

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

Type of School: (Check all that apply) Charter Title I Magnet Choice

Name of Principal: Ms. Barbara Albaugh

Official School Name: Dixie Elementary Magnet School

School Mailing Address:
1940 Eastland Parkway
Lexington, KY 40505-2521

County: Fayette County State School Code Number*: 165036

Telephone: (859) 381-3116 Fax: (859) 381-3127

Web site/URL: http://www.fcps.net E-mail: Barbara.Albaugh@fayette.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*: Mr. Stu Silberman

District Name: Fayette County School District Tel: (859) 381-4100

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: Ms. Becky Sagan

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)

33	Elementary schools (includes K-8)
12	Middle/Junior high schools
5	High schools
	K-12 schools
50	TOTAL

2. District Per Pupil Expenditure: 10437

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. 1 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	27	10	37	6			0
K	50	47	97	7			0
1	39	52	91	8			0
2	37	59	96	9			0
3	55	50	105	10			0
4	44	44	88	11			0
5	40	48	88	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							602

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
2 % Asian
22 % Black or African American
9 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
61 % White
6 % 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: 23 %

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.	68
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	67
(3)	Total of all transferred students [sum of rows (1) and (2)].	135
(4)	Total number of students in the school as of October 1.	587
(5)	Total transferred students in row (3) divided by total students in row (4).	0.230
(6)	Amount in row (5) multiplied by 100.	22.998

8. Limited English proficient students in the school: 10 %

Total number limited English proficient 61

Number of languages represented: 8

Specify languages:

Spanish, Vietnamese, Chinese, French, Arabic, Hindi, Portuguese, Indian

9. Students eligible for free/reduced-priced meals: 48 %

Total number students who qualify: 287

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: 10 %

Total Number of Students Served: 59

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>3</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>5</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>5</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>32</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>4</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>7</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>26</u>	<u>0</u>
Special resource teachers/specialists	<u>12</u>	<u>2</u>
Paraprofessionals	<u>19</u>	<u>1</u>
Support staff	<u>6</u>	<u>2</u>
Total number	<u>64</u>	<u>5</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 23 :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	96%	95%	95%	96%	96%
Daily teacher attendance	92%	92%	89%	91%	92%
Teacher turnover rate	10%	13%	20%	12%	17%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

Dixie Elementary Magnet School has a young faculty. Over the past five years many teachers have taken maternity leave thus the teacher absences appear higher than what would have been actual percent. The average maternity leave was 30 instructional days. The turnover rate reflects several teachers taking childcare leave for a year. Some teachers have moved into administrative positions in other schools. The principal for the past five years moved to a district director leadership position and the current principal is serving as an interim for one year.

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	0	%

PART III - SUMMARY

Dixie Elementary Magnet School strives to positively impact the future by preparing students to be confident, hardworking, and goal-oriented individuals. Our vision is to strengthen students' abilities to live healthy, balanced lives in which they fulfill their responsibilities and use compassion and creativity to make a positive difference in the world. Our mission is to foster *excellence in intellect, creativity, and character*.

Dixie Elementary opened in August of 1966 on the northeast side of Lexington. The school enrolls 602 students in grades Pre-K through 5 with a population that is ethnically, culturally, and economically diverse.

Dixie's Magnet emphasis is to provide an individualized program of studies and instruction. Our school has open classrooms in which teams of teachers deliver the instructional program. The team teaching approach allows educators with complimentary abilities, skills, and talents to form professional learning communities in which they collectively create, plan, and implement engaging instructional units that meet the needs of individual students.

The educational program is customized for each child and guided by assessment data. Student growth is monitored frequently to measure progress, evaluate teaching practices, and drive instruction. Students are regrouped often to maximize growth. Flexible grouping of students ensures progress at an accelerated rate and for each child to reach his/her full potential.

To accommodate the learning preference of the digital age student, SMART Technology is used throughout the school. Students have access to a computer lab as well as multiple mobile computer labs, SMART Boards, and iPods for instructional podcasts. Within the building, students have wireless internet capabilities and many of our technology-based learning programs are accessible from home.

Since 2004, Dixie has increased its academic index by 39 points. In addition, we have reduced the achievement gap for all sub-populations and reduced the percentage of students scoring at the novice level from 19.79% to a 3.45%. According to the Kentucky Association of School Councils 2008 Disaggregation Results, Dixie's African-American students were second in the state in their academic performance across all curricular areas.

