

PART I - ELIGIBILITY CERTIFICATION

11KY5

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

11KY5

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: 10859

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school: 1
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	7	9	16			6	0	0
K	32	26	58			7	0	0
1	20	21	41			8	0	0
2	25	21	46			9	0	0
3	21	16	37			10	0	0
4	16	14	30			11	0	0
5	27	29	56			12	0	0
Total in Applying School:								284

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
0 % Asian
2 % Black or African American
3 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
94 % White
1 % Two or more races
100 % Total

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

7. Student turnover, or mobility rate, during the 2009-2010 school year: 25%
 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.	40
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	31
(3)	Total of all transferred students [sum of rows (1) and (2)].	71
(4)	Total number of students in the school as of October 1, 2009	284
(5)	Total transferred students in row (3) divided by total students in row (4).	0.25
(6)	Amount in row (5) multiplied by 100.	25

8. Percent limited English proficient students in the school: 4%
 Total number of limited English proficient students in the school: 12
 Number of languages represented, not including English: 1
 Specify languages:

Spanish

9. Percent of students eligible for free/reduced-priced meals: 81%
 Total number of students who qualify: 243

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: 37

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>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>2</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>22</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>4</u> Multiple Disabilities	<u>5</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>1</u>
Classroom teachers	<u>14</u>	<u>0</u>
Special resource teachers/specialists	<u>9</u>	<u>0</u>
Paraprofessionals	<u>10</u>	<u>0</u>
Support staff	<u>4</u>	<u>3</u>
Total number	<u>38</u>	<u>4</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 14:1

13. Show the attendance patterns of teachers and students as a percentage. Only 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	95%	95%	95%	95%	96%
Daily teacher attendance	96%	96%	97%	95%	97%
Teacher turnover rate	5%	0%	0%	0%	0%
High school graduation rate	%	%	%	%	%

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

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%

Surrounded by the rolling hills of Kentucky and Tennessee, Gamaliel Elementary School is centered in the southernmost portion of Monroe County. Consisting of approximately 300 students in preschool through fifth grade, Gamaliel Elementary School's vision is to be collaborative with our community members and parents to ensure that the educational, social, and developmental needs of each student are met in a safe, fair learning environment. Gamaliel Elementary School is where "Tigers Roar, and Students Soar!" Every morning, students recite the school's mission, which was created by students, as a means of focus as they begin each school day: We will strive to do our best and achieve at the highest possible level. As the students recite their mission, it is also a reminder of our commitment as educators to help them reach their goals and push them to always reach higher.

Monroe County Schools consolidated in 1985. That year the school previously known as Gamaliel School (P-12th grade) opened as Gamaliel Elementary School (P-5th grade). Gamaliel Elementary has always been viewed as the heart of the small, rural town of Gamaliel. Within this poverty-stricken town of approximately 500 residents, community members rally around the school to support its future to ensure that students are given every opportunity to be successful. The community is highly involved in the student-centered activities held within the school which include traditions like our annual Mornings with Mom/Donuts with Dad event, Fall Festival, and Veterans Day program.

Gamaliel Elementary prides itself on the culture of our school. When you walk through the doors of Gamaliel Elementary, you will feel warmth and be surrounded with an inviting family atmosphere. Our staff members not only feel like a family, but we also work as a family. This team approach allows us to target every student and pool resources to help them understand and master content.

Gamaliel Elementary's student population predominantly consists of lower socio-economic white students. 81% of Gamaliel Elementary Schools students participate in the federal free/reduced lunch program. Gamaliel Elementary School does not see our student's poverty as a barrier to learning; instead, we see this as an opportunity to help our students achieve at high levels, despite their economically disadvantaged background. In order to meet our students' academic needs, we must first meet their various physical and emotional needs. To accomplish this, our Family Resource office, located within the school, services over 1,000 students annually. Our staff reaches out to other local agencies and resources as well to help students with clothing, heat, food, school supplies, and events such as Christmas and birthdays. Additionally, at the beginning of every school year, staff members make home visits to the student's homes. This opens the door for staff and parents to build vital relationships because we view parents as partners in their child's education.

Gamaliel Elementary students are largely transient. As a means to combat this barrier, we assess them as soon as they arrive so that we are able to address their needs quickly in small groups or working one-on-one with a staff member.

