

2006-2007 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) Elementary Middle High K-12 Charter

Name of Principal Mrs. Cindy Appleby
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Whitesville Elementary
(As it should appear in the official records)

School Mailing Address: 9656 Kentucky Hwy 54

Whitesville KY 42378-9502
City State Zip Code+4 (9 digits total)

County Daviess County State School Code Number 140

Telephone (270) 852-7670 Fax (270) 852-7680

Web site/URL www.daviess.k12.ky.us/wes E-mail cappleby@dcps.org

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

(Principal's Signature) Date _____

Name of Superintendent: Mr. Tom Shelton
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Daviess County Tel. (270) 852-7000

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

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson: Mrs. Mary Tim Griffin
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

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 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. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. 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.
6. 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.
7. 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.
8. 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: 12 Elementary schools
 3 Middle schools
 2 High schools
 1 Other
- 18 TOTAL
2. District Per Pupil Expenditure: \$8,860.00
- Average State Per Pupil Expenditure: \$9,252.00

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
 Small city or town in a rural area
 Rural
4. 4 Number of years the principal has been in her/his position at this school.
- N/A If fewer than three years, how long was the previous principal 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	20	19	39	7			
K	28	28	56	8			
1	49	24	73	9			
2	40	26	66	10			
3	26	42	68	11			
4	19	28	47	12			
5	25	30	55	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							404

6. Racial/ethnic composition of the school: 99% White
 1% Black or African American
 _____ Hispanic or Latino
 _____ Asian/Pacific Islander
 _____ % American Indian/Alaskan Native
 100% Total

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 8 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	12
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	17
(3)	Total of all transferred students [sum of rows (1) and (2)]	29
(4)	Total number of students in the school as of October 1	410
(5)	Total transferred students in row (3) divided by total students in row (4)	.071
(6)	Amount in row (5) multiplied by 100	7.07

8. Limited English Proficient students in the school: 0%
 _____ Total Number Limited English Proficient

Number of languages represented: 0
 Specify languages:

9. Students eligible for free/reduced-priced meals: 43 %
 Total number students who qualify: 176

10. Students receiving special education services: 21 %
84 Total Number of Students Served

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

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>8</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>26</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>26</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>22</u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u> </u>
Classroom teachers	<u>18</u>	<u> </u>
Special resource teachers/specialists	<u>7</u>	<u>1</u>
Paraprofessionals	<u>9</u>	<u>2</u>
Support staff	<u>7</u>	<u>10</u>
Total number	<u>42</u>	<u>13</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 23:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	96%	96%	96%	96%	96%
Daily teacher attendance	94%	95%	96%	95%	94%
Teacher turnover rate **	22%	1%	1%	1%	14%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

**The high teacher turnover rate in 05/06 was a result of two teachers relocating out of state with their spouses, a preschool teacher choosing to move to a handicapped unit at Meadowlands Elementary, and one new teacher deciding to be a stay-at-home mom with her new baby.

PART III - SUMMARY

At Whitesville Elementary the students are “*Glowing with knowledge.*” It is our mission to ensure every student has the *freedom to grow, learn, observe, and wonder.* Whitesville students are *growing* in a safe and nurturing environment, despite the fact that 43% of our 410 students are from low-income families. *Learning* permeates our classrooms and hallways with student work proudly displayed. Not only do students *observe* meaningful and engaging instructional activities daily, but also our staff strives to meet the emotional, physical, and academic needs of each of our students. We build a culture where students are free to dream and *wonder* about the world around them.

Whitesville Elementary supports the mission of our district to assure that every decision made is based on what is best for *all* students regardless of race, creed, gender, ethnicity or disability. Whitesville became a Pacesetter School in 2004, after we reached an academic index of 97.7, within 2.3 points of the proficiency level of 100, the goal of 2014. The key to our success can be attributed to the high expectations we hold for all of our students.

