

PART I - ELIGIBILITY CERTIFICATION

11KY4

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

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All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 5 Elementary schools
 (per district designation) 1 Middle/Junior high schools
1 High schools
0 K-12 schools
7 Total schools in district
2. District per-pupil expenditure: 11328

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban with characteristics typical of an urban area
4. Number of years the principal has been in her/his position at this school: 5
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	38	26	64		7	0	0	0
1	38	36	74		8	0	0	0
2	37	27	64		9	0	0	0
3	31	35	66		10	0	0	0
4	29	31	60		11	0	0	0
5	29	31	60		12	0	0	0
Total in Applying School:								388

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
6 % Asian
11 % Black or African American
3 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
78 % White
2 % 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: 10%

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.	12
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	28
(3)	Total of all transferred students [sum of rows (1) and (2)].	40
(4)	Total number of students in the school as of October 1, 2009	388
(5)	Total transferred students in row (3) divided by total students in row (4).	0.10
(6)	Amount in row (5) multiplied by 100.	10

8. Percent limited English proficient students in the school: 7%
 Total number of limited English proficient students in the school: 26
 Number of languages represented, not including English: 13
 Specify languages:

Albanian, Amharic, Arabic, Bengali, Bosnian, Cambodian, Chinese, Mandarin, Japanese, Korean, Spanish, Turkish, and Vietnamese.

9. Percent of students eligible for free/reduced-priced meals: 31%
 Total number of students who qualify: 119

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: 11%
 Total number of students served: 42

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>9</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>11</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>3</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>12</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>6</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>18</u>	<u>0</u>
Special resource teachers/specialists	<u>7</u>	<u>6</u>
Paraprofessionals	<u>8</u>	<u>0</u>
Support staff	<u>9</u>	<u>1</u>
Total number	<u>43</u>	<u>7</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: 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	97%	96%	97%	97%	97%
Daily teacher attendance	94%	94%	96%	95%	97%
Teacher turnover rate	4%	13%	4%	4%	4%
High school graduation rate	%	%	%	%	%

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

You will notice that in the 2009-2010 and 2008-2009 school years, our daily teacher attendance fell slightly below 95 percent. We attribute this slightly lower rate to the higher rate of teacher's taking maternity leaves, as well as teachers who suffered long-term illnesses which required they be out for significant amounts of time. Our teacher turnover rate fluctuated to 13 percent in 2008-2009 due to the many teachers who retired after 42 years of combined service to McNeill.

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%

PART III - SUMMARY

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W. R. McNeill Elementary School prepares students to be critical thinkers, who excel academically and become responsible, productive citizens. Home to the Admirals, McNeill is situated in the heart of Bowling Green, Kentucky adjacent to Western Kentucky University. Established in 1963, its vision is found within the letters of the Admiral Mascot; Always Doing More In Reaching Academic Lifelong Success. Serving almost 400 students, McNeill upholds a tradition of academic excellence, found in the numerous awards and accolades it has received. The school is recognized by the Kentucky Department of Education as a CATS 2008 Pacesetter school. In 2008, McNeill's CATS Science score of 127 ranked 19th in the state out of 684 elementary schools, which was the highest score obtained in its district's history. McNeill has always made AYP as defined by the federal No Child Left Behind Act, and reached proficiency (100-140) as defined by the Commonwealth Accountability Testing System. The school is accredited by the Southern Association of Schools and Colleges and rated 10/10 on www.GreatSchools.net.

McNeill's commitment to excellence is upheld by the one hundred percent highly qualified educators it employs, as well as the five National Board Certified Teachers. Two of which have been recognized as Kentucky's Elementary Teachers of the Year. Fifty-five percent of its teachers have a Master's Degree while forty-five percent have a Rank I.

McNeill has many programs and initiatives to support the needs of all students, including offering the first Autism Unit in the district. This unit provides the specially designed instruction these learners need to receive an appropriate education within the regular classroom. In addition, our school has a science lab which is available for grades K-5 where students participate in weekly class instruction with hands-on experiments. To accommodate the learning preference of the digital age student, the computer lab houses 30 student computers, and is maintained by a full-time teacher allowing all kindergarten and fifth graders to participate in one hour of computer classes weekly. Each classroom has four computer workstations. Every classroom including our resource rooms is equipped with an interactive board, tablet and document camera. McNeill has several remote response systems that are used regularly and an in house technology integration specialist.

