

PART I - ELIGIBILITY CERTIFICATION

11KY3

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

11KY3

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: 9644

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 13
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	40	23	63		7	0	0	0
1	23	24	47		8	0	0	0
2	32	28	60		9	0	0	0
3	28	36	64		10	0	0	0
4	18	34	52		11	0	0	0
5	17	29	46		12	0	0	0
Total in Applying School:								332

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
1 % Asian
1 % Black or African American
1 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
93 % White
4 % 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: 16%

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, 2009 until the end of the school year.	22
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	29
(3)	Total of all transferred students [sum of rows (1) and (2)].	51
(4)	Total number of students in the school as of October 1, 2009	316
(5)	Total transferred students in row (3) divided by total students in row (4).	0.16
(6)	Amount in row (5) multiplied by 100.	16

8. Percent limited English proficient students in the school: 2%
Total number of limited English proficient students in the school: 5
Number of languages represented, not including English: 5
Specify languages:

The non-English languages represented here are: Spanish, Korean, German, Russian and Chinese. Please note that the district has an ELL program housed at another school in the district. We have six more students who attend that school. The languages of those six students are: four Spanish, one Thai and one Japanese.

9. Percent of students eligible for free/reduced-priced meals: 26%
 Total number of students who qualify: 89

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: 13%
 Total number of students served: 44

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>13</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>5</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>8</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>5</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>14</u>	<u>0</u>
Special resource teachers/specialists	<u>5</u>	<u>6</u>
Paraprofessionals	<u>9</u>	<u>0</u>
Support staff	<u>8</u>	<u>3</u>
Total number	<u>37</u>	<u>9</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 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%	97%	96%	96%	97%
Daily teacher attendance	96%	98%	94%	94%	94%
Teacher turnover rate	12%	4%	4%	12%	4%
High school graduation rate	0%	0%	0%	0%	0%

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

Woodfill is a small school so any retirements or fluctuations in our enrollment directly impacts the number of teachers needed, i.e., our turnover rate. There have been numerous times that we have lost teachers due to enrollment fluctuations then had to hire the next year when the enrollment increases. Teacher attendance is generally very good; however there were some fluctuations from 2006-2008, particularly when illnesses spread throughout the staff.

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:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

Woodfill Elementary is a kindergarten through fifth grade school serving approximately 340 students located at the southern edge of Fort Thomas, Kentucky (population 18,000). The school was constructed in 1920 and has served generations of families with a tradition of excellence. The socio-economic structure of the community is varied and there is a diverse student population. Woodfill has the highest free and reduced percentage in the district and the highest percentage of special needs students among the elementary schools in the district. The Woodfill faculty acknowledges this diversity and accepts the challenge of meeting the needs of all our students. Our mission statement is “to provide educational opportunities to develop life-long learning skills that enable learners of our community to be productive members of society.”

Woodfill has distinguished itself as one of the top performing schools in Kentucky. Based upon the Commonwealth Accountability Testing System (CATS) and the Kentucky Core Content Test (KCCT), wherein the state established the score of 100 to be considered proficient, Woodfill was the first school in the district to reach proficiency (score of 100.2) in 2002. The Kentucky Department of Education proclaimed Woodfill as a “Pace Setter School” in 2003-2004. Since that time, Woodfill has consistently scored above proficiency; in fact, in 2005, Woodfill had the highest test score (104.6) in the entire Northern Kentucky region. On nationally norm-referenced assessments, Woodfill students consistently perform well in reading and show growth in math.

The success of Woodfill students is the result of numerous factors. These components include teachers who work closely with each other, have high expectations and deliver a rich, viable curriculum, a supportive district staff, school leadership that continuously seeks to improve, parents who are involved in the school and a supportive community. We have outstanding PTO and Booster organizations at Woodfill and through their hard work, we are able to provide special experiences for our students in addition to our regular school program. We succeed because the families and community that we serve expect and value excellence and success. With everyone working toward the common goal of excellence, the Fort Thomas Independent School District has been ranked the number one K-12 district in the Commonwealth of Kentucky for the past sixteen consecutive years.