Whitesville has 410 students, preschool through 5th grade. In 1993, Daviess County Public Schools dedicated a new elementary school for the Whitesville community to replace the 84-year old structure. This new facility instilled a sense of pride for community members, students, parents, and staff. In 2005, Whitesville built an additional six classrooms due to increased enrollment. Children have access to 2 full computer labs, 3 mini-computer labs used for intensive intervention groups, Active Boards, and access to the World Wide Web.

Our faculty and staff strive to develop well-rounded individuals with character as well as teach the basic skills necessary to promote life-long learning, achieve emotional well being, and establish levels of physical fitness through our wellness plan. We realize that individual differences may necessitate alternate methods and levels of attainment; therefore our staff developer and principal work together with the classroom teachers to analyze various forms of assessments to differentiate instruction for each student. Special services teachers develop individual education plans for students with learning disabilities offering accommodations in the least restrictive environment. The Gifted and Talented students are provided enrichment activities in areas of academics and leadership. The classroom teacher writes a gifted service plan to meet the needs of the gifted child on a daily basis. Tutorial services are offered before, during, and after school for students at risk in literacy and math. Remediation takes place through one on one teaching, computer based tutorial programs, and peer teaching.

Many of the needs of the Whitesville students are met through our School-wide Title I Program. The Title I funds help to reduce class size, provide paraprofessionals to assist in literacy blocks, purchase reading materials and software, and encourage parent involvement activities. Each parent signs a learning compact yearly indicating his or her support. The compact serves as a commitment to sharing responsibility for student learning and as an action plan for family-school-community partnerships to insure students receive a high quality education.

Whitesville offers an environment that supports all domains of human needs and development while facilitating effective instruction. An on-site Family Resource Center helps our families meet basic needs by providing direct services, information, and referrals to community agencies. Whitesville houses a licensed childcare facility providing an after-school program to 60-70 students per day assisting with homework and offering physical activity by caring individuals in a safe, secure environment. The students at Whitesville Elementary receive services from a school nurse, med-tech, and school psychologist as needed. All of the above help the students at Whitesville Elementary to “Glow with knowledge.”

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Each year Kentucky requires students to participate in The Commonwealth Accountability Testing System (CATS), a comprehensive assessment that is used to assess students in Kentucky's public schools. In 2006, the CATS was comprised of three components: Kentucky Core Content Test (KCCT), the CTBS Augmented Test for third, fourth, and fifth graders, and several non-academic indicators. The KCCT measures the mastery of Kentucky Core Content curriculum and is administered in the form of multiple choice, on demand writing, writing portfolios, and open response questions. Students in grades four and five partake in the KCCT portion of the test while students in grades three, four, and five are assessed with CTBS Augmented Test, which is, comprised of both multiple choice and open response questions. Students in 3rd grade were assessed in reading, language, and math on the CTBS Augmented Test. Fourth graders were assessed only in math on the CTBS Augmented Test and 5th graders were assessed only in reading. Also, students in the fourth grade are tested in the areas of reading, writing, and science on the KCCT. The reading section of the KCCT includes both multiple choice and open response questions. Each fourth grade student creates a writing portfolio throughout the school year that consists of four pieces: a reflective, a personal, a transactive, and a literary piece. During the testing window fourth grade students demonstrate their learning of writing skills learned through portfolios in an assessment independent of teacher support called an on demand. Students are expected to choose between two prompts, brainstorm, write a rough draft, edit, revise, and publish the essay in one setting. The portfolio carries a weight of 11% of the total writing score and the on demand is valued at 3%. Fifth grade students are assessed in social studies, math, practical living, and arts and humanities on the KCCT. Due to legislative mandates, all Kentucky schools are to reach proficiency, an accountability index of 100 on a 140-point scale, by the year 2014. Students are assessed during a two-week window each spring with test results available in September. Students' academic results are calculated along with non-academic components such as: attendance, dropouts and retentions. Student tests are scored as either novice, apprentice, proficient or distinguished on individual student reports. The school receives an academic index score as well as an accountability index. Scores are combined on a biennium table and goals are set by the state each year to meet the goal. If schools meet the goal set by the state by the end of the biennium, the school is considered to be progressing toward the goal of 100 by the year 2014.