McNeill is dedicated to social equity by offering differentiated instruction and instructional modifications with yearly training for the teachers. McNeill has school wide character education programs and a modified version of CHAMPS. The district also adopted Steven Covey's 7 Habits of Happy Kids, which is evident with the school environment, and embedded in the curriculum and social climate. McNeill accesses local community leaders to award those students displaying this type of leadership on a monthly basis. Faculty and staff build relationships by getting to know every student, giving and earning respect, going above and beyond expectations, and providing a family-like atmosphere. In teaching 21st Century skills, the school helps students develop global awareness, and skills in innovation, critical thinking, communication, collaboration, and technology.

Extracurricular activities outside the classroom help meet the goal of engaging students and teaching 21st Century Skills. Examples of these activities include the Student Technology Leadership Program, The Academic Team, The Future Problem Solving Team, 4th and 5th grade choir and strings program. In addition, clubs such as the chess club, Odyssey of the Mind, and Junior Beta Club are offered. McNeill has a very active student council that plays an integral role in the growth and development of our school. They help share students' ideas, interests, and concerns with the teachers and principal, help raise funds for school wide projects, and seek out community service opportunities.

McNeill Elementary School believes its success is the result of three fundamental principles: a hardworking faculty and staff, hardworking students, and involved parents, guardians and community members. The Parent Teacher Association raised \$65,000 to equip all primary classrooms, library and

computer lab with interactive boards, document cameras, surround sound and more. Each year the PTA takes on a project to support any area that is in need at McNeill from playground equipment to computers. McNeill has many partnerships with businesses across the community including Mammoth Cave, Lost River Cave, Western Kentucky University, Junior Achievement, Green River Regional Education Cooperative (GRREC), Parks and Recreation and Community Education. These businesses have been supportive of McNeill for many years. These forces working together, develop life-long learners who see their true potential and find the power within. As Ralph Waldo Emerson says, "What lies behind us and what lies before us are tiny matters compared to what lies within us."

1. Assessment Results:

Each spring, all schools are required to administer the Kentucky Core Content Test (KCCT) as part of the Commonwealth Assessment Testing System (CATS). Schools are expected to reach Proficiency by the year 2014 by attaining 100% of students scoring at the proficient or distinguished level. On each test, students will be given one of the following scores: Distinguished, Proficient, High Apprentice, Medium Apprentice, Low Apprentice, High Novice, Medium Novice, or Novice. The goal in Kentucky is that all students will score proficient or distinguished in every subject area tested. If you would like to see more information on our CATS results, you can do so by going to:

<http://applications.education.ky.gov/KTR/Default.aspx>

In Kentucky, students in grades 3 thru 5 are tested in the areas of reading and math. In addition, fourth graders are assessed in the area of Science, while fifth graders are assessed in the area of Social Studies and On-Demand Writing. Prior to 2007, the grade levels tested were different; therefore, data provided prior to this period should be evaluated with care when checking for comparisons.

W.R. McNeill is very proud of the steady growth our students have shown over the past five years in all areas, specifically in the areas of reading and math. The percent of students scoring proficient and distinguished in the area of reading has risen from 91 in 2007 to 95 in 2010. The percent of students scoring novice has also declined, while the percent of apprentice scoring students has increased. This trend shows us that we are closing the gap within our low achieving populations in the area of reading. In addition to our steady growth in reading, a steady increase in the percent of students scoring proficient and distinguished in math is evident as well. This percentage has increased from 84 in 2007 to 89 in 2010. Over the past five years, at least half of the students at McNeill have gone beyond the proficient level into the distinguished category. The percentage of students in the novice category remains quite low (3.81 in 2010). Meanwhile, the percent of apprentice scoring students has steadily decreased, while percentages in proficient and distinguished continue to grow. This growth indicates that we are still addressing the needs of the lower achieving populations, and moving those students toward proficiency as our state has commissioned us.

