

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) Elementary Middle High K-12 Other
 Charter Title I Magnet Choice

Name of Principal: Mr. Larry Sparks

Official School Name: Paint Lick Elementary

School Mailing Address:
6798 Richmond Road
Paint Lick, KY 40461-8812

County: Garrard County State School Code Number*: 090

Telephone: (859) 792-2122 Fax: (859) 792-4873

Web site/URL: http://www.garrard.kyschools.us/ples/index.htm E-mail:
Larry.Sparks@garrard.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.

(Principal's Signature) Date _____

Name of Superintendent*: Mr. Raymond Woolsey

District Name: Garrard County Tel: (859) 792-3018

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.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Joe Brown

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.

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

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US 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 2008-2009 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 No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
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:
- | | |
|----------|---------------------|
| 3 | Elementary schools |
| 1 | Middle schools |
| | Junior high schools |
| 1 | High schools |
| | Other |
| 5 | TOTAL |

2. District Per Pupil Expenditure: 9784

Average State Per Pupil Expenditure: 8902

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

 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	23	18	41	7			0
K	27	28	55	8			0
1	28	17	45	9			0
2	25	29	54	10			0
3	23	25	48	11			0
4	23	25	48	12			0
5	25	21	46	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							337

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
0 % Asian
1 % Black or African American
3 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
95 % White
1 % 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: 20 %

This rate is 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.	37
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	26
(3)	Total of all transferred students [sum of rows (1) and (2)].	63
(4)	Total number of students in the school as of October 1.	311
(5)	Total transferred students in row (3) divided by total students in row (4).	0.203
(6)	Amount in row (5) multiplied by 100.	20.257

8. Limited English proficient students in the school: 3 %

Total number limited English proficient 11

Number of languages represented: 1

Specify languages:

Spanish

9. Students eligible for free/reduced-priced meals: 60 %

Total number students who qualify: 201

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: 23 %

Total Number of Students Served: 78

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>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>15</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>2</u> Specific Learning Disability
<u>8</u> Emotional Disturbance	<u>19</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>6</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>25</u> Developmentally Delayed

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>0</u>
Classroom teachers	<u>20</u>	<u>0</u>
Special resource teachers/specialists	<u>4</u>	<u>0</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff	<u>18</u>	<u>1</u>
Total number	<u>43</u>	<u>1</u>

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 14 :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%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	95%	96%	97%	96%	95%
Daily teacher attendance	93%	98%	91%	95%	95%
Teacher turnover rate	0%	8%	0%	4%	4%

Please provide all explanations below.

The teacher attendance at Paint Lick Elementary School is usually very good. The two years indicated above in which the attendance was below 95% were due to two maternity leaves in 2005-06 and an extended maternity leave in 2007-08.

Teacher turnover at Paint Lick Elementary is very rare. In 2006-07, one teacher transferred to a high school position in the same district and another teacher took an administrative position in another district.

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

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0
Enrolled in a 4-year college or university	<u>0</u> %
Enrolled in a community college	<u>0</u> %
Enrolled in vocational training	<u>0</u> %
Found employment	<u>0</u> %
Military service	<u>0</u> %
Other (travel, staying home, etc.)	<u>0</u> %
Unknown	<u>0</u> %
Total	<u>100</u> %

PART III - SUMMARY

Paint Lick Elementary School is a rural Kentucky school with a rich tradition of excellence and a well-documented reputation of high academic performance. Located near the community of Paint Lick in central Kentucky, the school serves approximately 330 students in grades Pre-K through 5. The rural community continually supports the faculty and staff with a commitment to partnership and collaboration in educating the young people of this area.

“Caring, Guiding, Educating” is the vision and motto for Paint Lick Elementary School. The faculty and staff work together as a team to ensure that each child is achieving and progressing. The mission statement is “To prepare all students to become productive members of a changing society.” The faculty and staff provide a varied, rigorous learning environment. The staff members share a strong work ethic that is continuously evidenced by high academic achievement among students at the school. The school’s curriculum includes an emphasis on teaching basic skills and developing students academically, socially, emotionally, and physically to reach their greatest potential. Programs such as Americorps, Title I, Family Resource Center, Community Education, school guidance classes, and an After-School Learning Center provide opportunities to nurture and support student interests and learning needs. These programs offer enriching activities that enhance the learning experience for all participating students. The families and students of Paint Lick Elementary School support these programs with their participation and their praise.