Whitesville's total Academic Index for 2006 was 98.6 an increase of 12.2 points since 2001-2002, a score of 86.4. In reading on the 2006 KCCT, Whitesville has a current score of 101.98 with 92% of our students scoring at the proficient and distinguished level. In math, the current score is 99.33 with 81% of our students scoring at the proficient and distinguished level. On the 2006 CTBS, in reading, 3rd grade students scored at the 69.3 percentile and 74.0 percent in math. Whitesville's National Norm Referenced Test Total Index was 105.31(on the Kentucky scale) for 2006. All scores are well above the national norm and meet Adequate Yearly Progress for No Child Left Behind.

Test results for Whitesville Elementary can be accessed at www.daviess.kyschools.us or at <http://www.kde.state.ky.us>

2. Using Assessment Results:

Once the assessment is completed in the spring, the testing materials are sent off and the wait begins. The results arrive in September and on the arrival date every teacher in the building is given a copy of the scores at a special called faculty meeting. Each teacher analyzes the scores regardless of grade level. The following day, all assessment grade teachers 3-5th (including PE, music, and drama) are given sub-release time to analyze scores in depth. On analysis day, teams divide up the scores to analyze specific core content areas, looking for strengths and weaknesses. As a group, teachers create an analysis presentation to share the results at the next faculty meeting. Then we begin to explore ways to re-align content, and ask

what modifications need to be made to the school's Comprehensive School Improvement Plan (CSIP), which drives all planning and instruction at Whitesville Elementary.

After the formal analysis, Whitesville staff holds horizontal and vertical alignment meetings throughout the year. Teachers discuss new teaching strategies that will improve instruction and plan follow up meetings to monitor progress. The Whitesville's staff takes data analysis seriously and are committed to continuous improvement. The principal and staff developer monitor the Measures of Academic Performance (MAP) results (3 times per year), and Success Maker scores (weekly) to watch for student growth or lack of growth. In our bi-monthly planning sessions, the staff discusses new results, forming student intervention groups that are monitored every nine weeks to **assure that failure is not an option.**

3. **Communicating Assessment Results:**

Communication is vital in the assessment process and also provides a chance to share results. Each year, we begin the school year with a Back to School Picnic where students, parents and community members are given an information booklet that contains assessment information. The second week of school, teachers hold parent orientation meetings at the PTO Open House for all grade levels to establish communication with parents and to discuss how Whitesville will prepare students for the state assessment.

At the orientation meeting, teachers introduce the CATS and CTBS assessment information, developing a common language between school and home. When scores are officially released, all assessment information is published in the local newspaper for each school in our district. The principal's weekly Monday Message for parents includes assessment data information with a written explanation of the results. Once the individual student scores are released, teachers conference with each child individually. Parents are given scores at the October parent/teacher conference and at this time the teacher reviews the child's results in detail on an individual basis. If students are not showing progress in certain areas, teachers recommend students attend the Extended School Services for remediation.

In late October, the Title I program supports a Parent Assessment Information Night. Throughout the evening parents rotate sessions learning about on-demand writing, portfolios, core content open response questions, and multiple choice questions based on Depth of Knowledge indicators. Parents visit the computer lab and sign on the Kentucky Department of Education (KDE) website during the evening and take a practice CATS test which is very informative. We have found that the time dedicated to informing our parents is essential in producing successful students.

The community also receives additional information by viewing Channel 54, our local public access channel, which broadcasts information concerning DCPS schools. Whitesville's Student Technology Leadership Program (STLP) films a newscast sharing assessment results. Assessment results can also be found on the Daviess County Website, www.dcps.org or the Kentucky Department of Education site <http://www.kde.state.ky.us>.

4. **Sharing Success:**

Schools in our district are always sharing within, either through share fairs, workshops, or grade level meetings. Whitesville Elementary is a member of the Kentucky High Performing Schools. Last year, Whitesville had the opportunity to visit three schools in Eastern Kentucky to gain insight on what they were doing and to also share our district's strategies. Other school districts visit Whitesville to learn our strategies for success. During the visits, we provide guided tours and allow the classroom teachers time to meet with the visitors to answer questions.