Gamaliel Elementary offers a rigorous and relevant curriculum that meets and exceeds Kentucky's standards for grades K-5. In addition to our core classes of reading, math, writing, science, and social studies, students also attend special classes in science lab, library, art, music, and physical education. We offer a variety of extracurricular activities such as Junior Beta (which focuses on student character), Academic Team, PRIDE Club, and STLP (Student Technology Leadership Program). We also offer a myriad of after-school activities in our STARS afterschool program. S.T.A.R.S. offers students small group instruction and homework help during the first hour, and then students choose from enrichment activities such as dance, karate, painting, cooking, nutritional classes, and gymnastics.

The faculty and staff of Gamaliel Elementary School (GES) employ a variety of researched-based best practices in teaching including Robert Marzano's instructional strategies. We also include Thoughtful

Education into our curricula. Additionally, our school utilizes Professional Learning Communities (PLCs) at the school and district level. GES teachers meet in PLCs once per week to analyze student assessment data and plan lessons. Grade-level teams also meet at the district level to share best practices, adjust district pacing guides, revise and analyze learning checks, and plan standards-based units study. Formative assessment is utilized to determine student progress. Learning checks are also given four times per year to measure individual progress. Every classroom is equipped with Promethean Board technology, which consists of an interactive board, surround sound, document camera, and microphone. We also utilize Turning Point audience response devices so our teachers can efficiently assess students' concept knowledge and immediately adjust instruction.

High expectations are at the foundation of every GES faculty member. GES has met and exceeded the No Child Left Behind Adequate Yearly Progress objectives since 2004.

1. Assessment Results:

The Kentucky Board of Education (KDE) in 2001 adopted a plan for all Kentucky Schools to reach proficiency by 2014. The Commonwealth Accountability Testing System, or CATS, is comprised of the Kentucky Core Content Test (KCCT), ACT, Explore, and Plan assessments, along with non-academic data. The CATS model set goals for individual school growth to ensure they reach proficiency. The KCCT assessment includes multiple answer, open response questions and on demand writing prompts correlating with state content standards. The KCCT results in the area of reading and math are used to meet federal reporting requirements as a result of the No Child Left Behind Act (NCLB). This standardized test given to Kentucky students assesses math, reading, science, social studies, and writing. Until 2008-2009, arts and humanities and practical living were also components of this assessment. There are four performance levels on the KCCT: Distinguished, Proficient, Apprentice (low, medium, and high), and Novice (low, medium, and high). Student scores are combined with other factors, such as attendance and retention rates to determine the overall school index.

Currently, the state testing system is being rewritten for the 2012 year, and the interim period is termed a transition period. Under the Federal No Child Left Behind Act, Gamaliel Elementary has made overall adequate yearly progress every year since 2004 by meeting 100% of our target goals. Below is an overview of our school index score along with the percentage of students scoring novice. (Note that due to adjustments in the CATS testing system, indexes for the 2009-2010 and 2008-2009 school years were calculated using the same formula as previous years, but were not given in the score reports by KDE. We included data to show consistency in achievement for the years listed below.)

Reading

Year, Academic Index, % Novice

2009-2010, 105.9, 1%

2008-2009, 103.7, 1.7%

2007-2008, 101.4, .67%

2006-2007, 104.7, 1.3%

2005-2006, 82.1, 17.02%

Math

Year, Academic Index, % Novice

2009-2010, 105.9, 0%

2008-2009, 103.7, 3.3%

2007-2008, 101.4, 1.3%

2006-2007, 104.7, 1.3%

2005-2006, 82.1, 15.79%

As evidenced by the table above, Gamaliel Elementary has worked diligently to decrease the number of students scoring novice and increase students scoring in the distinguished and proficient categories. Our index has been above 100, the goal KDE set for all Kentucky schools for the year 2014, since the 2006-2007 school year. Reports from agencies like KASC (Kentucky Association of School Councils) have placed our school KCCT scores in the top 50 (out of approximately 720 elementary schools state-wide) numerous years. Our high achievement and consistency in maintaining high expectations from all students, have served as proof to ourselves and others around us that regardless of barriers, students can achieve at high levels!

Since 2007 the Kentucky Department of Education has released percentage of students who scored at the proficient and distinguished level in both reading and math. Gamaliel Elementary School has a significant amount of the student population in third, fourth, and fifth grades at the proficient and distinguished level.