With regard to specific sub-populations, W.R. McNeill continues to see these individuals move toward proficiency in reading and math. As noted in the our data tables, scores for sub-populations with less than ten per grade level, are not reported by the state. For McNeill, these often include individuals with disabilities, African Americans, and English Language Learners. However, based on individual student reports, individuals with disabilities continue to move toward proficiency in Reading with 82% scoring proficient and distinguished. This is a 22 point gain from just four years ago. Furthermore, the percentage of African Americans scoring proficient and distinguished in reading was 96 percent in 2009-2010. This is a six point gain from 2006-2007 as found in individual student reports. Of particular significance is our population of students receiving free or reduced lunch. In 2008, 79 percent of these students scored proficient or distinguished in reading. It was with great rigor that Response to Intervention (RTI) was implemented so as to combat the gap that potentially existed. As a result, the percent of students scoring proficient and distinguished increased to 91 and 96 in the next consecutive school years.

In the area of math, we see similar trends among sub-populations. The percent of free and reduced students scoring proficient and distinguished in math continues to increase. In 2009-2010, there was a 14 point gain in this category. We take great pride in noting that in 2009-2010, almost half of these students scored in the distinguished category. Our students with disabilities continue to show impressive growth, with 79 percent scoring proficient and distinguished in 2010; a 15-point gain from the previous year. We continue to support our sub-populations with explicit and intentional scientifically researched-based programs in order to continue to see this kind of growth in years to come and to ensure that no child is left behind at McNeill Elementary.

2. Using Assessment Results:

W.R. McNeill uses test results to guide instruction, close achievement gaps, and plan enrichment activities specifically in the areas of math and reading. Our school utilizes current KCCT data to guide instruction and measure effectiveness. This data is reported annually to the entire faculty. The faculty is then divided up into professional learning communities, and assigned a specific tested area to analyze. The teams are given approximately a week to analyze this data and develop a report which outlines school-wide, grade level and sub-population trends that are present. In addition the team develops a plan to close gaps, and/or increase the number of students scoring proficient and distinguished. The reports gathered are then used to develop our school's Comprehensive School Improvement Plan. (CSIP). The CSIP is presented before the school board for approval. Once the school board has approved the CSIP, every faculty member is given a copy. Ongoing Professional Development opportunities are planned in accordance with the CSIP.

In addition to annually reported data, W.R. McNeill utilizes scientifically research-based diagnostic tools to measure individual student strengths and weaknesses. Our intermediate students are assessed three times a year via universal screening tools such as DIBELS, Thinklink, Star Reading and Star Math. Our primary students are assessed using DIBELS, Children's Progress, Star Reading and Math and GRADE and GMADE. The results from these assessments are carefully examined by an intervention team comprised of a school psychologist, guidance counselor, principal, regular classroom teachers, and special education teachers. Decisions are made to determine which students are not achieving within the expected benchmarks, and groups are set up according to the scientifically researched-based program that would best meet the individual child's need. While in this level of intervention, students are monitored weekly, bi-weekly, or monthly, to gather data points to show growth, or need for more intense intervention. Every six weeks, a day is set aside so that the intervention team can meet with each teacher individually to go over all data gathered in reading and math for her students. Instructional Strategies are suggested to support areas of weaknesses, and additional professional development trainings are planned if deemed necessary. Data for students receiving interventions are individually examined during this time as well. This data helps the team make decisions about the program's effectiveness and level of intensity, and adjust accordingly.

3. Communicating Assessment Results:

We feel that it is important for all stakeholders to know and understand our assessment results because it validates our instructional practice, guides the development of our school improvement planning, and allows for a better understanding of the bases for which decisions are made. Therefore, we make a conscious effort of getting our results out to the general public using several platforms. These include web-based media, newspapers, and public board meetings. In addition, our school newsletter communicates weekly with parents on a variety of topics including state assessment results.

Our state assessment results are published on our school's website. Reference to this site is provided in our weekly newsletter, as well as printed on all of our letterhead. Parents are also emailed a copy of our school newsletter, which is directly linked to our school's website. These results are also available in a state publication for each school in the state called the "School Report Card," which is given to every parent who has a student at W.R. McNeill. A copy of their child's individual performance in statewide assessments are also sent home in the first quarter's report card. It is common practice at McNeill, to conduct face-to-face parent/teacher conferences prior to releasing the first quarter's report card. This provides an opportunity to explain in detail how their child is doing, and ensure a clear understanding of how to read the various performance reports.