One of the school’s beliefs is that all children have dignity and worth and should be given the opportunity to achieve their life goals. At Paint Lick Elementary this is addressed through a program of learning designed to assure the highest possible levels of academic performance for all children. Teachers and staff work to create a nurturing environment for their students. Staff members intentionally and consistently provide positive appropriate praise and reinforcement. Interactions between staff and students are positive, encouraging and professional. All staff advocate for all students.

At Paint Lick Elementary there is a belief that the active involvement of parents, teachers, and the community is vital to the school’s educational program. Parents are actively sought to help with school events, to be a part of their child's learning experience and to stay informed about the school. There is a sense of pride among community members for the school’s caring, supportive culture and the academic successes that have resulted. There is a feeling that all students and their families are welcomed and respected. The school’s Parent Teacher Organization is active and is an asset to the school, sponsoring programs and materials to enhance student learning and to enrich the school’s curriculum.

Teachers also hold high behavioral expectations for all students. There is a research-based discipline plan in place to ensure a uniformly applied system of behavior standards. These behavior standards are intentionally taught and practiced throughout the grade levels and throughout the school year. Leadership and staff members adhere to the belief that all students can learn at high levels. Staff members consistently work as a cohesive team to ensure that students are served in ways that are most appropriate and in their individual best interests.

Paint Lick Elementary School is unique in that it has a high number of students that are from a low socio-economic background, yet these students continually perform above state average on annual assessments. The leadership and staff members never use economic status or other barriers as excuses. The high expectations cause all students to see themselves as capable and able. The result is outstanding achievement on a continuing basis.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Paint Lick Elementary School, like all Kentucky schools, participates in the Commonwealth Accountability Testing System (CATS) which is aligned with the No Child Left Behind (NCLB) testing. Students in grades three through eight are assessed in reading and math. The Kentucky Core Content Test (KCCT) is administered each year to students in grades three through eight and ten through twelve. Multiple choice and open response questions test key concepts in content areas, including reading, math, science, social studies, writing, arts and humanities, and practical living/vocational studies. Results are classified into four performance levels- novice, apprentice, proficient and distinguished with novice being the lowest and distinguished being the highest. Writing is assessed through portfolios and on-demand writing. Attendance and retention rates are also used to calculate a school's accountability index. All Kentucky schools are expected to reach proficiency with the goal of 100 by 2014.

Paint Lick Elementary's total academic index in 2008 was 116.2 - the 10th highest performing elementary in Kentucky of the 746 elementary schools. Scoring 129.4061 in practical living/vocational studies placed them 8th in the state, and the score of 119.4540 in social studies placed them 10th in the state. The school was in the top twenty of elementary schools in math with a score of 123.0575 and writing on-demand with a score of 106.1100. There has been an increase of over 50 points in the academic index since 1999.

Reading scores have been above the goal of 100 since 2006 and math scores have been 100 the last two years. All subpopulations have been above 100 the last three years except for 2006 when the free/reduced score was 97.00. There were no novice scores in reading for 2008 and 91.73 of all students scored proficient and distinguished. The school has shown a gain of over 25 points in reading since 1999.

In math, all subpopulations scored over 100 for the past two years except for free/reduced lunch students. In 2007, they scored 95.94. The percentage of all students scoring proficient or distinguished in 2008 was 90.23. The school has shown a gain of over 64 points in math since 1999. The school has consistently met all NCLB expectations.

Paint Lick Elementary has sustained academic growth since 1999. Teachers are dedicated to enabling students to be their best by achieving high academic expectations. Three times each year, the school uses DIBELS to assess kindergarten and first grade students and Think Link Assessment to assess students in grades one through five. Data is analyzed and all resources are used to identify those students who have shown weaknesses in the assessments. Paint Lick Elementary has diligently worked to reduce the novice percentage which was 1.54 for 2008.

Assessment Notes concerning CATS testing:

*In 2006-07, Kentucky changed their testing system. Therefore, comparisons between 2006-07 and previous years are invalid.

