U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools): (Check all that apply, if any)

☐ Charter ☑ Title 1 ☐ Magnet ☐ Choice

Name of Principal: Mr. Greg Ramey

Official School Name: North Middletown Elementary School

School Mailing Address: P.O. Box 67
301 College Street North
North Middletown, KY 40361-9509

County: Bourbon County State School Code Number: 090

Telephone: (859) 362-4523 E-mail: Gregory.Ramey@bourbon.kyschools.us

Fax: (859) 362-4047 Web URL: www.bourbon.kyschools.us

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mrs. Lana Fryman Superintendent e-mail: lana.fryman@bourbon.kyschools.us

District Name: Bourbon County District Phone: (859) 987-2180

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: Mr. Todd Earlywine

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 2010-2011 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 2005.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.

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

1. Number of schools in the district: 3 Elementary schools
   (per district designation) 1 Middle/Junior high schools
   1 High schools
   0 K-12 schools
   5 Total schools in district
2. District per-pupil expenditure: 11403

SCHOOL (To be completed by all schools)

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

4. Number of years the principal has been in her/his position at this school: 8

5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	15	12	27		7	0	0	0
1	13	18	31		8	0	0	0
2	12	11	23		9	0	0	0
3	16	11	27		10	0	0	0
4	16	13	29		11	0	0	0
5	16	13	29		12	0	0	0
							Total in Applying School:	166

6. Racial/ethnic composition of the school:

0 %	American Indian or Alaska Native
0 %	Asian
1 %	Black or African American
14 %	Hispanic or Latino
0 %	Native Hawaiian or Other Pacific Islander
85 %	White
0 %	Two or more races
100 %	Total

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

7. Student turnover, or mobility rate, during the 2009-2010 school year: 15%

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

(1)	Number of students who transferred ***to*** the school after October 1, 2009 until the end of the school year.	14
(2)	Number of students who transferred ***from*** the school after October 1, 2009 until the end of the school year.	13
(3)	Total of all transferred students [sum of rows (1) and (2)].	27
(4)	Total number of students in the school as of October 1, 2009	179
(5)	Total transferred students in row (3) divided by total students in row (4).	0.15
(6)	Amount in row (5) multiplied by 100.	15

8. Percent limited English proficient students in the school: 8%

Total number of limited English proficient students in the school: 13

Number of languages represented, not including English: 1

Specify languages:

Spanish

9. Percent of students eligible for free/reduced-priced meals: 67%

   Total number of students who qualify: 111

   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-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 24%

    Total number of students served: 39

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

0	Autism	0	Orthopedic Impairment
0	Deafness	5	Other Health Impaired
0	Deaf-Blindness	6	Specific Learning Disability
0	Emotional Disturbance	18	Speech or Language Impairment
0	Hearing Impairment	1	Traumatic Brain Injury
2	Mental Retardation	1	Visual Impairment Including Blindness
0	Multiple Disabilities	6	Developmentally Delayed

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

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	1	0
Classroom teachers	9	0
Special resource teachers/specialists	3	4
Paraprofessionals	3	2
Support staff	4	2
Total number	20	8

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: 19:1

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

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	96%	96%	95%	95%	96%
Daily teacher attendance	97%	96%	96%	95%	95%
Teacher turnover rate	11%	20%	20%	30%	22%
High school graduation rate	0%	0%	0%	0%	0%

If these data are not available, explain and provide reasonable estimates.

The number of classroom teachers at NMES vary between 9 and 10 during any given year based on funding from the state and grants. Therefore, just one teacher move represents a 10-11% change in staff. Staff turnover occurs for many reasons including a change in assignment within the building or beyond, families moving and other reasons beyond the control of the school.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

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	0%
Total	**0**%

PART III - SUMMARY

North Middletown Elementary School is called: The Place for Success! Our mission points include being a top ten school in all content areas, with students performing at or above grade level by the end of third grade in Reading and Mathematics. We strive for an effective system of parent and community involvement through our volunteer program and a combined 97% attendance rate for students and staff. We challenge students to achieve their personal best and to be themselves, at their very best, all the time. To achieve our mission we provide our students with:

1. Individual attention
2. A nurturing, safe, clean and healthy environment
3. Multiple opportunities for physical activity
4. Creative and performing arts opportunities to achieve personal bests in dance, music, drama, creative writing and art
4. Community performing arts resources for students to broaden their scope of understanding regarding a performing arts education.