In 2010, 96.03% students in the area of reading, and 92.06% of students in the area of Math scored at the highest levels on the KCCT.

These significant gains of Gamaliel Elementary School throughout the last five years are definitely a proven indicator that we are meeting the needs of our students despite their low socio economic backgrounds. Our research based best practices and strategies are helping our students achieve at high levels. Our commitment to helping all of our students be successful will be a consistent factor of our school.

If you would like to learn more about Gamaliel Elementary School's performance on the KCCT, please visit the following website: <http://openhouse.education.ky.gov/Achievement.aspx>

2. Using Assessment Results:

At Gamaliel Elementary School, assessment results are analyzed on a weekly basis during teacher PLCs to make instructional decisions. Grade level teachers meet once per week during common planning time to examine assessment results and plot student progress. Assessment charts are located in every classroom. Teachers color-code student performance on interim assessments. Teachers, parents, and visitors can determine student progress and mastery at a glance in each student homeroom.

Interim assessments, such as learning checks, ThinkLink assessment, Reading Fluency (primary), and GMADe are given at intervals during the year to also check students' progress. Learning Checks are given four times per year and aligned with the pacing guides and Kentucky Core Content 4.1. Decisions about instruction, grade-level performance, and student grouping are derived from the data. We also analyze data from all interim assessments on the district level to ensure horizontal alignment of the curriculum throughout the county and compare student progress from each of the three elementary schools. A benefit from sharing assessment results as a district is that it allows teachers to compare instructional strategy success and best practices with each other.

Formative assessments are also used daily by our classroom teachers to determine mastery of content and determine the pace and depth of instruction throughout the day. A variety of assessments are used, including Turning Point audience response system, which is administered with handheld devices at students' desks and displayed on the classroom's interactive whiteboard. Teachers can determine instantly if students are comprehending and mastering concepts and skills. They also involve students in the assessment process by reviewing the data moments after the assessment is given.

GES staff also analyzes the Kentucky Core Content Test along with the ITBS (national norm-reference test) every year in the fall using an analysis protocol developed by the Kentucky Association of School Councils. We analyze performance trends to determine if gaps are present in student subgroup populations. We also analyze specific content strands to determine student performance trends in correlation to curriculum and instruction changes implemented during the current year. Action plans are created based on data gathered from the assessment analysis. The staff develops strategies to address areas of concern. The action plans are also implemented in our Comprehensive School Improvement Plan (CSIP). The SBDM Council conducts implementation and impact checks to determine progress towards completion of our CSIP.

3. Communicating Assessment Results:

At Gamaliel Elementary School, we view our parents as partners in their child's education. To make our partnership stronger, we feel that communication is a vital component to achieve higher student performance. Weekly newsletters allow us to better inform parents about the different assessments we administer, the expected outcomes of our assessments, data, and information regarding overall student performance.

GES also designates two nights per year as Parent Night. During Parent Night, teachers and parents look at the individual student's performance on assessments. Booths are set up for parents to visit to receive information about state and national assessment performance. During their visit, the teacher explains how their child performed as compared to other student populations and peer groups. They also review how to

read the reports and look at the specific areas of improvement needed for each student.

Student celebrations are an important component to our school culture at GES. Soon after our state assessment results are released to the public, KCCT pep rallies and celebration days are planned to reward student performance. Staff and student dress-up according to our KCCT theme. For example, last year's KCCT theme was "GES is Bad to the Bone!" Students and staff members dressed up in leather, bandanas, and concocted crazy hair styles to match the theme. The administrators planned a pep rally and rode motorcycles around the gym.

In addition, during our annual "Mornings with Mom" and "Doughnuts with Dad" events, we seize the opportunity to share important news with our parents during the assembly portion of our programs.

Infinite Campus, an internet-based student grading system, is also utilized by every homeroom teacher at Gamaliel Elementary. Parents can log into Infinite Campus Parent Portal and view student grades and progress. Many of our parents use Parent Portal to monitor their students' grades on weekly assessments. Teachers update assessment information regularly to ensure all information is current.

Assessment results are also published in the local newspaper. Data charts are used to map progress and goals, along with a comparison to other schools in the district, region, and state. Our school website (www.ges.monroe.kyschools.us) also has information regarding assessments results and information.