Woodfill teachers implement research-based programs, materials and instructional strategies. Examples of our curriculum include: Harcourt *Trophies*, Everyday Math, Social Studies Alive!, Junior Great Books, the MARS method of reading instruction (for struggling readers) and Junior Achievement. With our commitment to Service Learning, all of our students experience designing a project, problem-solving and having hands-on application of content in a real-life settings while helping others. For the past three years (2008, 2009, 2010), Woodfill has been deemed a “School of Contribution” and has been recognized for our outstanding public service, receiving the Jefferson Award each year from a local non-profit foundation, Children, Inc.

Within the classroom, teachers utilize research-based instructional strategies from Robert Marzano’s *Classroom Instruction that Works*, David Sousa’s *How the Brain Learns* and Michael Gurian’s *Boys and Girls Learn Differently!* Through the Northern Kentucky Chamber of Commerce, Woodfill Elementary has a BEST (Business and Education Support Team) partner. Our BEST partner, KLH Engineers, teaches our Junior Achievement curriculum and parents teach students about disabilities through the Everybody Counts program. In addition to classroom activities, students have numerous extra-curricular activities from which to choose. Students have the opportunity to participate in Chess Club, Singers Guild, Drama Club, Band, Strings Program, Studio Art, Student Technology Leadership Program, Academic Team, Engineering and Robotics Club, German Club, Spanish Club and Student Council.

In conclusion, the dedication and diligence of our faculty and staff, our commitment to excellence, and our supportive families and community make Woodfill Elementary unique, successful and worthy of Blue Ribbon status.

1. Assessment Results:

The Commonwealth of Kentucky established the Commonwealth Accountability System (CATS) as its state mandated testing program. The testing data generated allows the school to see its over-all performance and to see its progress toward meeting the state-determined goal of proficiency or beyond. CATS is a test that presents students with both multiple-choice and open-response questions. In the beginning, CATS tested reading, writing (on-demand writing and a writing portfolio of collected pieces) and science at the fourth grade level; math, social studies, practical living and arts and humanities were tested at the fifth grade level. Over the years, there have been some changes in which subject is tested at grade levels; in the 2010 testing, practical living and arts and humanities were not tested. The assessment test is now known as the Kentucky Core Content Test (KCCT). However, the one constant among any of the changes in the assessment system over the years has been the consistent performance of Woodfill's students.

Woodfill was the first school in the school district to reach proficiency (score of 100.2) in 2002. In 2003-2004, the Kentucky Department of Education (KDE) proclaimed Woodfill as a "Pace Setter School" meaning that Woodfill surpassed the academic goal established by KDE and was in the top 5% of all schools in the commonwealth. Since that time, Woodfill has consistently scored above proficiency; in fact, in 2005, Woodfill had the highest test score (104.6) in the entire Northern Kentucky region.

KDE established the goal of "proficiency and beyond" as the goal of school performance. Using this criteria, there are two categories of performance to examine, i.e., proficient and distinguished. Those students who score at the distinguished level are scoring beyond proficient, at the highest possible level as measured by the assessment process. In examining Woodfill's test scores in reading, using the index score, the data is: 101.2 (2006), 108.3 (2007) and 104.9 (2008). In examining the index scores for math, the data is 118.6 (2006), 110.4 (2007) and 113.5 (2008). KDE discontinued using index scores with the 2009 testing. In both subject areas, the scores are positive and consistent. The percentage of students scoring in the proficient and distinguished categories is in the upper 80th to 90th percentile range. Our percentage of novice students has remained quite low over the past five years. In the area of reading, less than 1% of all students in grades 3-5 scored at the novice level. In the area of math, 3% of all students in grades 3-5 scored at the novice level. Reports indicate that 78%-87% of Title I students identified in grades 3-5, scored at the proficient and distinguished levels in reading and math before exiting the fifth grade. The state test scores can be found at the website for the Kentucky Department of Education (<http://www.kde.state.ky.us/KDE>) under the Reports and Testing link.

Students also complete the Iowa Test of Basic Skills, a nationally normed reference test. Our reading scores are consistently in the upper 70th to 80th percentile range. While our IOWA math scores are not as consistent as the IOWA reading scores, for the past two years, the trend is positive at all grade levels tested. While the IOWA is not a part of the state accountability yet, our district uses the data from the IOWA testing as a diagnostic tool to help us to better meet the needs of our students.