The creativity of our students is developed through the extensive arts and humanities program. Children receive instruction in visual arts; vocal/instrumental music; physical education; dance; drama; and creative writing. The arts are imbedded within the instructional day. In addition, a vibrant Arts Enrichment Program--staffed with school faculty, community partners, parents, and local artists—offers students the opportunity to engage in a more intensive study of a variety of arts and culminates in an arts showcase each March.

At Dixie, the development of student character is imbedded throughout the building. We have embraced the philosophy of creating a "safe, civil, and productive" learning environment. In addition to regular instruction from the guidance counselor, numerous extra-curricular organizations have been formed with a focus on social development and service: Dixie Chicks Club, Junior Beta Club, K-Kids Club, and Girls on the Run Program are among the many outlets through which student character, leadership skills, and community service are enhanced.

In summary, the educational philosophy of Dixie Elementary Magnet can best be encompassed by our Belief Statement.

We believe...

- Students' learning needs should be the primary focus of all decisions impacting the work of the school.
- The responsibility for educating a child is a partnership involving the family, school and community.
- Each child is unique and differs from other individuals in their capabilities, interests, needs and rate of physical, intellectual, emotional and social growth; therefore, diversity is accepted, appreciated, and encouraged.
- School should be a safe environment where all children can be successful learners, performing according to their abilities and where the needs of all children are accommodated.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Dixie Elementary Magnet School assesses students each spring by administering the Kentucky Core Content Test (KCCT), which is a major component of the Kentucky Assessment and Accountability Program. KCCT results in the area of reading and math are used to meet federal reporting requirements as a result of the No Child Left Behind Act (NCLB).

Currently the state testing system is being rewritten for the 2012 year and the interim period is termed a transition period. Beginning with the 2006-2007 school year, elementary grade levels 3-5 were tested in reading and math. In addition, fourth grade students were tested in the areas of Science, Practical Living, and Writing Portfolios. Fifth grade students were tested in the areas of Social Studies, Arts and Humanities, and On Demand Writing. Recent changes to the state testing system no longer require that testing for Practical Living, Writing Portfolios, or Arts and Humanities be administered.

Based upon their performance level on the KCCT, student scores will fall into one of the following categories: Distinguished, Proficient, Apprentice (High/Medium/Low), Novice (High/Medium/Low). KCCT data is presented to schools each fall using the Kentucky Performance Report (KPR). Student scores are combined with other factors, such as attendance and retention rates to determine the overall school index. The school index will be somewhere in the range between 0 and 140. The stated goal for all Kentucky schools is to reach an index of 100 by the year 2014 (i.e., all students at or above the proficiency level). As a result of the changes to state testing detailed above, the index numbers listed below are transition index scores. The transition index scores are calculated in a slightly different manner than the traditional school index scores, eliminating the scores from prior indices of that material which is no longer tested.

As evidenced by the table below, the Dixie faculty and students have worked diligently to increase index scores during the past decade. From 2003 – 2008, Dixie recognized a 37% gain in our index scores! The recently calculated transition index has risen steadily during the prior three year period: 2007 – 108, 2008 – 111, and 2009 – 113. In addition, the percentage of students performing at the Novice level has declined significantly.

Academic Index/Transition Index/Novice % – 6 Year Comparison

School Year	Academic Index	Transition Index	% Novice
2003 – 2004	76.9	N/A	19.79 %
2004 – 2005	77.5	N/A	18.20 %
2005 – 2006	89.8	N/A	8.34 %
2006 – 2007	101.6	108	5.16 %
2007 – 2008	105.3	111	3.45 %
2008 – 2009	N/A	113	N/A

In analyzing the areas of reading and math it is important to note that prior to the 2006 – 2007 school year reading was tested only in 4th grade students and math was tested only in 5th grade students. Therefore, the tables below list the percentage of students (grades 3-5) performing on or above level and the students performing at a novice level in the area of math and reading for the years listed.