*To comply with NCLB expectations, these changes were made to Kentucky's assessment in 2006-07:

*Prior to that year, third grade students were assessed using the CTBS. Scores were not disaggregated based on subgroups or content areas. Only composite scores were officially reported.

* Fifth grade reading was assessed. Until that year, reading was assessed in fourth grade only.

* Fourth grade math was assessed. Until that year, math was assessed in fifth grade only.

* State tests are written to measure how well a student has learned the content. Kentucky has been honored nationally for having a rigorous testing system. Students are not just asked to remember facts but have to be able to apply learning to new situations and explain their answers.

Paint Lick Elementary's test results are located at www.garrard.kyschools.us or at www.kde.state.kyschools.us

Information regarding the state assessment system can be found at <http://www.education.ky.gov/KDE/Administrative+Resources/Testing+and+Reporting+/CATS/Accountability+System>

2. Using Assessment Results:

Paint Lick Elementary School analyzes formal and informal achievement data to identify achievement gaps for all student populations. Instructional strategies are implemented to close any existing gaps. Classroom assessments are rigorous and aligned with Kentucky Core Content. Student writing is analyzed frequently using a district-designed protocol. Students are aware of performance level descriptors and use classroom rubrics when writing open response answers.

The school analyzes the Kentucky Core Content Test data to identify achievement gaps between Male-Female, Free/Reduced Lunch and Non Free/Reduced Lunch, Disability and No Disability, and the different ethnicities during faculty meetings. The Comprehensive School Improvement Plan is revised annually to address school needs and any existing achievement gaps. New achievement goals and objectives with data-based measures of success are added to the plan at that time.

Think Link Assessment is given three times per year in the second through fifth grades and twice per school year in first grade. The results are analyzed, used to drive instruction, and used to target specific children not performing at grade level.

Success Maker, an individualized reading and math software program, is used daily. Teachers review daily reports to determine the progress of individual students and plan teaching strategies to eliminate gaps.

DIBELS (Dynamic Indicators of Basic Early Literacy Skills) is given individually to each student in Kindergarten and first grade three times per year. Results are reviewed to assess student strengths and weaknesses with instruction implemented after review of data to improve reading skills.

Reading Recovery is provided to first grade students needing intensive reading instruction. Students are identified through observation surveys that assess letter identification, print concepts, vocabulary, etc. to receive additional reading instruction.

Students needing remedial help in basic skills receive daily individualized assistance from support staff throughout the year at all grade levels.

3. Communicating Assessment Results:

Communicating student performance is a priority at Paint Lick Elementary School. The School Report Card containing all assessment results, teacher qualification information and pertinent school information is mailed to each family household once per year. The report card along with the Comprehensive School Improvement

Plan are also available on the school's website along with other announcements such as Parent-Teacher Conferences, PTO meetings, and upcoming school events. School assessment results are also published in the local newspapers annually when results are able to be made available to the public.

The school has two scheduled parent-teacher conferences each year at which individual student assessment results are communicated. Student progress reports are sent to all students at least twice each nine weeks. Teachers schedule additional conferences and make phone calls or send additional progress reports as needed to communicate and address individual student successes or deficiencies.

Teachers and staff at Paint Lick Elementary School communicate weekly with families through a Classroom Newsletter that describes classroom activities, units of study, key vocabulary in each subject area, student projects and upcoming events. A Principal's Monthly Calendar is sent home to all parents.

Student achievement is highly valued and publicly celebrated at Paint Lick Elementary. Student successes are publicized frequently in the local newspapers. There is a sense of pride within the community for the school's academic achievements. Assemblies are held to recognize students scoring Proficient or Distinguished in one or more content areas in grades 3-5. An annual Awards Day is held to recognize student successes. Parents are invited to attend. Students in all grades are recognized for reading achievement when reaching Accelerated Reader goals.

4. Sharing Success:

Staff members at Paint Lick Elementary School continually look for ways to share successes. Since being designated as a school that is closing achievement gaps, the school leadership has shared successful strategies with the Kentucky Department of Education and area schools. Teachers and administrators from many districts and schools have visited PLE. The school has an exceptionally welcoming climate that contributes to overall success.