Throughout the year, Kentucky holds a variety of conferences where schools can network and share. Teachers at Whitesville attend conferences and are encouraged to present their best practices. They participate in round table discussions to share success stories and to also learn new things.

The Whitesville principal belongs to many list serves so that she may join in discussions through the state web. Building a network outside of our own district is vital to sharing and growing. The principal recently completed the Kentucky Leadership Academy, where she had the opportunity to network with

many districts on a routine basis to discuss and share ideas. Teachers serve on various committees outside of the school and several serve as trainers for various programs, which allows him/her to share outside of the district. Teachers currently serve on committees such as: state writing cluster leaders, district safety committee, special services team leader, technology coordinators, and etc.

Whitesville staff takes advantage of the local newspaper to share good things happening at Whitesville. The staff developed an information packet to give to each visitor explaining what we do at Whitesville, how we do it, and the results. Our local cable television company has a public access channel dedicated to the Daviess County Public Schools and WES submits a weekly video about the school. Each spring Whitesville holds a parent award ceremony to recognize those students who scored proficient and distinguished with medals. This provides the opportunity for Whitesville to share successes and allows Whitesville students to “*Glow*” in front of family members and peers.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Whitesville's curriculum is developed using the National Standards, Kentucky Program of Studies, and the Kentucky Core Content for Assessment. The Whitesville Comprehensive School Improvement Plan drives curriculum based on the needs assessment and is revised quarterly. Whitesville dedicates professional development for curriculum alignment, both vertically and horizontally each year. Teachers compile a yearlong curriculum map, which drives their instruction. The staff holds vertical and horizontal alignment meetings throughout the year as a follow up to discuss barriers. During the curriculum mapping stage, teachers develop summative assessments to assure they keep their instruction on target with their core content. Teachers create curriculum notebooks for each content area including teaching tools, strategies, and assessments used in their classrooms. The Whitesville curriculum is as follows:

Reading: All primary students receive 120 minutes of literacy instruction per day. Intermediate students dedicate 90 minutes per day for literacy instruction, but reading is also taught across the curriculum. Every grade level focuses on the core teaching of reading: phonemic awareness (early primary and intervention groups), phonics, spelling, vocabulary, fluency, and comprehension.

Writing: All students receive 60 minutes of writing instruction on a daily basis. Teachers follow the Kentucky Program of Studies in teaching the four genres of writing; literary, personal, transactive, and reflective writing. Students, K-5th, write answers to open response questions and on-demand prompts weekly to develop higher level thinking skills by organizing their thoughts. Samples of student writings are brought to faculty meetings on a regular basis to be analyzed by the staff.

Math: All students receive a minimum of 60 minutes per day of math instruction. Whitesville uses *Everyday Math* as the core math program but we also supplement with other materials. Teachers offer hands on activities addressing real world applications. *Everyday Math* is a spiraling program allowing students to regularly revisit skills with problem solving as a key component. Students visit the computer lab daily for 15 minutes of *Success Maker* tutorial math program that targets individual skills.

Science: Every grade level teaches science based on the core content components: physical science, earth, space, and plant and animal science. The scientific method is taught and reviewed each year to guide our students in hands on experiments using age appropriate scientific inquiry.

Social Studies: All grade levels teach social studies covering the core curriculum of American history, political science, cultural diversity, community, social issues, geography, and economical concepts. Teachers use a variety of teaching materials, including units, field trips, guest speakers, time lines, and *History Alive*.

Art: Whitesville students are exposed to all strands of the arts through the Graduation 2010 Program, including visual arts, dance, drama, foreign language, and music. Weekly, an art-team teaches the visual art components. Students visit the local art museum, attend plays at the River Park Center, take dance lessons, learn to play the keyboard in music, take part in *Strings Attached Program*, and attend other arts programs throughout the year.