Free and Reduced Lunch Students

Reading		
School Yr	Prof/Dist %	Novice %
2006 - 07	71.4	7.1
2007 - 08	71.7	6.5
2008 - 09	76.0	4.0

All Students

Reading		
School Yr	Prof/Dist %	Novice %
2006 - 07	83.8	3.8
2007 - 08	81.7	3.9
2008 - 09	85.1	2.1

The data presented above illustrates the disparity between all students and those students in the free and reduced lunch subgroup. Students not achieving at the desired proficiency level are targeted via a “watch list” established by teachers at each grade level. Watch lists are revisited following each unit or major assessment (i.e., DRA, MAP, T-Pro, etc.). Additional resources and small group/individual instructions are directed at those students that continue to perform below the desired proficiency levels. Fortunately the techniques instituted at Dixie have proven to be successful as evidenced in the above data. For the 2008 – 2009 school year, we experienced tremendous gains for all students tested and those in the free and reduced lunch subgroup.

Math		
School Yr	Prof/Dist %	Novice %
2006 - 07	65.5	8.3
2007 - 08	79.3	5.4
2008 - 09	87.0	3.0

Math		
School Yr	Prof/Dist %	Novice %
2006 - 07	77.6	5.2
2007 - 08	87.8	3.0
2008 - 09	91.3	1.7

Dixie KPR data is available at the following websites.

<http://www.fcps.net/about-fcps/data-central>

<http://applications.education.ky.gov/ktr/default.aspx>

2. Using Assessment Results:

The Principal Advisory Committee (PAC) and the Dixie Lead Teacher Team reviews the Kentucky Performance Report (KPR), district generated assessment data, and school generated assessment data in order to identify achievement gaps that may exist through all subgroups. In addition, Dixie staff utilizes a No Child Left Behind Act (NCLB) Gap Monitoring Tool to identify gaps and coordinate instruction to meet the needs of the students identified in those gaps.

Teachers in each grade level meet weekly with the school principal and the curriculum coach to plan learning checks for each grade level. The goals of the learning checks are to ensure that all subgroups are on target to meet grade level goals in all tested areas, specifically math and reading. The learning checks are rigorous and aligned with the Program of Studies and the Kentucky Core Content 4.1. Progress on monthly learning checks is monitored by each teacher through the use of goal calculators, school-wide score boards, and by the School Based Decision Making (SBDM) Council at monthly meetings.

In addition to the assessments listed above, Dixie staff also gathers interim assessment data following forms of assessment: DRA (Developmental Reading Assessment), MAP (Measures of Academic Progress), T-PRO (Test of Primary Reading Outcomes). All assessment results are gathered and analyzed to determine what areas need additional classroom attention to meet year end goals.

At each weekly team (grade-level) meeting a listing of students not performing on-level is developed and termed the “watch list”. The “watch list” is monitored throughout the year and revisited at each unit assessment. Intervention strategies are created and implemented to assist at-risk students.

3. Communicating Assessment Results:

Dixie Elementary Magnet School communicates assessment results to parents in a variety of ways. Teachers schedule conferences with parents at least twice a year to review report cards, student progress, and results on the KCCT, MAP, TPRO, and Success Maker Math assessments. Students receiving intervention services are also given the DRA, PAST and Literacy First Phonics assessment. The parent/teacher conferences enable the teacher to meet with the parent face to face and visually guide them through reports while providing an explanation of the results. Parents can ask questions to ensure that they understand how their child is performing. Parents are given copies of the assessments and a reference sheet that explains how to interpret the test scores for future reference.

In addition, Intermediate students are involved in this process once during the school year by conducting student led conferences with their parents. They explain their assessment results to their parents, share their achievement successes and discuss areas that need improvement. Students regularly meet individually with their classroom teacher, review their assessment data and together the teacher and student determine the future goals. When a student meets the identified goal, they are rewarded by spinning the prize wheel and receiving a prize.

Primary students develop their achievement goals through weekly one on one conferencing with their classroom teacher in the areas of reading, writing and math. Teachers use this individual conferencing time to celebrate student successes and to identify personal areas for improvement.

Fayette County Public Schools report the district's scores and each individual school's scores on their website and in the local newspaper. Dixie lists this information on their web site and in the Kentucky School Report Card sent annually via the US Postal service to each parent. Both the District and Dixie have achievement banners hanging in prominent locations to recognize the students' success. The local television stations report on the KCCT scores when they become available.

4. Sharing Success:

Dixie Elementary Magnet School has an open door policy with Fayette County administrators and teachers. Elementary, Middle and High School teachers along with principals have visited Dixie to glean ideas of ways to improve their instructional strategies and environment to bolster success in their buildings. District leadership and teaching staff from other Kentucky counties have visited Dixie and many have requested return visits. When visitors come they are taken on a tour of the facilities, given an explanation of instructional practices and provided the opportunity to observe in actual classrooms of students during instruction. When possible, the visitors have the opportunity to talk with teachers during their planning periods.