4. Sharing Lessons Learned:

During the 2005-2006 school year, a team of administrators and staff at Gamaliel Elementary School began to visit high performing schools throughout the state of Kentucky in an effort to glean ideas and bolster our student achievement. We are very thankful for the ideas, support, and hospitality that all of the schools we visited showed to our staff. In retrospect, we feel that the visits we made during that school year were what began to ignite conversations, strategies, and focus on our own student achievement gaps. We welcome visiting school districts to our school and try to support their efforts in every way we can, just as it has been done for us. We gladly accommodate school teams to visit with our leadership team as well to gain insight as to improvement strategies we incorporated on our journey.

Our district leadership team also hosts a monthly district-wide grade level PLC. During district PLCs, grade level teams share strategies and best practices supported by assessment data with each other. Our school district adopted the belief that 'it takes ALL of us' working together to achieve our goals. When time doesn't allow our grade level teachers to meet with each other, they often share virtually through our VSEE web camera program. They interact and can manipulate planning and curriculum documents through this program, all without leaving the comfort of their schools. At the end of the year our school district also hosts an Elementary School Retreat. We come together as a school district and work on curriculum documents, share ideas, listen to various presenters to help improve our instructional practices.

Recently, administrative personnel and teachers from our district have joined forces with a neighboring county school system. As a team, we conduct Instructional Rounds to help improve instructional practices throughout both districts! The knowledge that we have gained from each other has already been influential in both districts.

Teams from Gamaliel Elementary have also had the opportunity to share at various conferences and meetings throughout the state. During the past four years of our teams have delivered presentations at Green River Regional Educational Cooperative, KASS (Kentucky Associations of School Superintendents), GRREC P-16 Council, and the Superintendents CEO Network conferences.

We are grateful and value the information and support others have given us, and we gladly share our knowledge and information with others so that all students can succeed!

1. Curriculum:

Gamaliel Elementary School offers a rigorous viable curriculum. Our curriculum is congruent with Kentucky Core Content 4.1 and Kentucky's Program of Studies which outlines what is to be taught in all Kentucky Public Schools. Our core instruction revolves around reading, math, writing, social studies, and science. We also instruct all students during bi-weekly classes in art, music, physical education, library media, science lab, technology lab, and Spanish. Teachers use specific content Pacing Guides to pace instruction at all levels. Our curriculum has been aligned both vertically and horizontally. Staff members routinely examine our curriculum to ensure rigorous instruction occurs from kindergarten to fifth grade.

Gamaliel Elementary focuses on offering students content information in a variety of ways based on their learning style. Our goal is to make every lesson memorable and meaningful to all students. GES also incorporates small group instruction into our classrooms. Students are grouped according to weekly skill and content assessments. Groups are fluid so that students can move from group to group dependent on their individual needs. Reading and Math interventionist, Special Education, classroom, and special area teachers are part of a framework that tailors the instruction based upon their student's needs.

Gamaliel Elementary School is also equipped with an interactive Promethean Board, document camera, and surround-sound system. We endeavor to incorporate technology seamlessly into our curriculum because we are aware that it is our charge to prepare them for a future that has not yet been created. We also know that students are engaged in technology socially and try to harness that engagement during our instruction.

Gamaliel Elementary School believes that Reading is a fundamental key to student success. It is embedded across Gamaliel Elementary's curriculum. Our Literacy instruction mandates an emphasis on phonics, phonemic awareness, vocabulary, word recognition, comprehension, and fluency. Students are given whole group Reading instruction and then placed into Reading Block groups according to assessment data. During Reading Block, students work in small groups and are given texts that are equivalent to their individual reading level. Staff members also supplement their Reading instruction using various resources like Saxon Phonics, Scott Foresman's Reading Street series, trade books, internet resources, and Reading Recovery techniques. Teachers prepare lessons using Thoughtful Education strategies Marzano's techniques, and brain-based researched best practices. All reading classrooms incorporate Flashback Questions as a means to spiral instruction and illicit prior knowledge.

The core of the Gamaliel Elementary School math curriculum includes number properties, geometry, measurement, algebraic thinking, data analysis, probability. Our focus is to consistently include manipulatives and hands-on lessons into our mathematics instruction. We currently have a Math Interventionist in place for our lowest achieving students. The specialist works one-on-one with students to diagnose specific misconceptions and works to build a numeric foundation. We also house a certified math coach who travels to each grade level to work as a co-teacher in the classrooms. The teacher identifies students who need remedial instruction on specific math content skills using weekly progress monitoring. The math coach also works with teachers to plan higher level math activities to extend critical thinking.