Foreign Language: Teachers dedicate 15 minutes per day to Spanish instruction with age appropriate lessons for students, K-5th. Our computer lab offers the *Rosetta Stone* computer based program to follow up classroom instruction.

Physical Education: Whitesville offers physical activity to students on a daily basis. Three days a week students receive 30 minutes of instruction and on the other two days the classroom teacher dedicates 20 minutes of physical activity. Students are taught movement concepts, lifetime activities, teamwork, cup stacking, exercise for physical well being, and dance. The *President's Fitness Test* is administered each year to assess progress in physical activity. Health concepts such as body systems, nutrition, fitness, and safety are also a part of our physical education program. *The Focused Fitness Fit for Life Curriculum* provides a guide for instruction.

2. Reading:

Literacy is the number one focus for Whitesville Elementary. Teachers assess each student at the beginning of the school year and establish reading groups according to need. A district generated kindergarten assessment is administered before school begins. P1-5th are assessed with the Measures of Academic Progress (MAP) test. The results allow teachers to identify students' needs based on results. Students, who test below grade level, receive an intensive intervention plan for reading, which is monitored every nine weeks. Every classroom is composed of heterogeneous groups but both whole group and small group reading instruction take place to meet the needs of all students. We offer *Sing, Spell, Read, and Write* and *Earobics* to all preschool and kindergarten students who are one or more years behind at entry. Every grade level includes large and small group instruction, individualized lessons, books on tape, 15 minutes of *Success Maker Reading* tutorial providing individualized instruction for students in the lab each day for every student, individual *Accelerated Reader* (AR) goals for each student based on the *STAR* test, and skill based groups with an instructional assistant or parent volunteers. Both, primary and intermediate teachers, incorporate book studies for higher level questioning skills and author studies. Whitesville currently uses the Scott Foresman Reading Street series, which provides the necessary components for a complete reading program: phonemic awareness, phonics, vocabulary, fluency, and comprehension. Title I funds reduce class size to provide opportunities for smaller reading groups. Extended School Services (ESS) funds are used for before, during, and afterschool remediation groups. ESS daytime waiver assistants work with small groups of struggling readers during the day. Whitesville strives to meet the needs of all students including the gifted student as well as the struggling. Gifted readers are grouped accordingly to guarantee a gain of at least one full year's growth. Students are placed in book studies, assigned independent readings, and allowed to move at their own pace on the *Success Maker Reading* computer program. Scott Foresman offers the advanced reader opportunities with projects and research.

3. Math:

Whitesville's Comprehensive School Improvement Plan also addresses math as a priority for students. Students are assessed with the *Measures of Academic Progress (MAP) test* to determine their RIT Range for instruction. MAP identifies the skills that each student needs remediation on regardless of ability level for the classroom teacher. Once the needs are identified students are placed in math groups and intensive intervention groups. The core program for math is *Everyday Math*, a spiraling math program that allows students to revisit skills throughout the year. Teachers use *Everyday Math* in K-5th, which allows our students to grow with the program using a common language. *Everyday Math* is based on National Standards and provides a comprehensive program of skills with problem solving embedded. Whitesville teachers supplement *Everyday Math* with *Accelerated Math* and *Success Maker Math* to allow for differentiation for each student. Both, *Accelerated Math* and *Success Maker* programs, allow students to move at their own pace after a diagnostic placement test, and *Success Maker Math* offers a tutorial for students who are struggling on certain math skills. Students who are above grade level also have the opportunity to continue to grow at their own pace.

Teachers (P2-5th) practice math open response questions on a regular basis to look for true understanding of the math concepts. Every classroom begins the day with a timed math test on basic facts

that are developmentally appropriate for the group. Students receive a minimum of 60 minutes of math instruction per day, with additional time for *Accelerated Math* and *Success Maker Math*. Those students who have remedial needs are placed in before and after school Extended School Services groups for one on one instruction, additional Success Maker Math time, and peer tutoring.