We recently incorporated a performing arts component to our mission. We do this to:

1. Allow each child the opportunity to create, perform, and express him/herself in a variety of artistic venues
2. Infuse creative and performing arts into every content area
3. Ensure each child develops to his/her personal best in creative and performing arts
4. Develop citizens who are knowledgeable of and advocates for the appreciation of and involvement in the arts and its components
5. Create a broader student and community base at NMES as a result of a successful creative and performing arts program

North Middletown is a small, rural community located in the heart of thoroughbred horse racing country. Most families are affiliated with these historic farms in some manner. The school was originally built in 1948 to be a high school. Our student population includes 67% free/reduced, 15% minority (14% Hispanic) and nearly 25% with special needs. Our culture is warm and inviting, but one with extremely high expectations for all. We semi-annually host a reunion for all alumni and celebrate our community, alumni and traditions. Our recent school success has reinvigorated our small community with pride and spirit. The school building is used to host most civic functions and is truly the heart of our North Middletown community.

We have focused on teaching the whole child to ensure they have the skills and knowledge to reach their capacity in any productive manner they choose. Physical activity opportunities occur throughout the school day with movement integrated into reading and math instruction, physical education class, teacher-supervised activity and after -school fitness clubs that include running, sports and dance. We provide swimming for all second grade students and intramural/competitive sports throughout the year. The goal is for students to participate in the physical activities they choose in hopes of encouraging a lifetime of fitness. We challenge students beyond the traditional curriculum by infusing creative and performing arts into daily instruction. We provide hour-long majors during and after school in the areas of drama, dance, vocal music, instrumental music, creative writing, public speaking and art.

In 2002, NMES was ranked last in several content areas in our county. Our academic index, as defined by Kentucky, was 69.6. At the time, Kentucky's goal for all schools was to reach proficiency with an index of 100 by 2014. We reached proficiency by achieving an index of 102 in 2008 and by 2010 our index was 112.4. In 2010 our math performance ranked us 4th in the state. Since 2002 we have improved our

academic performance by 40% in Reading, 197% in Math, 73% in Social Studies, 76% in Writing, 71% in Science, 90% in Practical Living and 242% in Arts/Humanities.

The success of our school has occurred as a result of teamwork from everyone who touches our students' lives. We are successful because of our food service team who has nearly seventy years of service at NMES, including nine consecutive years of perfect attendance! Walking into our cafeteria is like walking into your favorite place. They serve healthy meals, each filled with care and compassion. We are successful because our custodial team has had multiple perfect scores from our safety and health inspectors over the years due to the safe and clean environment that they provide. We are successful because our transportation team safely drives our students to and from their homes without incident, while driving thousands of miles annually. We are successful because our Family Resource team meets every student need outside of the classroom by eliminating non-educational barriers before the students even enter our school. We are successful because our office team sends a friendly and welcoming message that represents the family-oriented culture of our school to each person who contacts our school. We are successful because of the commitment we have from our district leadership and school board. We are successful because our outstanding parent- led community and volunteer program commits thousands of hours of service to our school to serve and support the school in every imaginable way. We discovered success through teamwork.

We are truly honored and humbled to have been recommended for this recognition. Achieving Blue Ribbon status for our school would be an immeasurable honor for our students, staff and community. It would become the new cornerstone to the wonderful legacy of our community, North Middletown.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The Kentucky Core Content Test (KCCT) is the assessment tool used to measure annual school progress. Elementary students in grade 3, 4 and 5 are tested in reading and mathematics. Fourth grade students are also tested in Science and fifth grade students in On-Demand Writing and Social Studies. The KCCT format is a series of multiple choice and open response questions.

Open response questions require a student to demonstrate and apply content knowledge. The performance of each student is identified by one of four performance levels. These levels from highest performing to lowest are: Distinguished, Proficient, Apprentice and Novice. The proficiency level of a school is the combined percentage of students who receive a score of Proficient and Distinguished (% P/D) in a given content area. It is the expectation from the state that all schools achieve 100% proficiency by the year 2014.

Through 2008, Kentucky school performance was reported by assigning each school an index. The index was a content weighted score, with Reading and Mathematics having the most value. A proficient school was one that had an index of at least 100 out of 140 possible. There will be a new assessment system by the spring of 2012. In the meantime, the school years of 2008-2009, 2009-2010 and 2010-2011 are described as an interim period with school scores identified by % P/D. Therefore, school performance over the past five years can actually be reported with an index or by the % P/D. Although academic performance can be evaluated with either method, the interesting aspect of this is that state rankings of school performance change depending on the value used.

In 2010, NMES ranked 12th statewide in Mathematics in % P/D. However, when the same information was reported as an index, NMES rankings jumped to 4th place. This is explained by the inclusion of student scores below proficient when calculating the index.

The Reading index for NMES in 2006 was 82. By 2010 the Reading index had climbed to 108. The 2006 Mathematics index was 74. By 2010 the Mathematics index was 127.