Public board meetings allow us to share performance reports to community members. The date of each board meeting is publicized on our school and district website, as well as on the message board in the front of our school. In addition, two parent representatives are elected to serve on our school based decision making counsel. Their representation is vital in ensuring that we maintain clear communication

of student performance at all times. Their voice provides feedback as to our effectiveness in communicating results clearly.

4. Sharing Lessons Learned:

W.R. McNeill's mission statement pledges to prepare students to be critical thinkers who excel academically and become responsible, productive citizens. We believe that this not only includes our students, but any that we are given the opportunity to impact. We welcome and seek out opportunities to share our success stories, strategies, and best practices with other teachers and administrators within our district and beyond.

The leadership of the Bowling Green Independent School District has made it a goal for our district to be a cohesive unit of growth and development. Our district uses Share Point web portals to allow all schools to share highly effective teaching methods and student work samples. Staff members from all of the schools in our district are assigned to various curriculum committees which work together to align our curriculum, design instruction, analyze student work samples, and share best practices for learning. In addition to these districtwide initiatives, teachers in our building serve as mentors to others in our district and region who seek National Boards Certification.

In addition to sharing at the district level, several staff members have been given the opportunity to lead sessions at local, state, and national conferences to share innovative ideas with other members of the educational community. Our leadership team was selected last summer to present instructional strategies, at the Kentucky Association for School Superintendent's Conference. This venue allowed us an opportunity to impact professionals who directly impact Kentucky students.

Our school is located next to Western Kentucky University. This has afforded us the opportunity to develop a relationship that is both professional and collaborative with the university. Some of the requirements for pre-service teachers were piloted through collaborative efforts between our school and the university. While the university benefits from using our school to conduct educational research regarding best practices, we are able to spread the mission even farther by working closely with pre-service teachers and their professors.

We are pleased to share ideas for increasing student achievement with other professionals who are committed to student success. The standards and expectations by which McNeill operates have resulted in several teachers and administrators from various districts scheduling visits to our school. If we are honored to be selected as a Blue Ribbon School, we hope to increase the number of students impacted by our mission by increasing the scope of our professional network.

1. Curriculum:

McNeill has long been recognized as a school of excellence, and continues that reputation as it lives out its mission to prepare all students to be critical thinkers who excel academically. Teachers strive each and every day to meet four primary goals and expectations: building relationships, engaging students, teaching 21st century skills and personal and professional growth.

The Bowling Green Independent School District has utilized Kentucky's combined curriculum document for the past several years. This document consists of Academic Expectations (what students should know and be able to do as a result of their school experience), Program of Studies (the minimum required content standards students shall be taught to meet the high school graduation requirements), and Core Content for Assessment (the content that is appropriate to be included on the state assessment). This past year, the Kentucky Board of Education adopted The Common Core Standards for English/Language Arts, and Mathematics.

Aligned both horizontally and vertically with Kentucky's curriculum documents, our curriculum maps are created by teachers from each school in the district. These maps offer a sequence for delivering content and provide a clear scope for what *must* be taught to *all* students. These maps serve as an organizational tool for content, skills, assessments, and resources over time.

Within our school, each teacher uses the curriculum maps to develop individual units of study and daily lesson plans. They allow teachers the opportunity to add activities and/or resources, and guide differentiated instruction. With numerous research-based programs available, teachers have the freedom to individualize units and lessons to meet the individual needs within each classroom as a way to ensure optimal success for all students. Each year, teachers engage in professional development opportunities to revise the curriculum maps as well as develop formative and summative assessments aligned with student targets.

Technology is an integral part of the curriculum and is used daily in every classroom as a means to engage learners. Each classroom and resource room has an interactive whiteboard, wireless slate, and document camera. Many utilize remote response systems as an assessment tool. Teachers use KET Encyclomedia, Thinkfinity, Microsoft Office, the Internet, Accelerated Reader, Accelerated Math, and a variety of other software programs to enhance instruction.