Based upon the assessment data, Woodfill students consistently perform at high levels. The Fort Thomas Independent School District has been ranked as the number one K-12 public school district in the commonwealth for the past sixteen years and we are determined to continue this tradition of excellence.

2. Using Assessment Results:

Assessment data is used in a variety of ways to improve teaching and learning at Woodfill Elementary. Upon receiving assessment data, the administrator analyzes the data and then meets with the chairperson of the Curriculum and Assessment Committee. After this initial discussion, the chairperson calls a meeting of the committee to further discuss the data and to generate ideas that will target any gaps

or areas of concern. The administrator and chairperson then meet again to review ideas from the committee and examine what is necessary to implement the suggestions. The finalized ideas are then incorporated into a School Improvement Plan which is sent before the Site-Based Decision Making Council for their discussion and approval. Upon the council's approval, the School Improvement Plan becomes the blueprint for action.

The analysis of assessment data, from our state mandated testing and our IOWA test scores, drives instruction in terms of focus, instructional strategies, professional development and resources. For example, the data is used for differentiated instruction to meet all students' needs, whether in small group settings or in Title I. Primary teachers were trained in a multisensory approach to reading success (MARS), which addresses students' grasping phonemic awareness and sight word identification. In terms of resources, various software programs have been adopted to address needs, such as Harcourt Trophies (reading), Math Facts in a Flash, Everyday Math, and Study Island. Ongoing assessment is important as well. In addition to daily anecdotal records and assessments from classroom teachers, we use assessment programs such as STAR Reading, STAR Math and Early Literacy to determine student performance levels and growth throughout the year. All of these approaches to instruction are the result of analyzing our data and needs.

In conclusion, assessment data is used to drive decisions and instruction for students, teachers and the school.

3. Communicating Assessment Results:

Assessment results for the school are communicated to the public in multiple venues. Scores are presented and explained at a school board meeting that is open to the public and televised to the community. Scores are also published in the local newspaper, on the district website, in an internal communication and in a district publication which is mailed to the community. The city of Fort Thomas also has a city newspaper called "The Fort Thomas Recorder" that reports to residents the results of all state assessments. The principal also presents the school's scores to our Parent Teacher Organization and Site Based Decision Making Council. The principal also publishes a weekly newsletter "Wildcat News" wherein the school's assessment results are communicated.

At the individual level, all teachers conduct parent conferences during the first grading quarter. At that time, teachers explain to the parents their child's scores from the KCCT, IOWA, STAR Reading and Math and Accelerated Reader records.

The school has a web based student information and grade reporting system, Infinite Campus, that allows students and parents to view all assignments and grade averages. Teachers update this at least once a week. Parents who do not have computer access are provided hard copies of all report card and progress report documents. Teachers also email parents frequently to answer their questions about classroom assessments.

Using a variety of media, Woodfill disseminates assessment results to faculty, staff, parents and the community.

4. Sharing Lessons Learned:

Woodfill Elementary places the utmost importance on open communication among its faculty, staff, parents, students, other schools within the district and community.

The continual sharing of successful teaching practices results in positively impacting the educational community within our sphere of influence. Within our school, the principal schedules several teachers to present professional tips at our monthly faculty meetings. This sharing of ideas allows an active exchange of strategies that demonstrate a high degree of effectiveness in the individual classrooms. Additionally,

teachers share practices and innovative lessons and projects monthly at Site Based Decision Making meetings, providing a better understanding of the learning environment for our parents.

Throughout the year, it is important to give students the opportunity to share what they are learning. Twice a year, students give presentations at our televised school board meetings in a segment known as the "Student Spotlight." By giving these presentations, both the school board members and our community are provided the chance to see firsthand the positive impact our strategies are having.

The principal at Woodfill Elementary leads the effort in encouraging constant improvement and creativity. She meets regularly with the other Fort Thomas principals on the individual elementary school campuses to observe and discuss various learning programs, their implementation and effectiveness. This interaction provides a necessary line of communication that fosters cohesiveness within the district. Information is also shared with all of the teachers at Woodfill. She also shares information and ideas with other administrators through her active role as a member of the Northern Kentucky Elementary Principals Association. Many of our teachers serve on various district committees. These professional opportunities provide occasions for communication with colleagues in the elementary schools in the district and promote a higher success level among students. Our programs grow and flourish due to these various levels of interaction, a willingness to try new strategies and to learn from one another.