NMES has shown constant improvement over the past five years and exceeds the standard for Kentucky schools in Reading and Mathematics. In 2006, the Reading score was 66 % P/D. By 2010 the Reading score improved to 93% P/D. In 2006, the Mathematics score was 48% P/D. By 2010 the Mathematics score almost doubled to 94% P/D. The 2010 combined Reading and Mathematics % P/D performance ranked NMES 10th in the state.

Grade level data shows that in 2010, 96% of all 3rd grade students scored a proficient or distinguished in reading and 100 % of all 3rd grade students scored a proficient (7%) or distinguished (93%) in Mathematics. In 4th grade, 100% of all students scored proficient or distinguished in Reading AND Mathematics.

Since the introduction of the No Child Left Behind Report (NCLB), North Middletown Elementary School has met all requirements annually. The most recent NCLB report for 2010 shows free/reduced (f/r) lunch students as the only sub population. There is no substantive gap between f/r students and non-f/r students in the reported areas of Reading and Mathematics on the NCLB report. The 2010 report evidenced a gap in math of .02% and reading of 4.64%. In both cases the non-f/r students scored higher. With our enrollment, this gap reflects less than one student's performance.

Information regarding the Commonwealth Accountability Testing System and the Kentucky Performance Report can be found at the following web address: http://applications.education.ky.gov/ktr/default.aspx

2. Using Assessment Results:

All state assessment results are analyzed by the school staff and principal. The data defines the direction of student instruction and teacher professional development for the upcoming year. Teachers are grouped based on their specialty area or grade level. Within these groups, the teachers disaggregate the testing data to identify trends or gaps.

Teachers specifically look for significant gaps among sub-groups. A significant gap is one that is 5% or more. Sub-groups include free/reduced-price meals, minorities, special education English language learners and gifted students. Based on the data and student needs, teachers create a plan to address any gap. This plan includes modifying instruction, reviewing curriculum and providing interventions for each student performing below proficient.

Learning checks in all content areas are conducted frequently through the use of common assessments. These assessments are aligned with state standards and our curriculum maps. They are implemented in the same manner as the state test and are formatted to look the same. This allows students to scrimmage an assessment and work with the same staff that will be providing accommodations, when applicable, to build relationships and gain confidence through practice.

Common assessments allow us to predict how students will perform on the state assessment. When common assessment results are entered into the goal calculator, data results include an index and a % P/D score by grade and overall. It also provides subgroup data. This data is used to provide teachers more insight and allow frequent modification of instruction to better serve each student.

Teachers conduct online testing in curriculum areas through the research- based program, Discovery Education (Think Link). The results are instant and allow teachers to monitor the progress of individual students. At-risk students are noted and interventions are planned accordingly through the use of Think Link Probes and Response to Intervention strategies. Great Leaps tutors, 21st century after-school teachers, Title I and ESS teachers collaborate with regular education teachers to assist with these interventions.

Teachers assess students on individual units of instruction within the classroom. Each assessment has a rubric and is aligned with state standards and our curriculum maps. Results are analyzed and guide the teacher's instruction for individual students. Teachers monitor students who are at risk and plan individual lessons that help strengthen areas of need. Our school offers a variety of assessment opportunities to our students through research-based programs such as Study Island, CPS Clickers, and Reading Eggs. Assessment drives how our teachers plan and differentiate instruction, which in turn leads to increased student achievement.

We meet weekly, by grade level to review and discuss individual student performance. We purposefully look at each student performing below proficient. When necessary, we modify and implement changes to each student's individual plan.

3. Communicating Assessment Results:

State testing results are released to the community through newspapers, television, Internet, and radio. Results of all school report cards are available to the general public through the Kentucky Department of Education web page. Individual student results are provided to the parents. Teachers meet individually with the parents to discuss student performance and collaborate to create a plan of improvement, when applicable. Teachers communicate the results of the test with each student to discuss an improvement plan and provide effective praise.

Students are recognized for proficient and distinguished performance in testing areas during the annual Cats Awards Celebration. All families and community members gather to celebrate individual and school success. Permanent banners with student names are displayed in the hallway. Individual students receive

plaques and medallions recognizing them in the content areas in which they scored Distinguished or Proficient. A reception, hosted by volunteers, is held after the Awards Celebration to honor these students.

Learning check results are communicated to the principal, school district, students and parents. They are entered into a Goal Calculator which helps the teacher analyze student performance data. Teachers create plans for intervention for at-risk students identified by the goal calculator. The results of the tests are discussed with the students to allow them to reflect on their learning progress. Students display their proficient or distinguished work throughout the school.