In conjunction with our core curriculum, students receive instruction in the area of Arts & Humanities through weekly art and music classes. Fourth and fifth grade students also have the opportunity to be involved in our strings and choral program, while all students receive instruction in the area of practical living through weekly guidance and physical education classes. Through a partnership with the Confucius Institute at Western Kentucky University, our students receive fully articulated instruction in Modern Standard Chinese on a weekly basis. Through implementation of The Leader in Me Program, students develop the essential life skills and characteristics needed in order to thrive in the 21st century. It teaches and develops character and leadership through existing core curriculum, resulting in a decrease in disciplinary referrals and improved academic achievement. In addition, a school wellness policy, integrates opportunities for daily physical activity, ensuring that students are engaged in exercise and movement daily. The district food service office works with our school to have locally grown, fresh fruits and vegetables for students each day, while reducing the amount of processed foods students eat.

Our school maintains high expectations for all students. Our district strives to lead the way in education for all students, and encourages and recognizes distinction in every field of human endeavor. The accomplishments of both our students and teachers provide evidence of the district's motto: "Excellence is Worth the Effort."

2. Reading/English:

The primary goal of McNeill's teachers is to guide our students in becoming competent as well as lifelong readers. We understand that readers become thinkers. McNeill has developed a comprehensive reading program to meet the dynamic needs of all students who are learning to read. We focus on explicit instruction in the five components of literacy: fluency, comprehension, phonics, vocabulary, and phonemic awareness.

McNeill chose Scott Foresman, specifically Reading Street, as its core program because it was designed to motivate and engage readers. This research-based program differentiates reading instruction to meet the needs of every reader. Reading Street features literature which integrates science and social studies into reading instruction. Teachers use leveled readers to enhance small group instruction which supplements the needs of emergent readers while challenging advanced readers. Teachers also collaborate across grade levels to accommodate children. In addition to developing foundational reading skills, the program teaches common vocabulary and reading comprehension skills. English Language Learners (ELL) are provided supplemental reading selections which focus on the vocabulary addressed by the regular student textbook.

We, as a school, believe that children learn in diverse ways; therefore, we supplement the core reading program in a variety of ways. Students in kindergarten through second grade have their reading instruction enhanced through whole language and phonics instruction. Students' individual reading needs are addressed daily through Breakthrough to Literacy. This instruction builds upon both technology and whole-group instruction. Students devote at least 15 minutes per day to individualized computer instruction. Whole group lessons revolve around Bloom's Taxonomy, resulting in higher-ordered thinking. This program has been identified as a best practice for teaching reading comprehension to young readers and English language learners.

A key component to the success of our reading program is the use of ongoing assessments. Students' reading levels are closely monitored through the use of ThinkLink, Children's Progress, DIBELS, GRADE (K-2), and STAR Reading Assessments. These assessments are used to identify students who are at "high-risk" or falling below grade level. Interventionists use Wilson's Foundations. This research-based program teaches phonics skills explicitly, enabling students to decode words and build fluency. Words Their Way is another avenue utilized to build competent readers and spellers. Students learn to analyze words to determine the appropriate spelling pattern. The practice involves playing games which keeps engagement high. Interventionists rely upon Fountas & Pinnell Leveled Literacy Intervention System to provide powerful, daily small-group instruction for struggling students.

Reading comprehension is further supported through the Accelerated Reading program. This is used in conjunction with the STAR assessment to encourage students to read for meaning at their specific levels, building comprehension skills while developing independence. Students have individual goals set based on their reading comprehension level, and those who meet their goals are rewarded each quarter.

Reading is integrated into all content areas at McNeill, which allows students to develop their reading skills, and make real-world connections through reading. Students are motivated to read because they see that reading is everywhere and therefore essential to their success.

3. Mathematics:

Our school's mathematics curriculum is based upon the individual needs of students. Our core program is Macmillan McGraw-Hill, specifically Math Connects. It was chosen by the staff due to its spiraled curriculum, use of technology, and the emphasis of problem-solving. Math Connects enables teachers to meet the needs of diverse learners; each lesson provides a solid lesson guide to help the above-level, on-level, and at-risk student. Math Connects is also correlated to both state and national standards.