Various individuals and teams of Dixie staff have presented at local, state and national conferences such as the Kentucky Behavior Institute, the National Librarian's Conference, the Kentucky Educational Leadership Development Collaborative Conference, and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement. Other presentations have been delivered to other Kentucky Administrative teams as well as Fayette County Principal meetings, and local School Board Meetings. The Fayette County School District's television station airs programs about Dixie's successes and instructional practices. Dixie's innovative programs have been featured in the local newspaper; on local television stations; the school and district website; state teaching publications; and “Stu's News”, the superintendent's newsletter that goes to all Fayette County staff members and parent subscribers. In addition, teachers have shared materials and ideas with educators via e-mail and in Professional Development activities. Parents have shared ideas with other parents and staff at events and trainings such as Parents and

Teachers as Arts Partners Workshop and the Commonwealth Institute for Parent Leadership. Our staff welcomes university practicum students and student teachers for in-depth, experiential training.

As a Blue Ribbon School, Dixie will welcome educational professionals to our building and continue to present at conferences and professional development activities upon invitation. We will continue to refine materials to be shared with colleagues regarding our instructional programs and procedures.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The mission of Dixie Elementary Magnet School is *Excellence in Intellect, Creativity, and Character*. The curriculum of Dixie is designed so all students achieve at their highest level using a rigorous curriculum based upon the Kentucky Program of Studies and Core Content. Curriculum maps have been completed in all subjects and instruction is planned in accordance with the long range plans. To ensure students are obtaining the skills and knowledge, regular assessments are conducted in all content areas using constructive response items.

Reading: Reading is embedded in all academic areas. Teachers strive for each student to reach proficiency in literacy. A variety of methods including phonics, basal readers, literature series and computer based learning are used for the literacy program. Students are instructed in whole and small groups with differentiated instruction through Response to Intervention groupings. The writing process takes place in all grade levels using developmentally appropriate instruction. Students are taught to write for a purpose. A working writing portfolio begins in kindergarten and continues through all grade levels. Open response and on-demand writing prompts are used for both instructional purposes and assessment.

Mathematics: In an effort to promote this mission our faculty devotes additional attention in the instruction of math. Math instruction at Dixie consists of algebraic thinking, data analysis and probability, geometry, measurement, number properties and computation. The problem-solving skills learned and applied in the area of math will serve the students throughout life. Dixie students receive ninety minutes of math instruction each day. Our instructors utilize the Everyday Mathematics Program as the core math program with supplementation at all grade levels. The Everyday Mathematics Program emphasizes the application of math to real life situations. In addition, the spiral curriculum found in the program allows students to solidify their knowledge of a particular area before moving on to another topic of math instruction. In connection with the Everyday Math curriculum, Dixie staff uses a variety of computer programs to supplement instruction. Technology such as Success Maker Math, Skills Tutor, and ALEKS are used to help students in skills practice and in mastering concepts. Flash backs and exit slips are used to reinforce concepts and as a quick recall of information from lessons taught. SMART Boards are utilized in the classroom during instruction. The use of SMART Boards encourages interaction from students during lessons and it is a great way to utilize web content and streaming videos.

Science and Social Studies are taught daily in all classrooms using a variety of instructional methods and practices. Field trips aligning with the core content in social studies and science are taken at all grade levels. A hands-on science approach is used throughout the grades with reinforcing concepts through the use of SMART Boards. History Alive, a participatory social studies program, is infused in the intermediate social studies curriculum. Our social studies program is further enhanced through the arts via the collaboration of units of study in which students both learn and experience the historical and cultural concepts being studied.

Dixie Elementary has a rich Arts and Humanities curriculum with visual and performing arts, guest artists, fine-arts performances and after-school enrichment clubs. Primary students receive ninety minutes a week of Chinese language instruction. Fifth grade students can participate in Band and fourth/fifth in Orchestra and Chorus.

Physical Education and developmental guidance classes are offered weekly to all students and encompasses physical activities, health curriculum and practical living skills.