Teachers communicate student progress through grades on Infinite Campus, the state's student information system. Progress reports are also sent home with students each quarter. Parents may access student performance information at any time through the use of Infinite Campus. All teachers maintain a class website where parents may access newsletters, homework, and other information regarding their child's class. Our staff is always available to meet with parents regarding their child's performance.

4. Sharing Lessons Learned:

North Middletown Elementary staff takes pride in sharing the success of their school and its performance. We promote ourselves through our mission: "NMES: The Place for Success!" We have numerous banners and celebration boards within our building that communicate our high levels of achievement, goals and performance expectations. Newsletters are sent home with students and distributed within the community noting the progress we have made on state tests and other successes. Our district and school promotes and communicates success on respective web pages. The Superintendent and school board have recognized NMES for outstanding academic performance on multiple occasions. NMES students share their success at board meetings with good news performance presentations. Multiple stories and photographs regarding our continued progress have been published locally and beyond.

We welcome other educators from our district as well as other districts into our school to observe best practices in teaching. North Middletown Elementary welcomes student teachers from local universities into our school community. This relationship allows us to provide student teachers with opportunities to observe our school and practice teaching. We benefit from the shared opportunity to learn new ideas from future educators. We wish to instill within them our passion for teaching, the value of a positive culture and success through teamwork.

Teachers from our school create and facilitate professional development activities for our staff and for other schools within and beyond our district. Our teachers communicate ideas and resources beyond our district and state via e-mail, webinars and most recently SKYPE presentations to schools in California.

Should North Middletown Elementary be recognized as a Blue Ribbon School, we will proudly continue to share with other organizations, schools or individuals our culture, curriculum, instruction and assessment practices that have contributed to our school success.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The curriculum at North Middletown Elementary is focused on teaching the whole child. Our goals are to not only teach core curriculum areas, but to also enhance students' personal growth by incorporating the arts, physical activity, and community leadership. Our students are accustomed to our high expectations and are motivated to challenge themselves to perform at distinguished levels. The individual learning styles are embraced and enhanced through differentiated instruction. Students are taught in small group settings that offer students direct, guided, and independent study of core concepts. In center activities students enhance their understanding and depth of knowledge through manipulative exploration, learning with peers, teacher-led centers, and technology-based activities. Students at North Middletown Elementary learn academics in intense and creative ways that include art enhancements. Our students' academia, creativity and character are shaped to ensure their future success as life-long learners and leaders in their community.

Language Arts is taught in small groups through differentiated instruction. Textbook series are used as a supplement to our Kentucky Core Content. Language Arts are taught in connection with real world associations so that concrete ideas are formed. At the primary level, students engage in learning phonics through multiple activities such as the Phonics Dance, word play, and writing activities. At the intermediate level, students participate in literature circles based on their interests and reading skill levels.

Students learn Mathematical skills using manipulatives at all grade levels. Our school is fortunate to have a wide variety of math resources. Students participate in math centers which involve math technology activities, content-based games, and teacher-led lessons. Teachers use the Classroom Performance System (CPS) which allows them to provide students with more interactive lessons and also to receive immediate feedback of student performance. This feedback allows the teacher to instantaneously modify instruction and create an efficient lesson. The Classroom Performance System gives all students the opportunity to become interactive with their learning, engaged in teacher- led conversation, and experience increased achievement through immediate feedback via SMART technology software. The immediate feedback is beneficial to the students and the teacher.

Science instruction is based on standards that investigate three areas of Science: Life Science, Earth Science, and Physical Science. Units are created for each Science concept with activities for all learning styles. Students explore Science through experiments and enjoy learning vocabulary with hands-on activities. Science goals are also met through the cross- curricular integration of nonfiction literature. We have a fully equipped and operational Science lab for students to investigate Scientific and Mathematical concepts.

Social Studies is taught with the expectation that students will gain an in-depth understanding of the relationship between geography and culture. Students are expected to compare and contrast earlier time periods in relation to their present day lives.

Students at NMES have classes in visual art, music, drama, creative writing, public speaking and dance taught by Arts Specialists. The performing arts component of our school mission is known as A.I.M., or Arts Infusion in Middletown. We recognize that students have various learning styles so the arts are not only taught in specialized classes, but also incorporated into other curriculum. Students apply the critical thinking and problem solving potential of the arts into everyday life. We allow each child the opportunity to create, perform, and express themselves in a wide variety of artistic venues and skills, while gaining a disciplined approach to learning. Our desire is to create contributing citizens to the community who are knowledgeable advocates that appreciate and support the arts and cultural diversity.