Our staff is determined to meet the needs of all students; therefore, classroom teachers modify the curriculum based on the needs of students and input from resource teachers and specialists. For example,

first grade students may have their math instruction in second grade classrooms so their specific needs are met while other teachers may assign students work in an alternative textbook that is a grade higher than her core class. Classroom teachers modify the workload so struggling students do not become overwhelmed. The math objective is often taught in a whole group setting; however, the classroom instruction is often supplemented with technology. Online technology such as Math Whiz enables students to practice math concepts in the computer lab as well as classrooms. Accelerated Math is utilized in the intermediate grades (third through fifth) to extend learning and individualize instruction.

Struggling students are given a strong foundation in math due to the collaboration between classroom teachers and support staff. Math interventionists use Voyager Math in grades second through fifth. It is a balanced, systematic approach to math instruction. It blends print and technology to differentiate instruction for diverse learners. This approach develops students' conceptual development, computational fluency, and problem solving. A hands-on approach to math is present in every classroom. The use of manipulatives is encouraged to enhance and broaden students' understanding. Recent brain research is analyzed to impact student learning. The use of songs, rhythms, chants, and repetition is utilized to build fluency and automaticity.

Finally, another component that enhances our school's math instruction is the use of Interwrite Boards. Interwrite Boards are in every classroom in the building. Students in both primary and intermediate classrooms are using Internet programs such as Prezi and Animoto to explain their mathematical thinking on real-world tasks. Due to this technology present in each classroom, teachers and students alike utilize World Wide Web, United Streaming videos, interactive lessons, and programs designed by our textbook company.

4. Additional Curriculum Area:

At McNeill Elementary, we strive to equip students with a comprehensive education, rich with academic and real-world skills. We believe that this will develop well rounded individuals, capable of achieving at the highest level. Our effort to achieve this goal is evident in all of our curriculum areas, but notably our science curriculum. We are diligent in our instruction through daily exposure to the content matched with higher level thinking and hands on learning. We accomplish this by housing an innovative science lab run collaboratively by teachers, Western Kentucky University science professors, and parents. The lab also houses up-to-date resources and kits that teachers may check out and use in their classrooms.

We are intentional in our selection of science textbooks and select resources that explicitly cover state and district curriculum requirements for each grade level. Grades 1-5 use the textbook as a resource while the kindergarten classes use thematic science topics to cover the curriculum. GEMS (Great Explorations in Math and Science) is an inquiry-driven, activity based resource which promotes mastery of key science skills through cooperative learning.

We have an abundance of resources that help to engage students in the science curriculum. We have developed a partnership with Mammoth Cave National Park where rangers visit McNeill on a monthly basis. The Kentucky Department of Fish and Wildlife visits the 5th grade classrooms on a monthly basis to provide instruction on topics that correlate with the science curriculum and are special to the state of Kentucky. We take advantage of all opportunities to bring programs into the school such as the Hooked on Science program, Barren River Imaginative Museum of Science, Kentucky Department of Agriculture Mobile Science Activity Center and faculty members from WKU Science Departments as guest speakers/presenters.

Another component that enhances our science curriculum and guides us in meeting our standards is the use of technology. Every classroom is equipped with an Interwrite Board that allows the classroom teacher to utilize the World Wide Web, BrainPop, Discovery Education Webcasts, Skype opportunities and interactive lessons that accompany the curriculum topics

5. Instructional Methods:

The field of education presents many challenging and complex issues when it comes to the academic success of our students. One of the challenges facing educators is the multitude of needs that students bring with them when they enter a classroom. This is why it is so crucial to implement differentiation within a classroom in order to ensure student achievement. The implementation of a variety of teaching strategies and classroom activities has been proven at our school by a reduction of our novice scores on the test data.

Our school's goal is to find ways to meet the needs of our diverse students. We strive to meet this goal on a daily basis because we know that no two students are alike. Instruction is often modified or supplemented in the classroom at the discretion of the teacher. Students may have their lessons modified or given extra time with a particular assignment to accommodate their needs. Our goal is for each student to feel like a successful and productive member of their classroom.

