professionals who are committed to continued improvement within our school and community. Ezel students are offered a wide variety of opportunities in a structured learning environment. There is a sense of pride among staff, parents and community members for the school's high academic success and continued belief that our students will be able to overcome adversities and will be given the opportunity to achieve their life goals.

Leadership and staff members have high expectations that are made clear to students, teachers and parents. We believe that our students are capable and able to excel and become successful and productive citizens. Ezel's mission statement is to educate all students academically, socially, emotionally, physically and aesthetically. We believe all students can learn regardless of their previous academic performance, family background, socio-economic history, race, physical condition and gender. We accept responsibility for development and implementing strategies for teaching all students so that they develop skills, attitudes and knowledge which will enable them to become contributing members of society.

Ezel takes pride in its reputation for academic excellence in our district and region. We reached Proficiency by achieving a total Academic Index Score of 101 on the Kentucky's Core Content Test in 2004. We have been a consistently top performing school for several years ahead of the state's goal of reaching proficiency (100) by 2014. In the spring of 2009 our Academic Index was 112. We have been recognized by the Governor of Kentucky for exemplary progress in student achievement, as well as, the Prichard Committee for Academic Excellence for leadership in student learning and achievement. In addition, we've been recognized by the State Department of Education as a "Pacesetter School". There are also many Certificates of Achievement for designation as a "Rewards" school hanging in our lobby. We have been honored to have a Distinguished Great Schools rating nine out of ten, one of the few schools in Kentucky to receive this rating. This was based upon comparison of test results for all schools in Kentucky.

Ezel's staff believes our school's strength comes from building relationships among staff and students with a family like support structure, as well as, a welcoming child friendly environment. We offer an inviting atmosphere that makes the school the heart of the community. It serves as the hub of the community where many activities take place including; 4-H programs, carnivals, sports activities, family reading night, book fairs, and other family oriented school programs. Our culture is warm, supportive and demanding which provides opportunities for students to succeed by promoting and providing a safe and healthy learning environment through a diversified curriculum in a school wide Title I program. All staff members are advocates for all students within the school community. Staff members have a strong work ethic and are committed to making education a personal relevance that's not left at the door of the school in the afternoon. Our objective is to make sure that no child is left behind.

Ezel School is extremely honored to have been recommended for this recognition. We feel our students have tremendous obstacles to overcome. Continuing to see outstanding achievement and success among our students despite these barriers is truly our greatest reward. Having this recognition would be an accomplishment to staff, students and the Ezel Community. We take great pride in our school.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

In 2001, the Kentucky Board of Education adopted a plan based on long-term goals for all schools to reach proficiency by 2014. This testing system, slated to help schools reach this goal, was the Commonwealth Accountability Testing Systems (CATS). This long-term accountability model included a growth chart in which schools have their own baseline and are expected to demonstrate improvement by achieving proficiency (measured as 100 or better on a 140 point scale). This testing system includes the Kentucky Core Content Test (KCCT); on-demand writing prompts, alternate assessments, ACT, Explore and Plan assessments, and non-academic components are also included.

The KCCT is a standardized test given to Kentucky students in the content areas of mathematics, reading, science, social studies, and writing. Until 2008-2009 arts and humanities and vocational studies were also a component of this assessment. The KCCT consist of multiple choice and open response writing questions. There are four performance levels on the KCCT: Distinguished, Proficient, Apprentice (high, medium, low), and Novice (high, medium, low). Students scoring at the Distinguished level demonstrate an in depth knowledge of the content area, proficient students demonstrate a broad level of knowledge, Apprentice students demonstrate a basic knowledge, and Novice students demonstrate a minimal level and sometimes inaccurate knowledge of the Core Content tested.

Ezel Elementary has shown a steady progress over the past five years and exceeds the goal set for Kentucky schools. The overall academic index was 101 in 2004, 111 in 2005, 107 in 2006, 109 in 2007, 110 in 2008, and 112 in 2009. Math also indicates an upward trend with index scores of 104 in 2005, 106 in 2006, 107 in 2007, and 113 in 2008. Reading also indicates an upward trend with an index score of 115 in 2005, 105 in 2006, 110 in 2007, and 117 in 2008. Due to the amendments of the accountability testing system in Kentucky, our school did not receive overall index scores for subject levels in 2009. The novice rate has also continued a steady reduction over the past five years. According to the 2008, Kentucky Performance Report, our Novice rate was 1.39 far below the goal of 11.49 pre-calculated for our school. It is important to note that scores reflected before 2006-2007, did not include the third grade students, only fourth and fifth. Fourth was accountable in the area of reading and fifth in the area of math. As of 2007, third, fourth, and fifth grades are now accountable for reading and math.