Students at NMES are physically active. They learn sports skills, motor skills, and cooperation as they apply them regularly in games. Students and teachers set goals for physical activity levels in class using pedometers. All ages learn dances from various cultures by practicing elements of dance. NMES students are provided opportunities and encouraged to participate in youth football, basketball, softball, baseball, archery, wrestling, and cheerleading.

We teach healthy nutritional habits in Practical Living classes. Students participate in the Pennyrile Allied Community Services Nutritional Outreach Program, which reinforces health and nutritional concepts. Students are given several meal options from our food service program that includes choices of milk, fruits, vegetables, yogurt, whole wheat breads, and low-fat entrees. We also received a grant that allowed us to provide fresh fruit and vegetables to students during the regular school day for snacks.

It is important to recognize that Mathematics and Language Arts instruction are the content areas primarily used to deliver content in all other areas including Social Studies, Science, Writing, Practical Living, Creative and Performing Arts and Physical Education.

2. Reading/English:

We use teacher designed curriculum maps to create a culture of learning for all students through high expectations, engaging activities. We believe all students can succeed and expect them to do so. Our comprehensive approach includes the use of multi-dimensional centers.

Students receive Reading instruction from reading content specialists. Primary teachers focus on the Six Primary Components of Early Literacy Development; Phonics, Phonemic Awareness, Fluency, Comprehension, Vocabulary and Writing. These components are achieved through a mixture of disciplines including The Phonics Dance, Reading Recovery, Reading Eggs, Study Island, Lucy Calkins, Renaissance Learning and Discovery Learning.

Intermediate students use the Reader’s & Writer’s Workshop model, to integrate a balanced literacy approach that encourages higher order thinking and engaging activities through literature circles and centers. Teachers achieve this integration through modeled, shared, guided, and independent reading and writing.

All approaches are research-validated, brain-based, or scientifically research-based. Student achievement is proof that these approaches are effective at NMES. Any student who needs additional instruction is provided an individualized plan for progress.

Response to Intervention is used to identify, address, and monitor all students performing below grade level in Reading as well as other content areas. Identified students could potentially go through three individually designed tiers of intervention based on standardized assessments and progress monitoring tools.

With the first tier, teachers use a research- validated program and differentiate instruction based on the results of a standardized assessment. This process identifies the exact area(s) in which students need additional instruction.

Students that require more intense instruction are assigned to a small group, designed specifically to address the area of need and taught by the teacher or certified instructional aide. Once students receive this second tier of intervention for 6-8 additional weeks they either show improvement or move on to the next last tier of intervention with a Literacy Specialist.

The Literacy Specialist provides small group or one -on- one instruction. Students remain in this tier until adequate progress is made or they have been identified with a specific learning disability. Our goal is to have all students graduate successfully from this tier without further placement.

We are able to provide students with additional services because of our Read to Achieve grant and Title I funds. Both of these avenues allow us to employ certified teachers, reading specialists, resources and use the latest research validated programs.

3. Mathematics:

Mathematics instruction is comprehensive and individualized to teach the whole child. We use the Kentucky Core Content and Program of Studies, teacher-created curriculum maps and the child's learning style, to drive our instruction. Core instruction includes algebraic thinking, data analysis, probability, geometry, measurement, number properties and computation. We expect students to have a strong foundation in number sense. The symbolic, written, and verbal form of numbers is rigorously taught at the primary level. We provide students with researched- based, hands- on, relevant lessons using whole class teaching, co-teaching, learning centers, and individualized instruction.

Students are frequently assessed to evaluate their mathematical understanding. Based on the results, students are placed in flexible learning groups within the classroom or with another teacher that can meet their math needs at an appropriate level for the student. Instruction is designed to drive students towards proficiency. We use common assessments, classroom assessments, Classroom Response Systems, Think Link, and the Kentucky Core Content Test to determine mastery of skills.

Interventions are in place for students not meeting proficiency. Students in need of additional assistance are placed in small groups and provided more instruction for isolated skill enhancement. If the child needs more intense intervention, he/she receives one-on-one instruction. Additional assistance is also provided after school four days a week through 21st Century and Extended School Services programs. Students in the programs receive individualized instruction from a certified staff member.

Technology is another daily component of mathematical instruction. Each classroom is equipped with SMART technology. This allows us to meet the needs of all learners and keep them engaged throughout the lesson. We integrate movement, music and art into mathematics content.

We believe in continuous progress for all learners. Our students have multiple opportunities to reach their learning goals. Students move at their appropriate pace and receive numerous opportunities to ensure success through differentiated instruction across the curriculum. The expectation is for every student to learn the mathematical content, in a way that will allow him or her to make connections and be able to apply the skills to real-life situations.

4. Additional Curriculum Area:

We emphasize the implementation of technology into teacher lesson plans across the curriculum. We use technology to extend student learning on a daily basis, prepare students to be successful in the 21st century, and as an outreach program to inform parents.