District administrators do monthly walkthroughs and provide feedback to teachers. Observed practices are shared and discussed at educators' meetings. The school has a good working/learning relationship with two area educational institutions - Eastern Kentucky University and Berea College. College students are regular visitors to the school and are accepted at PLE to perform their student teaching.

The school's Comprehensive School Improvement Plan is available on the school's website along with features/photos that give glimpses into what makes the school a special place. The school has a KIDS Team (Kentucky Instructional and Discipline Support Team) made up of teachers and the principal. This team meets monthly to discuss and address ways to improve the school. The school's "Guidelines for Success" serve as a model for other schools undertaking similar proactive instructional disciplinary programs.

If selected for national Blue Ribbon status, Paint Lick Elementary School will continue to share practices with other educators across the state and nation. The school will welcome visitors to educational meetings and to observe in the classrooms. The school's leadership will share how the school culture contributes to student achievement. Teachers will demonstrate best practices. School and district personnel will help educators network and problem-solve to address student achievement gaps. Technology will be used to widely communicate with other schools and teachers, and the school's media specialist will be available to share the use of technology to enhance instruction.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The curriculum for Paint Lick Elementary School is based on Kentucky's Core Content and Program of Studies which are integrated into individual teachers' curriculum maps. These maps are reviewed and revised annually to provide teachers with frameworks for rigorous instruction aligned to state standards. The maps contain depth of knowledge levels as well as instructional strategies, materials, assessments, and technology suggestions. Teachers continually refine the maps and plan both vertically and horizontally to ensure a continuous curriculum coverage across all content areas. Teachers are encouraged to use technology. Each classroom has an average of four computers, with a document camera and a Smart Board for each grade level.

Reading and Language Arts: Reading instruction at PLE is embedded into all content areas. The reading/writing connection is emphasized with writing portfolios that provide a snapshot of progress as students move through grade levels. Emphasis on reading strategies, phonemic awareness, vocabulary development, and word recognition are school-wide. Extended School Service (ESS) staff members work with teachers to provide practice and tutoring for students who need extra reading instruction. Literacy skills are assessed with DIBELS and ThinkLink assessment. Reading difficulties are noted and addressed through differentiated instruction for individual students. Response to Intervention strategies are in place at all grade levels.

Mathematics: Mathematics instruction at Paint Lick Elementary School is rigorous and relevant. Content area vocabulary is emphasized and learning activities are student-centered. Teachers model problem solving skills to support real-world connections. ThinkLink practice probes, SuccessMaker software program and small group instruction with ESS support staff help to ensure individual student success. Math manipulatives, Math Day, United Streaming videos, KET/Discovery Learning and FastMath software make math engaging for all students. Homework is frequent, monitored and tied to instructional practice.

Science: Science is taught at PLE using a variety of hands-on experiences beginning in pre-school and extending through 5th grade. The science curriculum is enhanced with field trips, science kits, projects, United Streaming videos, lab experiences, and guest speakers including meteorologists from local television stations. Health, practical living and vocational studies are addressed in the science curriculum.

Social Studies: Social studies at PLE is taught using a wide variety of instructional strategies including maps, pictures, software programs, videos, student performances, writing activities, and field trips. Multiple learning styles are taken into consideration and delivery that engages all students is emphasized. Key concepts and vocabulary are continually reviewed, retaught and spiraled through the content strands of government, geography, economics, history, and culture.

Visual and Performing Arts: A daily news broadcast, The Panther News, provides all students an "Arts Minute" where core content is taught and reinforced in music, dance, drama, and visual arts. These mini-lessons link art experiences to real life, future careers and continuing education. The art and music teachers work together to create a wide range of art experiences. A well-attended annual performance of "The Nutcracker" involves students in grade 2-5. Visiting artists-in-residence reinforce the content by teaching ceremonial, recreational, and ritual dance activities.

Ongoing art shows are displayed throughout the school. Sing-alongs and performances by the Lexington Children's Theater provide rich performance experiences. A weekly art period provides 4th and 5th graders additional art experiences.