Technology is offered in the classroom setting and in a computer lab. Students have opportunities to use computer software to enhance instruction. Every classroom uses SMART Board technology for

interactive lessons that keep students engaged and attentive. Teachers and students have access to mini-laptop computers for daily instruction and use document cameras, digital and flip cameras and iPods for podcasting. Students deliver a live daily morning news show.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

Dixie uses a balanced literacy approach to meet the needs of varying language learners. Primary students experience literacy through movement using the Phonics Dance. Teachers use an explicit phonics continuum developed by Literacy First and students are assessed on these skills on a regular basis to ensure effective direct instruction. This approach allows for differentiated instruction and provides students with individual learning goals as they progress. A strong foundation of phonemic awareness and phonics leads students into a rigorous program of vocabulary, fluency, and comprehension. Individual sight word lists also ensure students are acquiring new sight vocabulary each week in order to improve their fluency.

Students also benefit from the *Scott Foresman's Reading Street* basal series program. It provides leveled texts to meet the needs of a wide range of levels. Spelling, sight, and vocabulary words are used to support the theme and readability of the text. Students experience instruction in listening and reading comprehension through teacher read-alouds and student-lead literature circles.

As 21st century learners Dixie students have the privilege of using a variety of computer-based learning programs to help them acquire phonics, comprehension, and fluency skills. These programs include Headsprout, Lexia, and Reading Plus. The *Reading Counts!* program encourages students to read independently and take a quiz to assess their comprehension. Parents and other community volunteers provide students assistance by accessing *Reading Counts!*. Such individuals also serve as guest readers in an effort to portray the value of reading to children and adults alike.

Assessments such as DRA, PAST, Phonics, T-PRO, and MAP provide teachers with student data that drives instruction. Assessments assist teachers in forming small groups and identifying students who are failing to make adequate progress and require intervention services. Through Dixie's Read to Achieve grant struggling readers are provided with additional instruction through the use of Early Success and Soar to Success. Other students receive remediation through Leveled Literacy Intervention from classroom assistants.

3. Additional Curriculum Area:

Dixie students receive fine arts and humanities instruction in the areas of visual art, music, physical education, media services/drama, computer, guidance, and Chinese throughout the week during a five day rotation. Each intermediate student is assessed in arts and humanities through learning checks, flashbacks, exit slips, and portfolio evaluation. The student data is disaggregated to form Watch Lists for students who need extra support in the fine arts and humanities content.

To further enhance our arts and humanities curriculum, we provide programs such as "Arts-to-Go" bags, Arts Day, Parent Art Day, 5th Level Musical, Artist-in-residence, Dulcimer Days, Native American Culture with "Firebear," Keyboarding Piano Lab, Student Technology Leadership Program (S.T.L.P.), Chorus, Art Club, Guest artists in the classroom, Instrument Petting Zoo with the Lexington Symphony, performances by the UK Opera Theater, Lexington Children's Theater, Morehead State University Theater Little Company, UK Steel Drum Band, and Louisville Shakespeare Alive!

We meet the goals of Dixie's vision, mission, and beliefs through a wide variety of programs. Dixie's Arts Enrichment Program (AEP) allows students to participate and perform in areas of Swing and Salsa Dance, Steel Drums, Chinese Culture and Art, Cultures, Tinikling, Card Making, Baton Twirling and Dance, Recycled Art, Knitting, Jewelry Making, Chorus, Book Making, Hip Hop Dance, Cheer Dance, Digital

Photography, Drama, Movie Making, Clogging, Handbells, West African Dance and Drums, UK Art Museum Program, Lego Robotics, and Chess.

We have developed a strong community-based arts partnership. The AEP classes are taught by community members, volunteers, teachers, and parents. A group of Dixie parents participated in the Commonwealth Institute for Parent Leadership (CIPL) and developed our “Arts-to-Go” bag concept. Parents have also attended the Parent and Teacher Art Partnership (PTAP) and have been able to design projects that involve performances and artists sharing their knowledge and expertise with our students.

4. Instructional Methods:

The focus of Dixie’s magnet program is to prescribe an individualized instructional plan for each student. We administer the MAP, DRA, T-Pro, Literacy First Phonics Assessment, Phonological Awareness Skills Test, flashbacks, exit slips, and learning checks. Teachers frequently analyze student data to determine individual strengths and weaknesses and use this data to drive instruction. These results are used to develop an instructional plan to meet the diverse needs of our students. Teachers also develop Watch Lists to target our achievement gaps and address each student’s specific learning needs. Assessments are also used to target our achievement gaps in the area of mathematics. Students also receive individualized math instruction and often participate in math classes one to two grade levels above their peers.