Our administration, faculty, staff, parents, students, and community constantly witness and feel the positive effects of our open communication, as we strive to develop and improve our teaching practices to best fit our ever changing world.

1. Curriculum:

The faculty and staff of Woodfill Elementary are dedicated to providing a rigorous and viable curriculum for all learners. Our curriculum can be accessed at www.fortthomas.kyschools.us under the link for teaching and learning. We use research based programs that include active and engaging instruction and there is a major focus on higher level questioning and critical thinking abilities. Additionally, the integration of technology into every unit is key to successful learning and assessing our students.

Woodfill's language arts program is presented through an integrated model that incorporates reading, literature, writing, grammar, handwriting, spelling, library and research skills. The foundation of our K-5 language arts instruction is the Trophies reading and language arts textbook series. This program includes authentic literature and effectively implements the Six Traits of Writing skills for all grade levels. Teachers also supplement the Trophies series with additional challenging programs such as Junior Great Books which promotes critical thinking skills and oral discussion of stories being read. We use software assessment programs Early Literacy and STAR reading to provide teachers and parents with information on the reading level of students, areas of concern, and to follow students' growth and progress on particular reading skills.

Woodfill has a structured writing curriculum for grades K-5. This is an excellent framework for teachers to follow in order to teach skills effectively and to promote writing pieces that demonstrate proficiency in all areas of the Six Traits of Writing. Our writing curriculum framework allows students to developmentally progress not only in the process of writing but also to experience different types of writing.

Woodfill implements a comprehensive K-5 mathematics curriculum developed by the University of Chicago School Mathematics Project. Our Everyday Math program emphasizes critical thinking skills in the application of math concepts to real world situations. The program spirals throughout the entire year by introducing, developing and then mastering the topics: numbers and counting, operations and computation, data and chance, geometry and measurement. We supplement our math program with technology programs such as Study Island and Math Facts in a Flash. Our test scores demonstrate that this consistent use of drill and practice has increased retention of math skills.

Woodfill uses the science series by Harcourt which provides an integrated K-5 curriculum that includes Life Science, Physical Science, and Earth Science. The learning goals for all science lessons are scientific inquiry, content knowledge, higher level thinking skills, effective oral and written responses, and application to our real world.

Woodfill's social studies curriculum is created in accordance with the state standards and then implemented with our Social Studies Alive program. This research-based approach to teaching social studies is based upon multiple intelligences and provides interactive, cooperative learning experiences. It is activity/task orientated and provides optimal opportunities for problem solving and critical thinking skills.

Woodfill's Arts and Humanities program revolves around developing a greater appreciation of the arts, and it cultivates the need for all students to create and express the human spirit in product and performance. All students are actively engaged in visual arts and music; intermediate students have an introduction to drama and dance. We also have a Practical Living curriculum which is taught to enhance student awareness of a healthy lifestyle. Students are expected to make informed, responsible decisions related to health, demonstrate sportsmanship, and exemplify behavior that will lead to a lifetime of fitness.

Additionally, Woodfill students are offered numerous after school activities and clubs such as an Academic Team, Singer's Guild, Drama, Strings, Band, Studio Art, Engineering and Robotics, Student Technology Leadership, Student Council, Chess, Journalism and a School-Wide Talent Show.

Woodfill's faculty and staff dedicate intense amounts of time and effort to ensure the academic and social success of all of our students.

2. Reading/English:

At both the district and school levels in Fort Thomas, we work to align our curriculum at all grade levels. Using the state curriculum as a guideline, a district committee wrote our reading curriculum. After writing the curriculum, the committee then searched for a research based program to adopt.

Harcourt Trophies was selected and approved by the School Based Decision Making Committee. This program serves as a foundation for not only our reading, but writing, grammar, spelling, handwriting, critical thinking and research skills as well. To supplement this program, students read classic literary works, and current event publications. MARS, a multisensory approach to reading, concentrates on phonemic awareness, phonics, and sight words. Students are also exposed to Junior Great Books which emphasizes comprehension, interpretation and discussion.

Another key component to our reading curriculum is the Accelerated Reader program. All grade levels participate in this program which is designed to motivate readers of all abilities and check students' comprehension. At the conclusion of the 2009-2010 school year, approximately 80% of our student body received an award for reaching their individual goals. Teachers also use online reading resources such as Tumblebooks and Starfall.com. The newest addition to our reading instruction is Successmaker, a software program for struggling readers that individualizes reading instruction.