PLE teachers are challenged to teach rigorously, with an emphasis on real-world relevance where students have a personal relationship with what’s being taught. Teachers are aware that these “3 R’s” are how today’s educators need to teach if students are going to reach their greatest potential. Professional development, effective teaching strategies, ongoing and varied assessment of student performance are centered on meeting the needs of each student academically, socially, emotionally, and physically. These components combine to create a caring culture, a successful curriculum, and effective instruction at PLE.

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2a. (Elementary Schools) Reading:

The Kentucky Core Content and the Program of Studies form the basis for reading instruction at Paint Lick Elementary School. Teachers view reading as the primary springboard for life-long learning. Curriculum maps ensure that reading skills are taught and reinforced with no gaps. The current reading series was chosen because of a focus on reading comprehension. Veteran teachers familiar with many teaching strategies are instrumental in guiding the reading curriculum.

Children are immersed in a variety of print as soon as they enter school. Primary teachers place heavy emphasis on learning through listening, phonics, word recognition, and decoding words allowing reading comprehension to be successfully incorporated very early. This early success develops the love for reading, the interest in continued practice, and soon leads to independent reading.

Continuous assessment and early remediation are instrumental to reading achievement at PLE. All students are engaged in reading practice with SuccessMaker and the Accelerated Reader programs. Teacher assistants and the Reading Recovery program provide additional reading remediation. Community or parent volunteers (Readers are Leaders Program) are available to read to children or to help individual students. Parents are

well-informed through weekly newsletters, conferences and progress reports about reading progress. Many parents regularly give extra practice at home to reinforce reading skills.

Students are regularly assessed both informally and formally. Test scores indicate that most PLE students are proficient or above in reading. The reading index in 2001 was 81.93. In 2008, it was 109.93, a 28 point increase. The writing index in 2001 was 66.57. In 2008, it was 106.11, a 39.54 point increase. Other subject areas show similar gains. This is due to the emphasis on reading by teachers, assistants and volunteers; collaboration during common planning and team meetings; and a common belief that all children can learn to read at proficient levels.

2b. (Secondary Schools) English:

This question is for secondary schools only

3. Additional Curriculum Area:

Educators at Paint Lick Elementary School recognize that a strong foundation in mathematics is not only essential for academic success but is also an integral part of developing life skills. The mathematics goal of the school is to help students become proficient in computation, procedural skills, conceptual understanding and problem-solving.

Teachers at PLE employ a variety of research-based instructional materials and strategies for mathematics instruction. The math program uses the McGraw-Hill textbook series, *Opening Eyes to Mathematics*, *Teaching Interdisciplinary Meaningful Experiences*, and *Investigations in Number, Data, and Space* as resources in the classroom. Elements of these programs are presented through whole class instruction with small group follow-up to assist students who need additional instruction or remediation. Math manipulatives are used to explore math concepts, and children's literature is used on a regular basis to enhance the math curriculum. Math is also taught using songs and rhymes. At PLE math is celebrated each year by having Math Day, a school-wide day of fun activities, games, puzzles, and prizes centered around the content strands of math- algebra, geometry, measurement, and number sense.

Title I and Daytime Extended School Services (ESS) personnel provide remediation as well as instruction in basic math facts and vocabulary. The after school program also provides meaningful instruction in mathematics to students who participate. Students from kindergarten through fifth grade have daily access to computer programs such as SuccessMaker, Fast Math, and practice probes developed from the Think Link Continuous Assessment Series. These technology based programs provide independent practice for students at individualized levels of instruction.

The faculty and staff at Paint Lick Elementary work hard to establish a family-like atmosphere for all students. By establishing strong ties and relationships with students, adults are able to mentor students academically, emotionally, and socially, fostering the development of future problem solvers and humanitarians.