We are extremely proud of our results particularly in the areas of our subpopulations including: free-reduced lunch students which scored as well as students not receiving free-reduced lunch.

Kentucky is known to have a rigorous testing system. Students are required to recall information, analyze, and apply knowledge through open responses and multiple choice items. Information regarding the Commonwealth Accountability Testing System and the Kentucky Performance Report can be found at: http://www.education.kentucky.gov/KDE/Administrative+Resources/Testing+and+Reporting+/CATS/Accountability+System

2. **Using Assessment Results:**

Ezel Elementary uses the data through the KCCT to modify classroom instruction, the planning of teacher in-services, training, and to develop our Comprehensive School Improvement Plan (CSIP). We analyze for achievement gaps among the subgroups of free-reduced lunch, gender, gifted/talented, and special needs. Our CSIP is modified annually to address any achievement gaps and build upon our school-wide strengths and eliminate school-wide weaknesses or gaps. New goals and objectives will be incorporated into the CSIP as weaknesses or gaps are identified. Students scoring at a novice/apprentice level are targeted and monitored

using an individual plan for success. Goals and objectives are written for each student which is used to drive instruction and target specific students not performing at a satisfactory level.

Universal screenings and Developmental Reading Assessments are given three times per year to track student progress. Daily formal and informal assessments are used to determine individual student needs and to ensure that midcourse corrections are implemented as needed.

Classroom assessments are rigorous and aligned with the Kentucky Program of Studies and Kentucky Core Content. Students are very familiar with performance level descriptors when teachers score student assignments. Students scoring below proficiency are required to reexamine their work and make corrections as needed, showing ownership of their learning. Data and assessment information is continually analyzed for student achievement which is a strong factor in the success at our school.

3. **Communicating Assessment Results:**

Communicating assessment results to our stakeholders allows the school to validate instructional practices. This also facilitates the development of our School Improvement Plan and permits everyone involved to have a decision in the progress of the school.

At Ezel Elementary, our students are very informed about the importance of state standards.   Doing their best and being responsible for their own learning is a priority. This is a reflection on individual student performance not only on the state assessment, but also on a daily basis.

Ezel utilizes many methods to inform parents, students and community about student achievement. Daily homework folders are used in all grades to promote student organizational skills and the completion of homework assignments. Periodic work sample folders are sent home to inform parents about student achievement or areas of concern. Report cards are sent home each nine weeks. Parents are given the opportunity to attend parent teacher conferences throughout the year. Teachers are accessible to parents to promote communication about student progress. A monthly school newsletter is sent to families including: classroom activities, units of study, upcoming events, and celebrating student accomplishments. Displays of student work in the hallway and classroom showcases student achievement. A monthly list of Super Honor Roll, Honor Roll, STAR Students and Student Authors are displayed in the lobby.

Kentucky Core Content Test scores are shared with stakeholders in the local newspaper and online. Exterior banners and flags allow the entire community to see how well our school has performed. Parents are given the opportunity to discuss results at parent teacher conferences or a copy is sent home. A yearly School Report Card containing assessment results, teacher qualification information, and relevant school information is mailed home to parents updating them about the school's overall success. Student test results are explained and discussed individually with each student and also with their parents during conferences.   At this time, goals are addressed for individual improvement concerning all student assessments.

4. **Sharing Success:**

Ezel Elementary has always been proud of the achievements of the students and the dedication of the staff. We have had many opportunities to share our success with educators in and out of our district. Educators frequently request to visit our school to acquire knowledge about teaching ideas and best practices. We are always open to sharing instructional practices and strategies that lead to student achievement. We have been given the opportunity to visit other schools to share ideas and accomplishments. Ezel has been invited and participated in sharing our successes at the district and state levels.

Our school also has a good working and learning relationship with an area educational institution, Morehead State University. Many undergraduate educators observe and practice teaching methods in our school. Ezel

has assisted in preparing future teachers by participating in the Student Teacher Program. Our school welcomes new and fresh ideas, instructional practices, and methods of teaching.