During the last several years, in our School Improvement Plan, we have emphasized nonfiction reading and increasing boys' reading achievement. Teachers and the media specialist have purchased materials to expose all students to a wide variety of genres and reading levels. Classroom teachers, instructional assistants, special education teachers, and the Title I reading teacher train parent and community member volunteers to provide our lower achieving students with differentiated reading strategies to meet their individual needs and assist them in gaining reading skills.

Woodfill's approach to reading is comprehensive and everyone works to see that students learn to read and comprehend a variety of reading materials.

3. Mathematics:

Woodfill Elementary's mission states that we will provide educational opportunities to develop life-long learning skills that enable learners of our community to be productive members of society. The philosophy of the Everyday Math program, we are currently implementing at Woodfill Elementary, is an excellent example of how our daily math instruction matches our mission. The Everyday Mathematics mission states that the program will enable children in elementary grades to learn more mathematical content and become life-long mathematical thinkers. Both philosophies are working towards a common goal.

Everyday Mathematics is a researched based program which provides our students with the mathematical background needed in the 21st century. A spiral curriculum provides multiple exposures to topics to ensure solid comprehension. We provide instruction in all content areas of math which coincide with the standards created by the National Council of Teachers of Mathematics. With a strong emphasis on problem solving our students use critical thinking skills as they are encouraged to solve problems in multiple ways. Students learn to communicate their thinking process by explaining their solutions and

strategies. Daily lessons incorporate hands-on activities and discussion as students learn math concepts through real-life situations. Students frequently use manipulatives to practice basic skills through the use of games and integrated technology. In addition to teaching the Everyday Math program, we are working to incorporate the new Common Core State Standards for Mathematics into our math instruction.

Differentiated lessons are provided for students who are struggling or excelling with mathematical content. We are also using the Success Maker interactive standards base program to ensure the progress of our remedial students. Throughout the year, we use the software program Math Facts in a Flash to help students learn their math facts and STAR Math to assess students' mathematical progress.

Woodfill provides a comprehensive math program that encompasses all of the strands of mathematics wherein students learn not only math facts for computation but also math concepts and applications.

4. Additional Curriculum Area:

Students at Woodfill Elementary are exposed to Kentucky's Core Content in the area of Social Studies through a wide variety of resources and experiences. Early primary students follow a unit approach related to families and communities, learning basic concepts related to government and civics, culture and society, economic, geography and historical perspective. Students in the second through fifth grades participate in the *Social Studies Alive!* program, a student-centered, experiential based approach which integrates a student textbook with engaging classroom activities. Additionally, a variety of learning styles are met through other innovative approaches, such as the use of the daily newspaper and other periodicals, field trips to several area museums and landmarks, and an incorporation of technology, including BrainPop, NewsQuiz, Jeopardy games, United Streaming and other activities via SmartBoards and Classroom Performance Systems.

Of special interest in recent years is the development of a fourth grade unit regarding our city's rich history. For background knowledge about our city's history, students use a book which was written by a local author. Then, students participate in a walking, guided tour of the city to see local sites, learn some architectural features and learn about the changes in the city over the years.

Fourth grade students also create a Kentucky Wax Museum, a multi-disciplinary experience which brings Kentucky heroes and famous personalities to life. Students in the fifth grade explore American History through *History Alive!* and *USA Studies Weekly* Newspapers, as well as through related literature and group research activities and presentations. These activities allow students to gain multi-perspectives on historical events, while applying their knowledge in new and different ways. Students also analyze and explore famous works of art throughout historical time periods by participating in the *Picturing America* series or through visits to local museums, such as the Taft Museum of Art in Cincinnati. Hands-on, multicultural experiences are also made available through visits to the National Underground Railroad Museum Freedom Center in Cincinnati, Conner Prairie outdoor history museum near Indianapolis, and through a museum-on-wheels format provided by the Cincinnati Museum Center.