4. Instructional Methods:

High expectations for every student in the school, staff members asking "How can we help?" instead of "What's wrong?," and a proactive discipline program create the foundation for instruction at Paint Lick Elementary School. Teachers recognize the need to differentiate instruction as well as the need to develop relationships with students. The following instructional methods are routinely implemented:

- *Scaffolding instruction to provide support, then slowly removing the support as students master concepts.
- * A spiral curriculum so that students have multiple opportunities to learn and review material.
- * Collaboration of teachers to present material using available talents and expertise.
- *Presentation of material with consideration of multiple learning modalities.
- *Use of hands-on materials such as interactive whiteboards, CPS clicker systems, computer based activities, manipulatives, exploration activities, routine lab experiences, and role playing.
- *Use of oral presentations, and oral responses.
- *Abbreviated and alternate assignments.
- *Learning outside the school through field trips, plays, concerts, hikes, visits to landmarks and historical sites.
- *Artists in residence help students learn different art forms, understand other cultures, and discover hidden talent.
- *Visitors to the school such as a TV meteorologist, environmentalists, and rural energy supervisors.
- *Fun days are part of the school calendar and allow all students to discover enjoyable ways to learn math, history, the arts, and science.

Teachers at PLE are always searching for unique ways to present instruction, and the engagement of students is very high because of this desire to make learning fun and interesting. Instruction is monitored by walkthroughs from district administrators and school leaders as well as by the principal. Lesson plans are completed and reviewed by the principal, ensuring adequate coverage of the curriculum and a variety of instructional strategies.

5. Professional Development:

Professional development at Paint Lick Elementary is designed to support professional growth needs. Needs are identified at the time that assessment results are analyzed and at the time of review of individual teacher growth plans. Decisions about professional development are always data driven. School leadership encourages all staff members to be life-long learners. Individual growth plans are tailored to specific needs of staff members.

School-wide needs as well as individual staff members' needs are considered when planning professional development at PLE. Results of training is monitored by the principal along with other district administrators during monthly classroom walkthrough observations.

Many of the professional development sessions have been embedded into the regular teaching day. Instructional leadership teams lead teachers through a protocol to analyze student work samples monthly. During faculty meetings, teachers are asked to share new strategies and information learned at professional development trainings and conferences.

The school leadership has always emphasized curriculum development and mapping the curriculum based on state standards. Teachers have been given time to work together during staff development training sessions to create and revise maps and share effective teaching strategies with one another.

The evaluation process allows purposeful reflection and improvement of instructional practices. Continuous observations and feedback to teachers gives them ongoing support to improve and refine their professional practices.

Training teachers to use technology and to have students use technology has been a priority at PLE. The school's Technology Coordinator has a regular Tech Talk session at the beginning of each faculty meeting to share new technology ideas and information.

During the current year, teachers have attended sessions on Curriculum Refinement, Transitioning, Attention Deficit/Hyperactivity, Nutritional Outreach and Wholeness Program, and Technology Teaching Strategies. The school has participated in a district training session about “The Thoughtful Classroom”, with researchers Silver and Strong.

6. School Leadership:

The principal at Paint Lick Elementary School leads the faculty and the Site Based Council in disaggregating and analyzing state and NCLB assessment data to determine areas for school improvement. Strategies for continued improvement are determined and added to the Comprehensive School Improvement Plan which is a product of the school leadership working collaboratively with all stakeholders. The Site Based Council reviews and discusses the school’s improvement plan regularly.

The principal and staff analyze all achievement data collected during the year including Predictive Assessment Survey (PAS), DIBELS, SuccessMaker, Accelerated Reader, ThinkLink and teacher-made or textbook assessments. The principal and teachers continually discuss the results of assessments during team meetings. The school council reviews achievement data to inform instructional decisions.

School policies are reviewed on a consistent basis and revised when needed during Site Based Council Meetings. The principal communicates new policies to staff members and other stakeholders, and policies are administered in a fair and equitable way.

The school leadership demonstrates a strong commitment to high achievement for all students. The principal provides teachers with common planning time which is used to plan lessons, generate student work displays, and design parent newsletters. Lesson plans are expected to be filed in the office weekly. The principal strives to sustain a work environment in which the teachers can openly share successes and failures and seek assistance when needed.

The students at Paint Lick Elementary School have a strong, healthy connection to adults in the school. The principal models effective social skills and communication skills. The staff and students consistently practice agreed-upon procedures and expectations.