During walkthroughs by teams of central office administrators and principals, our classrooms are observed to highlight principles of learning within our school. Observed practices are shared and discussed at educators' meetings. The principal meets with the District Leadership Team to discuss improvement for maintaining annual yearly progress.

If awarded the Blue Ribbon status, we will continue to share practices with other educators both on local, state, and national levels. This recognition will be publicized through the media, newspapers, Internet, district meetings, parent newsletters, and a community wide celebration. This status would give more opportunities for sharing and exchanging ideas and successes.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

Ezel Elementary's curriculum is based on the Kentucky Program of Studies and Kentucky's Core Content. Curriculum maps have been developed which are congruent with State Standards. This curriculum was designed both horizontally and vertically to meet student needs across all content areas. Staff members routinely examine and amend our school curriculum as needed to ensure rigorous instruction occurs from kindergarten through fifth grade. The continuous focus on our curriculum is the link to guarantee success for all learners. The key to our strong instructional program is going above and beyond the textbook.

We believe reading is the primary foundation for life long learning that will continue to support all other academic areas. Ezel considers reading the number one focus in our curriculum. Reading is embedded into all content areas throughout the instruction focusing on phonics, phonemic awareness, vocabulary, word recognition, comprehension, and fluency. Instruction is delivered in a variety of engaging activities such as guided and shared instruction, independent reading, choral reading, whole group, small group, peer tutoring, and projects. Differentiated instruction is used in the reading process to ensure all students learn at high levels.

Math instruction at Ezel Elementary School is rigorous from kindergarten through fifth grade. Emphasis is placed on building basic skills/concepts and applying problem-solving strategies to real-world situations. Teachers use various manipulatives, hands on activities, modeling, mnemonics, guided instruction, small group investigations, and computer programs to address each individual learning style.

Social Studies instruction is taught in regards to a historical timeline with an emphasis on school-wide thematic units. Students are exposed to content through a variety of sources including: various texts, primary sources, trade books, technology, guest speakers, and current event issues. Instruction and learning takes place through active participation in hands-on-activities, creative writing assignments, field trips, art and music connections, role playing, and in-class projects. History, Geography, economics, culture/society and government are spiraled and reviewed throughout the content.

Science instruction includes physical, earth, and life sciences. The focus of our science curriculum involves content knowledge, scientific inquiry, hands-on experiences, and real-world applications. Instruction is achieved through scientific tools, models, hands-on experiments, guest speakers, workshops, field trips, projects, videos, and small group investigations.

Technology is incorporated daily in classroom instruction. Interactive SMART boards and document cameras are used to actively engage student involvement. A wide variety of programs and interactive sites are used throughout the content areas to enhance instruction.

Writing instruction is a necessity for effectively communicating thoughts and ideas across the curriculum. At the primary level the focus of our writing program is on acquiring basic writing skills, which are refined as the student progresses. The application of writing skills is applied through the writing process. Embedded within this process are the traits of good writing which include: focus/ideas, organization, voice, effective sentences, effective paragraphs, word choice, development, and conventions.Students are expected to clearly and effectively communicate knowledge through writing open responses. Our goal is to create independent writers who can express themselves through authentic writing experiences, such as on-demand writing.

Our students have received visual and performing arts, humanities, Practical Living and music instruction through itinerant teachers who visit the school 2-3 times per week. Students have been given opportunities to

be involved and participate in performing arts through workshops, plays, art contests, school programs, field trips and student project displays. Students have been exposed to a wide range of musical genre. They have experimented with numerous musical instruments and been given the opportunity to create an instrument of their choice. Recently, due to changes in accountability, state standards, and budgeting, itinerant teachers are no longer available in our district elementary schools. Therefore, we are in the process of developing a district-wide program to continue to incorporate art and humanities, physical education/health, and music into our curriculum.