Teachers work diligently to provide activities which support all five strands of Social Studies including history, economics, government, culture, and geography. This often translates into "teaching beyond the textbook", as evidenced by year-round explorations of the African American experience, intensive geography units and school-wide election activities. Woodfill students also design and participate in service learning projects each year. These service learning projects which tie directly into the curriculum and often relate to current events and needs throughout the community and beyond. Supporting hurricane relief efforts in Haiti and building a library in Mamalodi, Africa, are just two examples of ways our school community has put the study of culture and geography, as well as the desire to improve the human condition into action. For the past three years, Woodfill has been recognized as a "School of Contribution" for our students' service learning efforts. Also, in an effort to bring the study of economics to life, parent and community volunteers, as well as members of our Northern Kentucky Chamber of Commerce business partner, KLH Engineers, work together to teach Junior Achievement to all grade levels.

5. Instructional Methods:

While providing a rigorous curriculum for all students, Woodfill meets the diverse needs of many types of learners through multiple instructional strategies and supports. Teachers use multi-modal approaches to instruction and provide hands-on opportunities when possible. Teachers connect lessons to real-life experiences. In the general education classroom, teachers, instructional assistants and parents instruct students in large and small groups or individually.

Teachers collaborate with specialized personnel such as gifted and talented teachers, special education resource teachers, a speech and language therapist, reading and intervention specialists. This collaboration provides general education teachers with needed resources. Woodfill offers students the opportunity to challenge themselves at/beyond their grade level with software programs such as Accelerated Reader, Math Facts in a Flash and Study Island. School wide programs that are an alternate means of delivering curriculum include Junior Achievement, Everybody Counts and Service Learning Projects. Cultural arts programs supplement the curriculum and create real world experiences for students.

In addition to our textbook series, teachers use a variety of instructional methods including a Multi-Sensory Approach to Reading (MARS), Great Leaps and numerous software programs and educational websites. Some students also participate in individual mentoring sessions utilizing parent and community volunteers. Woodfill provides on-going support to students with multiple opportunities for success using computer software programs such as Ascend Math and SuccessMaker. Small groups of students meet with a certified teacher either before or after school for remediation. A Student and Teacher Assistance Team (STAT) comprised of the district psychologist, building principal, intervention specialist and general education teacher meets with parents and classroom teachers to develop a response to intervention (RTI) plan to best meet the needs of an at risk student. For students identified with a severe disability, adaptive courses such as physical education, art, music and library are available.

Through multiple instructional strategies and supports, the Woodfill faculty and staff accept and embrace the challenge to meet the needs of all learners.

6. Professional Development:

Professional development is a key component of the success of Woodfill Elementary as it is the venue for providing a rigorous curriculum and effective, research-based instructional strategies for all students. As professional development directly impacts instruction and student achievement, the district provides a series of Educational Study Seminars for all incoming teachers so that all faculty members in the district have a common base of training. Administrators lead these professional development sessions on such topics as Backward Design, Engaging All Students, Designing Units for Understanding, Creating Assessments for Understanding, Grading Practices that Enhance Understanding and Instructional Activities That Get Results.

As research, curriculum and materials change, students receive instruction using the most current research and materials available. Throughout the year, there is an ongoing awareness of federal, state and local changes in addition to professional trends that necessitate professional development for all faculty. The listing of professional development topics is aligned with the needs of the faculty and offered throughout the year. Examples of recent topics include: the analysis of the new core content standards in Language Arts and Math, the revision of the writing curriculum and reading selections, the deconstruction of math standards and analysis of the impact on the current math program, understanding research-based, effective instructional strategies, and various topics in the integration of technology into classroom instruction.

Some specific examples of how professional development activities support student learning are: teachers have learned how to use interactive boards and to access and stream materials for classroom use, to use specific software programs for instruction and remediation, to use curricular programs such as Harcourt Trophies, Everyday Math, Social Studies Alive!, Junior Great Books, the MARS method of reading instruction (for struggling readers) and research-based instructional strategies from Robert Marzano's

Classroom Instruction that Works, David Sousa's *How the Brain Learns* and Michael Gurian's *Boys and Girls Learn Differently!* Last year, the faculty completed a book study on *How to Teach so Students Remember* by Marilee Sprenger.