4. Instructional Methods:

Instructional methods at Whitesville Elementary vary in order to insure that all students are successful. Walking up and down the halls of Whitesville Elementary one hears and sees singing, choral reading, readers' theatre, students dancing, science experiments, and even students dressed as a famous person in history acting out the part of this person in a real life scenario. Teachers are constantly facilitating learning and students are actively engaged in a variety of activities. Each Preschool – P2 classroom, includes a teacher and an aide (full or half day.) Whitesville has three mini-computer labs where small group remediation takes place, either on a computer, or with an adult. In the gym, one may find a dance instructor from a local dance company teaching students a variety of dances, while the music room may have someone from the symphony teaching string instruments. Down the hall in the media center one may find the local television weatherman describing how weather is predicted or a State Representative talking to fifth graders about a legislative session. Teachers try to bring learning to life in a variety of ways. Teachers let their curriculum maps guide them on what is to be taught and individualize the instruction to meet their students' needs.

All classes at Whitesville are *heterogeneous* grouped and self-contained, allowing teachers to get to know their students and develop better relationships. Teachers strive to teach each day with the 3-R's in mind; rigor, relevance, and relationships. The P3 and 4th grade teachers loop with their children allowing students a two-year opportunity to work with the same teacher. Time that is often used at the beginning of the school year getting to know the student can be reduced since that relationship will already be established.

Each week teachers and the staff developer analyze test results and work together to look for instructional methods that best meet the needs of students. There is not a "*one size fits all*" instructional method when teachers truly differentiate for children. All teachers use small and large group instruction, hands-on activities, graphic organizers, manipulatives, experiments, goal setting, peer teaching, technology, and differentiated activities through centers and projects.

5. Professional Development:

Professional Development at Whitesville is an ongoing process. We embed our professional development within the building during the school year as well as in the summer. Whitesville has a staff developer who attends professional development opportunities on a regular basis and comes back and shares with the staff. These coaching sessions are done at a faculty meeting or during analysis sessions once a month by the staff developer or principal. Whitesville's Comprehensive School Improvement Plan (CSIP) drives the school wide professional development based on our needs assessment. Whitesville reserves one full day of professional development each year for curriculum alignment and mapping. Other professional development opportunities are based on needs addressed in our CSIP or professional development opportunities offered by the district, addressing the district plan for improvement.

Teachers at Whitesville Elementary request additional professional development based on their individual needs and those opportunities are also granted. Whitesville teachers participate in professional book studies and hold discussions on these books at faculty meetings. Teachers have read Ruby Payne's book *A Framework for Understanding Poverty*, *Tools for Teaching* by Fred Jones, and Ron Clark's, *The Essential 55*. Teachers take on the leadership role and facilitate the book study discussions.

Teachers and administrators, who attend workshops, are expected to share at a faculty meeting. This allows for more people to be exposed to the information. The principal encourages the "*train the trainer model*." This allows more teachers within the building to take on the leadership role as a presenter. One

of the keys that make the professional development so successful at Whitesville is the follow up dedicated to in-services. After strategies are shared teachers have dialogue about successes. The staff developer models lessons and then follows up to watch the teacher performing a lesson using the same strategy. Staff members at Whitesville Elementary consider themselves lifelong learners, and excellent role models for the Whitesville students.

PART VII – ASSESSMENT RESULTS

Kentucky Core Content Test (KCCT) 4th Grade Reading

Subject: Reading Grade: 4th Test: Kentucky Core Content Test (KCCT)

Edition/Publication Year: 2006 Publisher: CTB/McGraw-Hill

KCCT - Reading - Grade 4	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April	April/May	April
SCHOOL SCORES	102	102	100	104	95
% “Meeting” plus “Exceeding” (Proficient & Distinguished)	92	90	88	88	85
% “Exceeding” State Standards (Distinguished)	15	14	15	19	5
Number of students tested	60	49	48	36	56
Percent of total students tested	100%	100%	100%	100%	100%
*Number of students alternatively assessed	2	1	1	1	0
Percent of students alternatively assessed	3%	2%	2%	3%	0
SUBGROUP SCORES					
1. Free and Reduced	99	100	98	102	94
% “Meeting” plus “Exceeding” State Standards	92	91	90	88	78
% “Exceeding” State Standards	9	8	11	12	7
Number of students tested	23	24	19	17	28
2. **African American					
3. ** Limited English Prof.					