Dixie utilizes an open-complex setting across all grade levels to maximize flexible grouping opportunities. The needs of our Tier II and Tier III Response to Intervention students are met through daily small group instruction, Leveled Literacy Intervention and computerized learning programs. Individualization within small groups is designed as needed. Instructional assistants are used to provide remediation and strategic interventions in all subject areas. English Language Learner and Special Education teachers co-teach in the classroom to meet their students’ unique learning needs and enhance student achievement. Dixie meets the needs of our proficient and distinguished students through Talent Pool (grades K-3) and our Gifted and Talented program (grades 4-5). All students are challenged in the classroom through differentiated reading groups, literature circles, digital story-telling, projects, and a variety of technology-based educational programs.

Common planning time is used to ensure consistency in core content instruction among grade-levels and to develop unit assessments with collaborating teachers. Weekly grade level meetings are scheduled with the principal to celebrate student successes, discuss academic areas of concern, and develop action plans for differentiation.

5. Professional Development:

Dixie's professional development program is designed to give staff members opportunities for growth to directly impact student achievement. School-wide needs are considered in planning professional development activities. Dixie has shown much success with current procedures and instructional methods, but we continue to evaluate new programs and practices to find what will maximize student performance.

Teachers voluntarily attend professional development trainings, in addition to the district’s requirement of 24 hours. Knowledge gained from these trainings is then shared with the staff. Individual teams of teachers often identify areas in need of additional training and work to grow together through book studies and visiting other successful schools and classrooms. Each teacher has a professional growth plan that outlines individual professional development activities. When new programs and practices are implemented, the principal and teachers evaluate them through data analysis and discussions during weekly team meetings. Dixie's Foundations Team focuses on school climate and culture. This group has received intensive training toward those purposes and shares them with staff on a regular basis during faculty meetings.

Much of Dixie's professional development has been devoted to enhancing our technology skills and incorporating computerized programs such as Lexia, Headsprout, Reading Plus, ALEKS, Skills Tutor, and SMART Board technology into our classrooms. As a result, technology has a huge presence in every classroom.

Attention has also been given to properly train Dixie's instructional assistants. Assistants have become confident in preparing their own leveled-literacy intervention lessons for our Tier II and Tier III students as well as behavior interventions and the CHAMPS program.

Dixie has a job embedded professional development project called Release Time. This project allots time for grade-level teams to reflect upon instructional practices, share effective teaching strategies, and observe classrooms to find best practices that work for other teachers.

We believe that communicating and sharing will help each teacher grow, both personally and professionally, and result in overall success. Upon implementation of the knowledge gained through professional development, teachers can better provide each child with an individually prescribed education.

6. School Leadership:

The principal of Dixie Elementary strives to ensure all stake-holders have a voice in the decision-making process. The School-Based Decision Making Council composed of the principal, faculty members and parents is the governing body. The Council meets monthly to review assessment data which drives the decision-making process regarding the allocation of resources, staffing, scheduling and curriculum.

The principal serves as the school's instructional leader and building manager. However, leading a building of nearly 80 staff members and more than 600 students requires a team approach. Dixie has developed a Lead Teacher initiative. This system streamlines the decision-making and communication process by providing a lead teacher for each grade level. The lead teachers meet monthly with the building administrators to discuss issues of curriculum and instruction, student assessment and classroom management. The lead teachers guide their teammates through weekly team meetings. This model provides an avenue for two-way communication among staff members and administrators.

Dixie's principal meets weekly with the Principal's Advisory Council, which consists of leaders within the building, to plan day-to-day operations and special events.

To ensure the needs of all students are met, key service providers/specialists within our building hold weekly Student Assistance Team meetings which are designed to address individual student needs that are beyond the scope of the classroom teacher.

Dixie has participated in the Foundations Team initiative which employs a team approach to addressing school-wide behavior management and culture. Over the past five years, this team has effectively collaborated with the staff as a whole to develop clear behavioral expectations for students.

The PTA of Dixie Elementary is an integral part of our school's success. It provides countless volunteer hours. The PTA meets monthly to develop programming to enhance the education of our students.