The school’s leadership structure addresses the reduction of barriers to student learning. The principal supports the teachers with instructional materials and supplies. There is a feeling among teachers that if something is really needed it will be provided.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: KCCT

Edition/Publication Year: 2007

Publisher: McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr			
SCHOOL SCORES					
% Proficient plus % Advanced	86	84			
% Advanced	61	45			
Number of students tested	51	44			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Distinguished	81	75			
Distinguished	54	34			
Number of students tested	26	29			
2. Racial/Ethnic Group (specify subgroup): white					
Distinguished	85	84			
Distinguished	62	44			
Number of students tested	47	43			
3. (specify subgroup): Disability					
Distinguished	63				
Distinguished	45				
Number of students tested	11				
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Prior to 2006-07, the state of Kentucky did not test 3rd graders in math as a part of the KCCT criterion-referenced state assessment. For years prior to 2006, the state tested 3rd graders in math with the CTBS test which is norm-referenced.

Subject: Reading
Edition/Publication Year: 2007

Grade: 3 Test: KCCT
Publisher: McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr			
SCHOOL SCORES					
% Proficient plus % Advanced	87	95			
% Advanced	14	34			
Number of students tested	51	44			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Distinguished	85	93			
Distinguished	12	24			
Number of students tested	26	29			
2. Racial/Ethnic Group (specify subgroup): White					
Distinguished	85	96			
Distinguished	13	33			
Number of students tested	47	43			
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Prior to 2006-07, Kentucky did not test the third grade in reading as a part of the state KCCT assessment. For the years 2005-06, 2004-05, and 2003-04, the CTBS test that is norm-referenced was used to report reading scores, so the only criterion-referenced state scores available are those reported for the past two years.

Subject: Mathematics
Edition/Publication Year: 2007

Grade: 4 Test: KCCT
Publisher: McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr			
SCHOOL SCORES					
Distinguished	96	85			
Distinguished	87	22			
Number of students tested	46	36			
Percent of total students tested	100	100			
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Distinguished	100	61			
Distinguished	92	22			
Number of students tested	2423				
2. Racial/Ethnic Group (specify subgroup): White					
Distinguished	96	85			
Distinguished	87	22			
Number of students tested	45	36			
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Prior to 2006-07, 4th grade students in Kentucky were not tested in math with the criterion-referenced KCCT test. No scores are available for 4th grade in math for years prior to 2006-07.

Subject: Reading
Edition/Publication Year: 2007

Grade: 4 Test: KCCT
Publisher: McGraw

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Distinguished	98	94	93	80	74
Distinguished	61	33	18	11	0
Number of students tested	46	36	40	45	31
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0		0	2	0
Percent of students alternatively assessed	0		0	4	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Distinguished	100	92	83	76	76
Distinguished	58	22	11	14	0
Number of students tested	24	23	18	29	21
2. Racial/Ethnic Group (specify subgroup): White					
Distinguished	98	94	92	79	76
Distinguished	60	33	18	11	0
Number of students tested	45	36	39	44	29
3. (specify subgroup): Disability					
Distinguished	100			63	
Distinguished	50			19	
Number of students tested	10			16	
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

The only years that had enough students in the disability sub-group to be reported were 2007-08 and 2004-05.

Subject: Mathematics
Edition/Publication Year: 2007

Grade: 5 Test: KCCT
Publisher: McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Distinguished	89	68	61	43	37
Distinguished	64	24	20	5	0
Number of students tested	36	45	41	40	46
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0		0	2	0
Percent of students alternatively assessed	0		0	5	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Distinguished	79	63	57	39	23
Distinguished	58	21	9	7	0
Number of students tested	19	24	23	28	22
2. Racial/Ethnic Group (specify subgroup): white					
Distinguished	89	70	60	42	37
Distinguished	64	25	20	5	0
Number of students tested	36	44	40	38	46
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading
Edition/Publication Year: 2007

Grade: 5 Test: KCCT
Publisher: McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr			
SCHOOL SCORES					
Distinguished	91	96			
Distinguished	22	29			
Number of students tested	36	45			
Percent of total students tested	100	100			
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Distinguished	84	92			
Distinguished	5	17			
Number of students tested	19	24			
2. Racial/Ethnic Group (specify subgroup): White					
Distinguished	91	96			
Distinguished	22	30			
Number of students tested	36	44			
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Kentucky did not test 5th graders in reading as a part of the criterion-referenced state KCCT test prior to 2006-07. No scores are available in 5th grade reading prior to 2006-07.

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