* The Alternative Portfolios (Alternative Assessments) are developed to reflect the application of Kentucky’s Learning Goals and Academic Expectation for students with moderate-to –severe cognitive disabilities. These students meet the criteria for a certificate program as specified in the Program of Studies. These students interact with same age group children during the school year. The portfolio is a measure of the individual’s growth in life skills.

** These were omitted because fewer than 10 students were tested.

Kentucky Core content Test (KCCT) 5th Grade Math

Subject: Math Grade: 5th Test: Kentucky Core Content Test (KCCT)

Edition/Publication Year: 2006 Publisher: CTB/McGraw-Hill

KCCT – Math – Grade 5	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April	April/ May	April
SCHOOL SCORES	99	93	101	69	82
% “Meeting” plus “Exceeding” (Proficient & Distinguished)	80	71	73	34	62
% “Exceeding” State Standards (Distinguished)	23	12	29	4	8
Number of students tested	53	51	41	57	37
Percent of total students tested	100%	100%	100%	100%	100%
*Number of students alternatively assessed	2	1	1	1	0
Percent of students alternatively assessed	3%	2%	2%	3%	0
SUBGROUP SCORES					
1. Free and Reduced	98	90	92	68	65
% “Meeting” plus “Exceeding” State Standards	80	59	67	28	38
% “Exceeding” State Standards	15	13	17	6	0
Number of students tested	26	24	12	32	13
2. ** African American					
3. ** Limited English Prof.					

* The Alternative Portfolios (Alternative Assessments) are developed to reflect the application of Kentucky’s Learning Goals and Academic Expectation for students with moderate-to –severe cognitive disabilities. These students meet the criteria for a certificate program as specified in the Program of Studies. These students interact with same age group children during the school year. The portfolio is a measure of the individual’s growth in life skills.

** These were omitted because fewer than 10 students were tested.

Comprehensive Test of Basic Skills (CTBS) 3rd Grade Reading

Subject: Reading Grade: 3rd Grade Test: CTBS

Edition/Publication Year: 2006 Publisher: CTB/McGraw Hill

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles X ____

CTBS – Reading – 3rd	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April	April/May	April
SCHOOL SCORES					
Total Score	<u>70</u>	<u>80</u>	69	73	74
Number of students tested	49	62	54	50	33
Percent of total students tested	100	100	100	100	100
*Number of students alternatively assessed	0	0	1	0	0
Percent of students alternatively assessed	0	0	2%	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch	94	78	62	73	76
Number of students tested	26	23	25	20	11
2. **African American					
3. **Limited English Prof.					

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** These were omitted because fewer than 10 students were tested.

Comprehensive Test of Basic Skills (CTBS) 3rd Grade Math

Subject: Math Grade: 3rd Grade Test: CTBS

Edition/Publication Year: 2006 Publisher: CTB/McGraw Hill

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles X ____

CTBS – Math – 3rd	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April	April/May	April
SCHOOL SCORES					
Total Score	<u>73</u>	<u>77</u>	74	76	77
Number of students tested	49	62	54	50	33
Percent of total students tested	100	100	100	100	100
*Number of students alternatively assessed	0	0	1	0	0
Percent of students alternatively assessed	0	0	2%	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch	103	67	67	76	68
Number of students tested	26	23	25	20	11
2. **African American					
3. **Limited English Prof.					

* The Alternative Portfolios (Alternative Assessments) are developed to reflect the application of Kentucky's Learning Goals and Academic Expectation for students with moderate-to-severe cognitive disabilities. These students meet the criteria for a certificate program as specified in the Program of Studies. These students interact with same age group children during the school year. The portfolio is a measure of the individual's growth in life skills.

** These were omitted because fewer than 10 students were tested.