2a. **(Elementary Schools) Reading**:
(This question is for elementary schools only)

 Creating a community of lifelong learners is our goal at Ezel Elementary School. Literacy is the key to achieving this goal. Our reading curriculum is strongly skills-based and congruent with our state's Core Content Standards and the Kentucky Program of Studies. We have adopted a reading series that provides strong diagnostic materials and Response to Intervention (RTI) modifications to further strengthen student achievement through differentiated instruction. In order to meet all students' academic needs and learning styles, other programs, such as Saxon Phonics, Study Island, Thoughtful Classroom, Discovery Education, and DRA (Developmental Reading Assessment) are incorporated. In addition, activities through the use of technology such as interactive Smart boards and computers are positive ways to engage students in a variety of reading activities and enhance student achievement. These varied approaches, together with the adopted Harcourt series help provide students with instruction in reading comprehension, vocabulary, phonics, fluency, writing, and spelling. The primary grades focus on the acquisition of the various reading sub skills and are monitored frequently to determine progress. The shift of focus of reading instruction moves from skill acquisition to skill application in the intermediate grades. All teachers use modeling, scaffolded instruction, guided practice, and developmentally appropriate reading materials to reach their reading goals. Students are encouraged to read independently through the use of Accelerated Reader, trade books, and classroom libraries to foster a lifelong love of reading. Teachers monitor student progress using universal screening probes, reading-writing connections, daily overt student responses, and formative and summative assessments. Students at all levels are encouraged to improve their cognitive awareness through self-monitoring of reading strategies. Application of classroom reading skills to other content areas and to individual students' live (personal relevance) will result in literacy proficiency for all.

3.   **Additional Curriculum Area:**

Individuals are faced with situations daily requiring them to utilize math skills learned at an early age such as problem-solving and computation. The math curriculum at Ezel Elementary School is very diverse and is designed to prepare students to be successful adults. A variety of teaching strategies ensure all students' academic needs and learning styles are met. Instruction begins by modeling the step-by-step procedures, engaging students in active learning, with the use of manipulative, songs, rhythms and rhymes, and technology. Guided practice and timely feedback are provided to all students. They have ample opportunity to apply skills and concepts through independent practice, small-group, and whole-group learning investigations. Students are frequently required to demonstrate understanding of acquired skills through both oral and written responses. In addition, students are instructed in multiple aspects of problem-solving in real-life situations again using individual, small-group and whole-group settings. Continuous progress is monitored through both formative and summative assessments such as KEY Math, Study Island, Discovery Education, Accelerated Math, and daily analysis of student performance. For students who are not meeting proficiency standards, we implement specific intervention strategies based on an analysis of the individual student needs. Some of these interventions include strategies such as one-on-one instruction and Extended School Services (ESS). Through the use of these strategies and techniques, it is our goal to equip our students with the highest level of mathematical skills necessary to ensure future success.

4. **Instructional Methods:**

Ezel Elementary School sets the highest expectations for ALL students. We provide a rigorous curriculum in order to ensure success for everyone. Teachers rely on their vast talents and expertise to provide appropriate instructional strategies and techniques meeting each student's academic, social, emotional, and psychological needs. Collaboration is essential between teachers to continually evaluate and modify instructional practices in order to provide a high-quality learning environment.

To determine the needs of each child, a battery of evaluations are conducted. These include interest inventories, learning style inventories, psychological evaluations, surveys, pretests, and observations. Based on the results of these and other evaluations, instructional techniques, classroom management programs, and classroom environments are designed to meet all students' needs.

Teachers provide students the opportunity to explore a variety of differentiated instructional methods. Ezel has designed a scaffold curriculum in order to provide support for mastery of concepts. Goals are established for all students both advanced and underachieving. Students performing below the proficiency level according to Kentucky Core Content Test, universal screenings, formative assessments and teacher monitoring are targeted to measure progress through a program of interventions and benchmarks which are designed for each child at risk (Individual Learning Plan).

Our students are responsible for taking ownership in their learning by selecting from a variety of activities accommodating their different learning styles. The following instructional methods are routinely implemented:

·   Thoughtful Classroom activities are incorporated as an alternative to traditional learning methods.

·   Technology is implemented throughout the curriculum to engage all students in active learning regardless of ability level or need.

·   Students are given the opportunity to assume the role of "teacher" and present material to their classmates demonstrating their understanding and experiencing a leadership position.

Our teacher-to-student ratio is 15:1 allowing for close monitoring of student progress. As a result, this provides teachers the opportunity to establish a caring relationship with their students.

5. **Professional Development:**

Professional development at Ezel Elementary is a job embedded process that directly impacts teacher knowledge while improving student achievement. The professional development activities chosen are directly linked to our Comprehensive School Improvement Plan which is research-based and data driven. Our focus is centered on school wide initiatives or towards a specific content area, based on data analysis from student performance.