Effective communication is integral to strong leadership. Written and verbal communication from the administrator to the staff and parents is frequent through emails, the school website, the weekly "Dixie Post", PTA monthly newsletters, and the building marquee.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: Kentucky Core Content Test

Edition/Publication Year: 2006-2009 Publisher: Advanced Ed/Kentucky Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	Apr	Apr		
SCHOOL SCORES					
% Proficient plus % Advanced	94	92	84		
% Advanced	61	60	55		
Number of students tested	85	85	77		
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					
% Proficient plus % Advanced	90	90	74		
% Advanced	46	42	29		
Number of students tested	39	33	31		
2. African American Students					
% Proficient plus % Advanced	90	91	74		
% Advanced	48	43	27		
Number of students tested	21	21	15		
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
MALES	90	80	87		
% Advanced	60	46	52		
Number of students tested	47	36	32		

Notes:

Third grade was not tested prior to 2006.

Subject: Reading

Grade: 3 Test: Kentucky Core Content Test

Edition/Publication Year: 2006-2009 Publisher: Advanced Ed/Kentucky Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	Apr	Apr		
SCHOOL SCORES					
% Proficient plus % Advanced	84	86	82		
% Advanced	22	39	39		
Number of students tested	85	85	77		
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					
% Proficient plus % Advanced	74	79	68		
% Advanced	21	15	13		
Number of students tested	39	33	31		
2. African American Students					
% Proficient plus % Advanced	76	86	60		
% Advanced	19	24	7		
Number of students tested	21	21	15		
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
MALES	79	80	80		
% Advanced	21	31	32		
Number of students tested	47	36	32		

Notes:

Third grade was not tested prior to 2006.

Subject: Mathematics Grade: 4 Test: Kentucky Core Content Test
 Edition/Publication Year: 2006-2009 Publisher: Advanced Ed/Kentucky Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	Apr	Apr		
SCHOOL SCORES					
% Proficient plus % Advanced	88	83	66		
% Advanced	60	51	38		
Number of students tested	83	77	60		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	1	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	81	71	48		
% Advanced	41	29	13		
Number of students tested	32	31	23		
2. African American Students					
% Proficient plus % Advanced	84	79	56		
% Advanced	53	50	28		
Number of students tested	19	14	18		
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
MALES	82	84	67		
% Advanced	53	42	38		
Number of students tested	38	33	34		

Notes:
 Mathematics was not tested in grade 4 prior to 2006.

Subject: Reading

Grade: 4 Test: Kentucky Core Content Test

Edition/Publication Year: 2006-2009 Publisher: Advanced Ed/Kentucky Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	83	69	80	68	56
% Advanced	34	29	27	4	8
Number of students tested	83	77	60	72	77
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	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					
% Proficient plus % Advanced	75	58	60	59	58
% Advanced	13	10	17	0	0
Number of students tested	32	31	23	32	26
2. African American Students					
% Proficient plus % Advanced	79	50	62	63	62
% Advanced	26	29	6	0	0
Number of students tested	19	14	18	19	21
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
MALES	73	63	74	73	60
% Advanced	26	18	21	5	10
Number of students tested	38	33	34	44	40

Notes:

Subject: Mathematics Grade: 5 Test: Kentucky Core Content Test
Edition/Publication Year: 2006 Publisher: Advance Ed/Kentucky Department of education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	92	91	81	70	39
% Advanced	62	64	49	26	10
Number of students tested	74	56	65	70	73
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					
% Proficient plus % Advanced	90	82	62	53	14
% Advanced	41	53	29	10	0
Number of students tested	29	17	24	21	28
2. African American Students					
% Proficient plus % Advanced	86	88	67	60	6
% Advanced	64	59	17	20	0
Number of students tested	14	17	18	20	16
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
MALES	89	97	82		
% Advanced	55	61	54		
Number of students tested	38	28	39		

Notes:

Subject: Reading

Grade: 5 Test: Kentucky Core Content Test

Edition/Publication Year: 2006-2009 Publisher: Advance Ed/Kentucky Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	Apr	Apr		
SCHOOL SCORES					
% Proficient plus % Advanced	89	93	86		
% Advanced	46	59	49		
Number of students tested	74	56	65		
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					
% Proficient plus % Advanced	100	88	71		
% Advanced	79	47	33		
Number of students tested	29	17	24		
2. African American Students					
% Proficient plus % Advanced	93	82	83		
% Advanced	57	47	33		
Number of students tested	14	17	18		
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
MALES	85	97	82		
% Advanced	32	54	54		
Number of students tested	38	28	39		

Notes:

Reading was not tested in grade 5 prior to 2006.