In 2008, McNeill Elementary saw a trend of declining scores among our sub-populations. As a result, FLEX time was developed. FLEX is an acronym for Flexible Learning Experiences. FLEX time was incorporated into our master schedule and enables teachers to use the time to reach every diverse learning need within her classroom. FLEX time offers struggling learners time to receive support, through RTI, while gifted and English Language Learners can be pulled out to work closely with our gifted and ESL teachers. Meanwhile, on-level learners are provided supplemental tutoring by the classroom teacher to maintain and enhance skills. Time allotted for this differentiation enabled students to get the support they needed without missing core curricula. These students benefit from this type of setting and are able to have their needs met in a supportive small group learning environment. After the first year of FLEX time's implementation, we saw great gains among our sub-populations as indicated in our data tables.

Our district supports our desire to use innovative resources to enhance instruction. That is why we have been able to incorporate cutting edge, and curriculum-based technology to support every student. We know that every child learns differently, and will continue to seek out opportunities to learn new strategies to support every learner.

6. Professional Development:

At McNeill, we believe that professional growth is our ethical responsibility; however, beyond what we gain from colleagues and students, a more focused approach is necessary to enhance our skills as educators, the climate of our school, and the delivery of instruction on a day to day basis. Our guide for professional development is the comprehensive school improvement plan (CSIP). For example, since our free and reduced lunch population showed decline in previous years, teachers were trained to implement *Wilson's Foundations*, implementation of Response to Intervention, and *Leveled Literacy*. Since we are striving to teach students 21st Century Skills, we attend professional developments that incorporate technology annually. As a result, our teachers are empowered to teach using a platform of materials that appeal to all learning styles. A technology liaison was also hired and is at the disposal of staff. He is able to help teachers implement technology into the classroom as well as educate staff on the technology we currently utilize.

District wide initiatives also drive our plans for professional growth. Our district and school believe we have a far-reaching purpose—building children who are prepared for the academic *and* emotional pursuits of the 21st Century. For instance, our district provided training focusing upon Steven Covey's *Seven Habits of Happy Kids* called *The Leader in Me*. This training provided us the skills and tools necessary to help children build positive relationships, make sound decisions, and practice self-control. The Leader in Me has proven to be so effective since research shows that if children are not self-actualized they will not be prepared to learn at their highest potential. Since implementing the *Leader in Me*, the number of behavior referrals made to the principal has significantly declined.

We are fortunate to work in a district that supports teacher's professional growth. Our district supports the needs of teachers through monetary resources so that individual teachers can attend local, state and national trainings to enhance teacher effectiveness. Our district staff always finds the means for teachers to grow professionally. For example, after teachers showed an interest in a handwriting program *Handwriting Without Tears*, a training was scheduled and funds were allocated to implement the program.

Last summer, professional learning communities formed within the school. These communities offer opportunities for teachers to engage in literature circles pertaining to the needs of the school. For example, in an effort to learn more about our special populations, PLC groups researched existing disabilities within our school (Autism, Aspergers, ADHD, etc.). They then presented before the entire faculty and provided strategies to address these learners. A large majority of the staff have an excess of professional development hours. For our school, we view professional development as an ongoing practice—not an obligation.

7. School Leadership:

McNeill's leadership philosophy supports the goals and expectations of the Bowling Green Independent School District. The district's main focus is for each staff member, certified and classified, to build relationships with our students, ensure that students are being taught using 21st Century Skills, and to continue our personal and professional growth by reflecting daily.

Our district also adopted Steven Covey's Seven Habits of Happy Kids. The seven habits are; Be Proactive, Begin with the End in Mind, Put First Things First, Think Win-Win, Seek First to Understand, Then to be Understood, Synergize and Sharpen the Saw. We are empowering our student to become effective citizens and leaders of the future. We offer extracurricular activities to support t these 7 habits. We have a student council, academic team, BETA Club, Chess Cub, Student Technology Leadership Program and Project Challenge/Primary Talent Pool. All of these activities promote 21st Century Skills and leadership opportunities.