High quality professional development has been a key component in Ezel's success. The willingness of staff members to implement new and exciting challenges promotes high expectations of themselves and students.

Professional development training sessions over the past few years have focused on initiatives the district has adopted including, but not limited to such as the following:

- "Thoughtful Classroom" by Silver and Strong, is a research based program embedded across all content areas that provides strategies and tools to promote active in-depth learning.

- "Creating the Learning Centered School" developed by Mike Rutherford, is a comprehensive, in-depth examination of the professional knowledge, thought processes, and decision making principles used by the most successful teachers.

- Discovery Education assessment, (formerly Think/Link), is a technology based program used to enhance classroom instruction and monitor student achievement measured by state standards.

- Study Island, a technology based program used for the purpose of enhancing classroom instruction, helps teachers select activities and assignments based on individual student needs.

Our staff has implemented these methods into daily instruction which has enhanced, enlivened and enriched student learning.

Although most of our professional development is directed towards school wide initiatives, teachers are encouraged to attend professional development that will meet their individual needs. Ezel teachers have also attended regional and state conferences such as kindergarten, special education, reading and technology. Other areas of focus include Ruby Payne's "A Framework for Understanding Poverty" and on-demand writing workshops.

6. **School Leadership:**

The leadership structure at Ezel Elementary is comprised of the School-Based Decision Making Council, faculty members and the Principal. The Council meets monthly to create school policies, analyze data information and other forms of assessment to drive decisions about curriculum and instruction, textbook adoption, scheduling, special programming, staffing needs and resource allocations. Ezel's school leadership structure continually addresses the reduction of barriers to student learning and works toward keeping our school on track to proficiency.

The Principal has a strong working relationship with staff and parents. She is highly visible and active in the classrooms everyday, therefore establishing a close connection with all students both on a personal and academic level. Ezel's Principal has created a highly positive school culture in which we strive to instill a desire in all students to be the best they can be regardless of their socioeconomic status. Not only are the students expected to reach their greatest potential, but also all staff members are required to perform at high levels to ensure that students receive a quality education.

At Ezel Elementary our Principal ensures that instruction is delivered in accordance with Kentucky's Core Content and the Kentucky Program of Studies. She purposefully conducts continuous informal observations and provides feedback to teachers on effectiveness of instructional practices. Weekly lesson plans are required and reviewed by the Principal to ensure that learning goals are aligned with state standards. All components including clear learning goals with depth of knowledge levels, learning styles, congruent activities with formative and summative assessments, and modifications are critiqued for effectiveness.

Teachers at Ezel have had the opportunity to take on leadership roles within the school year. Many teachers have been involved in professional development and training opportunities in which they were required to share information obtained to the teaching staff. Ezel teachers were also invited to present reading strategies at the Kentucky School-Based Decision Making Council Conference in Louisville.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 3   Test: Kentucky Core Content Test

Edition/Publication Year: 2006-2009   Publisher: Measured Progress

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	Apr	Apr		
SCHOOL SCORES					
Distinguished/Proficient	100	100	80		
Distinguished	60	50	40		
Number of students tested	20	32	35		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Distinguished/Proficient	100	100	76		
Distinguished	58	42	38		
Number of students tested	20	32	35		
2. African American Students					
Distinguished/Proficient					
Distinguished					
Number of students tested					
3. Hispanic or Latino Students					
Distinguished/Proficient					
Distinguished					
Number of students tested					
4. Special Education Students					
Distinguished/Proficient					
Distinguished					
Number of students tested					
5. Limited English Proficient Students					
Distinguished/Proficient					
Distinguished					
Number of students tested					
6. Largest Other Subgroup					
Distinguished/Proficient					
Distinguished					
Number of students tested					

Notes:
Prior to 2006-2007, 3rd grade students did not participate in the mathematics portion of the KCCT.

Subject: Reading   Grade: 3   Test: Kentucky Core Content Test

Edition/Publication Year: 2006-2009   Publisher: Measured Progress

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	Apr	Apr		
SCHOOL SCORES					
Distinguished/Proficient	95	91	80		
Distinguished	40	47	31		
Number of students tested	20	32	35		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Distinguished/Proficient	95	88	77		
Distinguished	37	38	40		
Number of students tested	20	32	35		
2. African American Students					
Distinguished/Proficient					
Distinguished					
Number of students tested					
3. Hispanic or Latino Students					
Distinguished/Proficient					
Distinguished					
Number of students tested					
4. Special Education Students					
Distinguished/Proficient					
Distinguished					
Number of students tested					
5. Limited English Proficient Students					
Distinguished/Proficient					
Distinguished					
Number of students tested					
6. Largest Other Subgroup					
Distinguished/Proficient					
Distinguished					
Number of students tested					

Notes:
Prior to 2007, 3rd grade students did not participate in the reading portion of the KCCT.