7. School Leadership:

Woodfill Elementary, serving approximately 340 students, has a leadership structure that can be described as a three-part model. There is a principal, a Site-Based Decision Making Council (SBDMC) and grade level/content area teacher-leaders. The SBDMC consists of the principal, three teachers and two parents who are annually elected. This council meets monthly to provide input and guidance for the school and student achievement. One of the most important functions of the SBDMC is to analyze disaggregated student data and to approve an annual school improvement plan to address any concerns. Grade level/content area teacher-leaders provide immediate curricular support for colleagues and leadership within their subject area both at Woodfill and across the district. There are three teachers who serve on a regional or state level committee, thereby bringing their experience and knowledge from those committees to the school and district. Likewise, the principal has served in two state-level advisory positions and participates in a regional network. The principal sets the vision for the school, oversees curriculum and instruction, manages the budget to provide for instructional needs, manages the facilities to support instruction, works with community members and implements school and district policies.

In order to facilitate the various roles of the principal, she is visible in classrooms, frequently meets formally and informally with faculty and staff to gain their insights and listen to concerns. She has an open door policy and is there to serve. Her philosophy is "to do whatever it takes to move each child from where he/she is to their full potential." This creates a positive, nurturing culture wherein the needs of our students are met. The principal also works with our PTO and Boosters organizations as they assist in meeting the needs of our students.

The principal initiated several programs at Woodfill that eventually were adopted by the other schools in the district. Among these initiatives are the use of Junior Great Books, an intervention reading program for struggling readers (MARS), Service Learning, a competitive academic team, and interest in world languages and strings. Currently, she is working with a committee of teachers to develop a public speaking curriculum for the district.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: CATS/KCCT

Edition/Publication Year: 2006-2010 Publisher: Kentucky Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	
SCHOOL SCORES					
Proficient and Distinguished	87	86	92	80	
Distinguished	51	58	45	37	
Number of students tested	45	43	58	46	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	1	0	0	0	
Percent of students alternatively assessed	100	0	0	0	
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Distinguished	60		50	67	
Distinguished	20		38	8	
Number of students tested	12		16	12	
2. African American Students					
Proficient and Distinguished					
Distinguished					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Distinguished					
Distinguished					
Number of students tested					
4. Special Education Students					
Proficient and Distinguished					
Distinguished					
Number of students tested					
5. English Language Learner Students					
Proficient and Distinguished					
Distinguished					
Number of students tested					
6.					
Proficient and Distinguished					
Distinguished					
Number of students tested					
NOTES: Third grade students were not tested under CATS until the 2006-2007 school year. The state releases subgroup information only when there are 10 or more students in a specific grade level.					

11KY3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: CATS/KCCT

Edition/Publication Year: 2006-2010 Publisher: Kentucky Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	
SCHOOL SCORES					
Proficient and Distinguished	93	95	95	87	
Distinguished	21	28	24	33	
Number of students tested	45	43	58	46	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	1	0	0	0	
Percent of students alternatively assessed	100	0	0	0	
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Distinguished	90		75	50	
Distinguished	0		13	25	
Number of students tested	12		16	12	
2. African American Students					
Proficient and Distinguished					
Distinguished					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Distinguished					
Distinguished					
Number of students tested					
4. Special Education Students					
Proficient and Distinguished					
Distinguished					
Number of students tested					
5. English Language Learner Students					
Proficient and Distinguished					
Distinguished					
Number of students tested					
6.					
Proficient and Distinguished					
Distinguished					
Number of students tested					
NOTES: Third grade students were not tested in 2005-2006 under the CATS/KCCT testing. Also, as our numbers fluctuate, data is not available in subgroup areas where there were less than 10 students in that group. The state releases subgroup information only when there are 10 or more students in a specific grade level.					

11KY3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: CATS/KCCT

Edition/Publication Year: 2006-2010 Publisher: Kentucky Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	
SCHOOL SCORES					
Proficient and Distinguished	96	88	95	80	
Distinguished	66	40	44	52	
Number of students tested	42	62	45	54	
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 and Distinguished		53			
Distinguished		20			
Number of students tested		17			
2. African American Students					
Proficient and Distinguished					
Distinguished					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Distinguished					
Distinguished					
Number of students tested					
4. Special Education Students					
Proficient and Distinguished					
Distinguished					
Number of students tested					
5. English Language Learner Students					
Proficient and Distinguished					
Distinguished					
Number of students tested					
6.					
Proficient and Distinguished					
Distinguished					
Number of students tested					
NOTES: Fourth grade students were not tested in math until the 2006-2007 school year. The state releases subgroup information only when there are 10 or more students in a specific grade level.					