Each SMART- technology enhanced classroom fosters opportunities for teaching and learning by integrating learning technology. The SMART classrooms (TV/projector, document camera, Classroom Response System) serve as a motivational tool that augments attentiveness and comprehension of new skills. The SMART classrooms allow teachers to meet the needs of all students by encompassing Howard Gardner's multiple intelligences. The district also provides a Technology Integration Specialist to work with staff, on the implementation of research-based practices into their daily activities. To enhance further 21st Century skills, teachers provide other cultural opportunities by using SKYPE to connect with other areas of the world. High quality, standards-based internet content for teachers and students can be researched in a computer lab equipped with thirty computers. NMES is a wireless facility that allows the principal to perform instructional walk-throughs and provide immediate feedback to staff via email.

To use technology to provide individualized instruction, the Think Link testing program is used as a universal screener to identify students who are at risk throughout our district. To increase student

achievement, Individualized Education Plans are then developed for each at-risk student and learning probes are created to strengthen basic concepts.

Study Island, a web-based, research-validated program, is implemented so students can learn basic skills at their own pace. Students practice questions for math, reading, writing, science and social studies that are aligned with Kentucky's academic content standards. The main premise behind the program is that it is data-driven and computerized. The program pretests students to assess what they already know, allows teachers to see trends in student performance and allows students to track progress towards their goal. As an extension to the classroom, students can access this website at home.

In addition to the school web page, teachers maintain informational blogs for parents and students. Parents can communicate with their child's teacher's through e-mail to promote communication between home and school. Bourbon County parents can access the statewide Infinite Campus record-keeping system to monitor their children's progress.

5. Instructional Methods:

Differentiating instruction lies at the heart of all instructional methods at NMES. Addressing each student's unique learning needs is vital to providing effective instruction. Student learning needs are assessed and addressed using authentic formal and informal assessments, observations, and by following each student's Individualized Education Plan.

One way student's individual needs are addressed is by dividing students into small ability and skill groups. Students receive instruction based on their current level in a specific content area. These cooperative learning groups are flexible and students are able to move to different small groups based on their learning needs and progression. Every student in the classroom may be working on different skills, but are working based on their ability level. While teachers are meeting with these small groups the remainder of the students are engaging in inquiry based centers directly related to core content.

We use research-validated programs, Study Island and Reading Eggs, which allow students to work independently on the computer on core content material. These small group center activities are also based on different learning styles. Students are engaged through a variety of activities; technology, music, dance, games, etc. Collaboration with Instructional Aides and the Special Education teachers are common in all classrooms.

In the primary grades, every classroom has a certified Instructional Aide who provides extra instruction and reinforcement of skills. The special education teacher provides the least restrictive environment for students with special needs by being a part of the classroom environment daily. The special education teacher offers student modifications or specifically designed instruction to ensure understanding. Sometimes this collaborative teaching takes place while students rotate through centers. The special education teacher and or instructional aide offer their expertise in a content area. This allows all students to rotate through all teachers. In some classrooms the Instructional Aide and classroom teacher uses team teaching as well.

Seventy-six percent of our students attend 21st Century after school clubs, which extends the learning opportunities for students four days per week. Students receive extra instruction and tutoring in content areas. Students attending clubs receive individual and small group instruction based on the skills and concepts taught in the classroom. During this program, students' needs are addressed by using hands on instruction and addressing different learning styles.

6. Professional Development:

Professional Development is implemented based upon the School Improvement Plan and directly focuses on helping achieve student learning goals and supporting student learning needs. Our professional development is also aligned with our district goals. The staff participates in ongoing workshops for

differentiating instruction for all sub-groups. Response to Intervention training is an important part of our differentiation plan because it involves meeting student needs with different levels of intensity.

Our school incorporates many research based strategies for increasing student achievement, identified by Robert J. Marzano in his book Classroom Instruction that Works. Teachers have opportunities for reflection and peer coaching with their colleagues regarding the use of these strategies within their classrooms. Through collaborative planning, the teachers are able to effectively incorporate Marzano's strategies into their instruction.

Professional development at our school empowers a self-directed model of teacher development. Teachers choose their goals for professional development based on their professional growth plan and the individualized needs of their students. Primary teachers participate in activities to strengthen the areas of Reading and Math by attending literacy and math workshops involving research-based strategies for areas such as text comprehension; vocabulary; phonics; phonemic awareness; number sense; and incorporating math and reading games into the curriculum. Intermediate teachers attend literacy workshops involving critical thinking strategies, and strategic processing of texts. Most workshops are taught by our own staff.