Subject: Mathematics Grade: 4 Test: Kentucky Core Content Test

Edition/Publication Year: 2004-2009 Publisher: Measured Progress

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	Apr	Apr		
SCHOOL SCORES					
Distinguished/Proficient	91	75	75		
Distinguished	47	31	33		
Number of students tested	32	32	24		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Distinguished/Proficient	88	76	74		
Distinguished	32	32	32		
Number of students tested	24	25	19		
2. African American Students					
Distinguished/Proficient					
Distinguished					
Number of students tested					
3. Hispanic or Latino Students					
Distinguished/Proficient					
Distinguished					
Number of students tested					
4. Special Education Students					
Distinguished/Proficient					
Distinguished					
Number of students tested					
5. Limited English Proficient Students					
Distinguished/Proficient					
Distinguished					
Number of students tested					
6. Largest Other Subgroup					
Distinguished/Proficient					
Distinguished					
Number of students tested					

Notes:

Prior to 2006-2007, 4th grade students did not participate in the mathematics portion of the KCCT.

Subject: Reading   Grade: 4   Test: Kentucky Core Content Test

Edition/Publication Year: 2004-2009   Publisher: Measured Progress

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Distinguished/Proficient	88	81	75	91	93
Distinguished	25	47	29	18	45
Number of students tested	32	32	24	22	29
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Distinguished/Proficient	84	84	69	89	88
Distinguished	16	48	32	18	29
Number of students tested	24	25	19	17	17
2. African American Students					
Distinguished/Proficient					
Distinguished					
Number of students tested					
3. Hispanic or Latino Students					
Distinguished/Proficient					
Distinguished					
Number of students tested					
4. Special Education Students					
Distinguished/Proficient					
Distinguished					
Number of students tested					
5. Limited English Proficient Students					
Distinguished/Proficient					
Distinguished					
Number of students tested					
6. Largest Other Subgroup					
Distinguished/Proficient					
Distinguished					
Number of students tested					

Notes:

Subject: Mathematics   Grade: 5   Test: Kentucky Core Content Test

Edition/Publication Year: 2006-2009   Publisher: Measured Progress

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Distinguished/Proficient	83	84	92	67	70
Distinguished	23	58	46	12	35
Number of students tested	35	19	24	31	17
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Distinguished/Proficient	89	100	90	80	69
Distinguished	27	62	32	30	23
Number of students tested	27	13	19	20	13
2. African American Students					
Distinguished/Proficient					
Distinguished					
Number of students tested					
3. Hispanic or Latino Students					
Distinguished/Proficient					
Distinguished					
Number of students tested					
4. Special Education Students					
Distinguished/Proficient					
Distinguished					
Number of students tested					
5. Limited English Proficient Students					
Distinguished/Proficient					
Distinguished					
Number of students tested					
6. Largest Other Subgroup					
Distinguished/Proficient					
Distinguished					
Number of students tested					

Notes:

Subject: Reading   Grade: 5   Test: Kentucky Core Content Test

Edition/Publication Year: 2006-2009   Publisher: Measured Progress

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	Apr	Apr		
SCHOOL SCORES					
Distinguished/Proficient	94	100	92		
Distinguished	40	47	67		
Number of students tested	35	19	24		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Distinguished/Proficient	100	100	90		
Distinguished	42	46	32		
Number of students tested	29	13	19		
2. African American Students					
Distinguished/Proficient					
Distinguished					
Number of students tested					
3. Hispanic or Latino Students					
Distinguished/Proficient					
Distinguished					
Number of students tested					
4. Special Education Students					
Distinguished/Proficient					
Distinguished					
Number of students tested					
5. Limited English Proficient Students					
Distinguished/Proficient					
Distinguished					
Number of students tested					
6. Largest Other Subgroup					
Distinguished/Proficient					
Distinguished					
Number of students tested					

Notes:

Prior to 2006-2007, 5th grade students did not participate in the reading portion of the KCCT.