11KY3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: CATS/KCCT

Edition/Publication Year: 2006-2010 Publisher: Kentucky Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient and Distinguished	91	81	91	87	87
Distinguished	25	26	22	33	17
Number of students tested	42	62	45	54	47
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 and Distinguished		60			
Distinguished		13			
Number of students tested		17			
2. African American Students					
Proficient and Distinguished					
Distinguished					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Distinguished					
Distinguished					
Number of students tested					
4. Special Education Students					
Proficient and Distinguished					
Distinguished					
Number of students tested					
5. English Language Learner Students					
Proficient and Distinguished					
Distinguished					
Number of students tested					
6.					
Proficient and Distinguished					
Distinguished					
Number of students tested					
NOTES: The state releases subgroup information only when there are 10 or more students in a specific grade level.					

11KY3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: CATS/KCCT

Edition/Publication Year: 2006-2010 Publisher: Kentucky Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient and Distinguished	92	84	71	90	92
Distinguished	65	68	47	56	60
Number of students tested	50	45	49	50	25
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	2	0	0
Percent of students alternatively assessed	0	0	100	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Distinguished	40				
Distinguished	60				
Number of students tested	19				
2. African American Students					
Proficient and Distinguished					
Distinguished					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Distinguished					
Distinguished					
Number of students tested					
4. Special Education Students					
Proficient and Distinguished					
Distinguished					
Number of students tested					
5. English Language Learner Students					
Proficient and Distinguished					
Distinguished					
Number of students tested					
6.					
Proficient and Distinguished					
Distinguished					
Number of students tested					
NOTES: The state releases subgroup information only when there are 10 or more students in a specific grade level.					

11KY3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: CATS/KCCT

Edition/Publication Year: 2006-2010 Publisher: Kentucky Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient and Distinguished	88	89	79	90	0
Distinguished	37	39	22	38	0
Number of students tested	50	45	49	50	0
Percent of total students tested	100	100	100	100	0
Number of students alternatively assessed	0	0	2	0	0
Percent of students alternatively assessed	0	0	100	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Distinguished	40				
Distinguished	33				
Number of students tested	19				
2. African American Students					
Proficient and Distinguished					
Distinguished					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Distinguished					
Distinguished					
Number of students tested					
4. Special Education Students					
Proficient and Distinguished					
Distinguished					
Number of students tested					
5. English Language Learner Students					
Proficient and Distinguished					
Distinguished					
Number of students tested					
6.					
Proficient and Distinguished					
Distinguished					
Number of students tested					
NOTES: Fifth grade students were not tested in reading until the 2006-2007 school year. The state releases subgroup information only when there are 10 or more students in a specific grade level.					

11KY3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	
SCHOOL SCORES					
Proficient and Distinguished	88	88	87	83	
Distinguished	0	0	0	0	
Number of students tested	137	150	152	150	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	1	0	2	0	
Percent of students alternatively assessed	100	100	100	100	
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Distinguished					
Distinguished					
Number of students tested					
2. African American Students					
Proficient and Distinguished					
Distinguished					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Distinguished					
Distinguished					
Number of students tested					
4. Special Education Students					
Proficient and Distinguished					
Distinguished					
Number of students tested					
5. English Language Learner Students					
Proficient and Distinguished					
Distinguished					
Number of students tested					
6.					
Proficient and Distinguished					
Distinguished					
Number of students tested					
<p>NOTES: There are no school averages for 2005-2006 due to changes in the state testing system. The state releases subgroup information only when there are 10 or more students in a specific grade level. For the school average, the state gives the total percentage of proficient and distinguished.</p>					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	
SCHOOL SCORES					
Proficient + Distinguished	91	87	89	87	
Distinguished	0	0	0	0	
Number of students tested	137	150	152	150	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	1	0	2	0	
Percent of students alternatively assessed	100	0	100	0	
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient + Distinguished					
Distinguished					
Number of students tested					
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					
<p>NOTES: We do not have school averages for 2005-2006, due to changes in the state testing. The state releases subgroup information only when there are 10 or more students in a specific grade level. For the school average, the state gives the total percentage of proficient and distinguished.</p>					

11KY3