Technology is an important component in the education of our students as it allows for new opportunities for learning and promotes student achievement and engagement. Staff participates in workshops involving technology that enhance their ability to integrate technology into the curriculum, align it with the standards and engage learners in projects. These workshops include how to effectively incorporate SMART technology into the curriculum. Discovery Education, Study Island and Reading Eggs, are all web-based programs our staff uses to supplement and enhance student learning and assessment.

Team building is an important part of the school's professional development each year. The workshop focuses on the school climate and culture and involves tasks such as creating the school vision and mission statements. All staff are actively involved in the process and embrace ownership of the plan. Team building allows our staff to work in collaboration with each other, acknowledging each person's talents and leadership skills they offer for the benefit of the school.

7. School Leadership:

The leadership structure of our school consists of the school team members (employees), a School-Based Decision Making Council and the principal. The focus of the council is student achievement. The council, comprised of teachers and parents, sets policies regarding curriculum, instruction, assessment, culture, support, growth, leadership, resources and planning.

It is the philosophy of our school leadership to focus on seeking, recruiting, obtaining, training and retaining the best available staff possible. High performing team members are the most valuable resource any successful school has. This is not limited to instructional staff. Culture and customer service set the tone for a successful school learning environment.

It is our school philosophy for leadership to provide the instructional team every required and requested resource, training to serve our students and any support necessary to achieve student success. It is the expectation of leadership and the community to have high-performing staff as measured by student success.

In practice, the principal has built a strong, long-term relationship with his staff and loyal community. Teamwork plays a fundamental part of the overall success of the school. He uses a leadership style that supports the teachers, students, parents, and the community. He is visible throughout the day performing walk-throughs, staff evaluations, and engaging with the staff and students.

In conjunction with the district, the principal has applied for and received various grants and programs such as AmeriCorps, 21st Century, Read to Achieve, Fruit and Vegetables and History Alive! All of these have allowed students to receive additional necessary support. We recently implemented a

Performing Arts component to our mission. Our students now have access to new youth sports programs through competitive basketball, football and cheerleading.

The principal worked with the community and staff to initially develop and revise the school mission and vision as goals are met and surpassed. Teachers are encouraged and expected to take ownership of programs and leadership roles in the school. Building leadership capacity within the school is a primary component of our team strength.

Leadership roles include: team leaders, mentors, academic coaches, software specialists, curriculum specialists, arts specialists, coaches and committee members. All of these opportunities improve student achievement and team leadership.

The principal encourages teachers to strengthen their teaching skills through professional development, collaboration, and peer mentoring. Teachers work together to identify individual student needs and to provide students with differentiated lessons to meet those needs.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

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

Edition/Publication Year: 2006-2010 Publisher: Measured Progress

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	Apr	Apr	
SCHOOL SCORES					
Proficient/Distinguished	100	86	75	66	
Distinguished	93	57	34	23	
Number of students tested	27	33	32	40	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Distinguished	100	81	57	50	
Distinguished	94	57	19	15	
Number of students tested	18	19	16	26	
2. African American Students					
Proficient/Distinguished					
Distinguished					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Distinguished					
Distinguished					
Number of students tested					
4. Special Education Students					
Proficient/Distinguished					
Distinguished					
Number of students tested					
5. English Language Learner Students					
Proficient/Distinguished					
Distinguished					
Number of students tested					
6.					
Proficient/Distinguished					
Distinguished					
Number of students tested					
NOTES: Prior to 2006-2007, 3rd grade students did not participate in the mathematics portion of the KCCT.					

11KY2

STATE CRITERION-REFERENCED TESTS

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

Edition/Publication Year: 2006-2010 Publisher: Measured Progress

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	Apr	Apr	
SCHOOL SCORES					
Proficient/Distinguished	96	97	78	76	
Distinguished	26	14	55	28	
Number of students tested	27	33	32	40	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Distinguished	94	85	62	73	
Distinguished	28	10	31	15	
Number of students tested	18	19	16	26	
2. African American Students					
Proficient/Distinguished					
Distinguished					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Distinguished					
Distinguished					
Number of students tested					
4. Special Education Students					
Proficient/Distinguished					
Distinguished					
Number of students tested					
5. English Language Learner Students					
Proficient/Distinguished					
Distinguished					
Number of students tested					
6.					
Proficient/Distinguished					
Distinguished					
Number of students tested					
NOTES: Prior to 2006-2007, 3rd grade students did not participate in the reading portion of the KCCT					