Besides supporting and developing leadership qualities in our students it is imperative to support the teachers and staff in professional development to nourish their leadership possibilities. Our teachers participate in professional organizations and play an active role in many of the organizations. From those contacts our students have benefited from state-wide programs and materials that have enhanced their learning experiences. Teachers are encouraged to share their experiences with other teachers at their team meetings and at staff meetings. Our School Based Decision Making Council also plays a very active and supportive role in making decisions to support leadership opportunities for our students and teachers.

The building principal ensures that students are benefiting from the school's goals and expectations and supports the programs at McNeill to the highest level. Being visible in the school is one of the principal's highest priorities, so as to build relationships with all students. Based on testing data, parent volunteer hours, and community support, McNeill's students are reaping the benefits of the districts goals and expectations and from extracurricular activities and programs that support leadership activities.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Kentucky Core Content Test

Edition/Publication Year: Current Year Publisher: Measured Progress

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient + Distinguished	90	97	97	93	0
% Distinguished	56	48	69	55	0
Number of students tested	63	62	65	60	0
Percent of total students tested	100	100	100	100	0
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	88	94	91	92	
% Distinguished	44	19	27	50	
Number of students tested	17	15	13	13	
2. African American Students					
% Proficient + Distinguished		91			
% Distinguished		64			
Number of students tested		11			
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: Third grade students were not tested in math in 2005-2006.					

11KY4

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Kentucky Core Content Test

Edition/Publication Year: Current Year Publisher: Measured Progress

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient + Distinguished	93	85	95	95	0
Distinguished	25	33	57	50	0
Number of students tested	63	62	65	60	0
Percent of total students tested	98	100	100	100	0
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	88	81	82	92	
Distinguished	13	25	18	42	
Number of students tested	17	15	11	12	
2. African American Students					
% Proficient + Distinguished		91			
Distinguished		64			
Number of students tested		11			
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: Third grade students were not tested in Reading in 2005-2006					

11KY4

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Kentucky Core Content

Edition/Publication Year: Current Year Publisher: Measured Progress

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient + Distinguished	98	85	92	71	0
% Distinguished	69	49	60	29	0
Number of students tested	60	69	63	65	0
Percent of total students tested	100	100	100	100	0
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	91	85	83	53	
% Distinguished	18	31	58	33	
Number of students tested	11	13	12	15	
2. African American Students					
% Proficient + Distinguished	100				
% Distinguished	60				
Number of students tested	10				
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: Fourth grade students were not tested in math in 2005-2006.					

11KY4

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Kentucky Core Content Test

Edition/Publication Year: Current Year Publisher: Measured Progress

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient + Distinguished	91	93	95	86	97
Distinguished	26	43	43	32	50
Number of students tested	60	69	63	65	67
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	85	92	83	
Distinguished	18	38	42	24	
Number of students tested	11	13	12	15	
2. African American Students					
% Proficient + Distinguished	100				
Distinguished	50				
Number of students tested	10				
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:					

11KY4

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: Kentucky Core Content

Edition/Publication Year: Current Year Publisher: Measured Progress

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient + Distinguished	79	82	76	86	41
% Distinguished	34	46	36	51	34
Number of students tested	71	67	67	68	66
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	60	75	50	66	87
% Distinguished	20	63	19	33	39
Number of students tested	15	15	15	15	13
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:					

11KY4

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Kentucky Core Content Test

Edition/Publication Year: Current Year Publisher: Measured Progress

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient + Distinguished	91	85	95	93	81
Distinguished	26	33	38	40	34
Number of students tested	71	67	67	68	66
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	81	82	80	50
Distinguished	7	25	18	20	8
Number of students tested	15	15	15	15	13
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:					

11KY4

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	May	May	May	May
SCHOOL SCORES					
% Proficient and Distinguished	89	88	88	83	41
% Distinguished	53	48	55	45	34
Number of students tested	194	198	195	193	66
Percent of total students tested	99	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	80	85	75	70	87
% Distinguished	27	38	35	39	39
Number of students tested	43	43	40	43	13
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:					

11KY4

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient and Distinguished	92	88	95	91	89
Distinguished	26	36	46	41	42
Number of students tested	194	198	195	193	133
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	96	82	86	85	
Distinguished	13	29	26	29	
Number of students tested	43	43	38	42	
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:					

11KY4