11KY2

STATE CRITERION-REFERENCED TESTS

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

Edition/Publication Year: 2004-2010 Publisher: Measured Progress

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	Apr	Apr	
SCHOOL SCORES					
Proficient/Distinguished	100	83	93	65	
Distinguished	75	56	17	27	
Number of students tested	28	32	42	45	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Distinguished	100	83	93	60	
Distinguished	56	43	15	20	
Number of students tested	16	20	27	30	
2. African American Students					
Proficient/Distinguished					
Distinguished					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Distinguished					
Distinguished					
Number of students tested					
4. Special Education Students					
Proficient/Distinguished					
Distinguished					
Number of students tested					
5. English Language Learner Students					
Proficient/Distinguished					
Distinguished					
Number of students tested					
6.					
Proficient/Distinguished					
Distinguished					
Number of students tested					
NOTES: Prior to 2006-2007, 4th grade students did not participate in the mathematics portion of the KCCT.					

11KY2

STATE CRITERION-REFERENCED TESTS

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

Edition/Publication Year: 2004-2010 Publisher: Measured Progress

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Distinguished	100	86	93	75	67
Distinguished	21	25	64	24	6
Number of students tested	28	32	42	45	37
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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Distinguished	100	83	93	70	55
Distinguished	6	26	63	23	0
Number of students tested	16	20	27	30	22
2. African American Students					
Proficient/Distinguished					
Distinguished					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Distinguished					
Distinguished					
Number of students tested					
4. Special Education Students					
Proficient/Distinguished					
Distinguished					
Number of students tested					
5. English Language Learner Students					
Proficient/Distinguished					
Distinguished					
Number of students tested					
6.					
Proficient/Distinguished					
Distinguished					
Number of students tested					
NOTES:					

11KY2

STATE CRITERION-REFERENCED TESTS

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

Edition/Publication Year: 2006-2010 Publisher: Measured Progress

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Distinguished	84	62	64	50	48
Distinguished	53	17	10	19	6
Number of students tested	32	43	39	36	33
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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Distinguished	83	56	54	30	38
Distinguished	44	11	8	5	5
Number of students tested	18	27	24	20	21
2. African American Students					
Proficient/Distinguished					
Distinguished					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Distinguished					
Distinguished					
Number of students tested					
4. Special Education Students					
Proficient/Distinguished					
Distinguished					
Number of students tested					
5. English Language Learner Students					
Proficient/Distinguished					
Distinguished					
Number of students tested					
6.					
Proficient/Distinguished					
Distinguished					
Number of students tested					
NOTES:					

11KY2

STATE CRITERION-REFERENCED TESTS

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

Edition/Publication Year: 2006-2010 Publisher: Measured Progress

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	Apr	Apr	
SCHOOL SCORES					
Proficient/Distinguished	82	69	66	69	
Distinguished	23	14	28	22	
Number of students tested	32	43	39	36	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Distinguished	73	63	59	55	
Distinguished	14	11	21	10	
Number of students tested	18	27	24	20	
2. African American Students					
Proficient/Distinguished					
Distinguished					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Distinguished					
Distinguished					
Number of students tested					
4. Special Education Students					
Proficient/Distinguished					
Distinguished					
Number of students tested					
5. English Language Learner Students					
Proficient/Distinguished					
Distinguished					
Number of students tested					
6.					
Proficient/Distinguished					
Distinguished					
Number of students tested					
NOTES: Prior to 2006-2007, 5th grade students did not participate in the reading portion of the KCCT.					

11KY2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: School Average

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Distinguished	94	77	82	61	45
Distinguished	69	41	46	23	10
Number of students tested	87	108	113	121	111
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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Distinguished	94	73	78	49	34
Distinguished	61	35	40	14	6
Number of students tested	58	66	67	76	69
2. African American Students					
Proficient/Distinguished					
Distinguished					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Distinguished					
Distinguished					
Number of students tested					
4. Special Education Students					
Proficient/Distinguished					
Distinguished					
Number of students tested					
5. English Language Learner Students					
Proficient/Distinguished					
Distinguished					
Number of students tested					
6.					
Proficient/Distinguished					
Distinguished					
Number of students tested					
NOTES:					

11KY2

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: School Average

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Distinguished	93	84	80	75	71
Distinguished	23	18	19	25	8
Number of students tested	87	108	113	121	111
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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Distinguished	92	80	74	68	63
Distinguished	17	15	14	17	4
Number of students tested	52	66	67	76	69
2. African American Students					
Proficient/Distinguished					
Distinguished					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Distinguished					
Distinguished					
Number of students tested					
4. Special Education Students					
Proficient/Distinguished					
Distinguished					
Number of students tested					
5. English Language Learner Students					
Proficient/Distinguished					
Distinguished					
Number of students tested					
6.					
Proficient/Distinguished					
Distinguished					
Number of students tested					
NOTES:					

11KY2