The science curriculum includes the study of physical science, earth science, and life science. Students are taught science content using a variety of scientific inquiry methods, hands-on experiences, projects, field trips, real world applications, and experiments. All students also attend a weekly visit to the science lab. The science lab instructor collaborates with the classroom teachers to enhance classroom lessons with experiments and learning extensions.

The social studies curriculum incorporates Kentucky history, US/world history, geography, economics, culture, civics, and government. Students are engaged in authentic learning activities for each curriculum strand. Role play and real world connections are included in every unit. Students also participate in various school assemblies with a social studies correlation like Veteran's Day and the "I Signed the Constitution" program. Field trips to local and state historical sites, as well as videos and internet resources help to bring the social studies curriculum to life. Students use resources such as Skype and Google Earth to take virtual fieldtrips to locations all over the world.

Students at Gamaliel Elementary participate in weekly art, music, drama, physical education, and practical living special area classes. Special area classes focus heavily on student performance tasks which include creating artwork, making music with instruments, producing plays, and being involved in physical activities. Practical living is taught in conjunction with physical education classes with an emphasis on health and wellness. Students produce exercise videos, healthy menus, and healthy snack options for the entire school. All special area classes use the Kentucky Program of Studies as the curriculum basis for student performance tasks.

Students also attend a weekly Spanish class. A Spanish instructor travels among the three elementary schools within the county. Students learn Spanish language fundamentals, along with different cultural aspects of Spanish-speaking countries.

2. Reading/English:

At Gamaliel Elementary School we believe that reading is the foundation for all other academic areas. Therefore, our language arts curriculum is inundated with research-based programs, best teaching practices, and intervention methods to ensure that we challenge and meet the needs of all of our students. Initial instruction is delivered in a whole group setting, and then students are grouped based on weekly assessments to receive more individualized small group instruction via our uninterrupted reading block. Small group instruction allows us to provide more in-depth study of specific content, differentiated instruction, and direct immediate feedback.

In addition to our reading block, we adopted a supplemental reading series that provides leveled readers, varying texts, and RTI (Response to Intervention) modifications to further student achievement through differentiated instruction. GES also incorporates Saxon Phonics, Thoughtful Education, and Discovery Education to meet all of our learners' needs and further strengthen student achievement. Interactive Promethean boards and computer programs are used as a way to enhance student engagement in a variety of reading instruction. Students in our intermediate grades work in small groups, literature circles, and complete task rotations to further enhance their reading skills and abilities. Grammar is taught using various resources and incorporated into the reading program. Use of DOL (Daily Oral Language) also helps students apply their grammatical knowledge and incorporate higher order thinking skills to complete tasks. These varied approaches, in combination with our Scott Foresman reading series, provide instruction in phonemic awareness, reading comprehension, grammar, fluency, writing, and spelling. Students are also encouraged to read independently through the use of Accelerated Reader, trade books, and classroom libraries to help develop a life-long love of reading. Students set reading goals through the Accelerated Reader program, which are monitored by the library media specialist and classroom instructors.

Our RTA (Read to Achieve) specialist, Title I instructor, and classroom teachers progress monitor students weekly. ThinkLink assessments, formative assessments, and DRA (Developmental Reading Assessment) help our team target struggling readers and intervene early. After assessments identify struggling readers, instructors use Response to Intervention researched-based instruction to help students master content and re-enter seamlessly into regular reading instruction. It is our goal at Gamaliel Elementary School to help every student reach proficiency in reading in order to help them be successful throughout all content areas. Consistent improvement based upon the KCCT assessment indicates that the current combination of methods and strategies is successful.

3. Mathematics:

Mathematics is also a focus of our curriculum at Gamaliel Elementary School. The math curriculum is very diverse and is designed to prepare students to be successful adults. A variety of teaching methods and strategies are incorporated to ensure students' needs and various learning styles are addressed. Instructors engage students in active learning with the use of manipulatives, songs, models, and technology. Students apply skills and concepts through independent practice, whole group, and small group instruction. Technology and computer-based programs such as Study Island, Education City, and Discovery Education help to enhance the curriculum and student engagement. Primary students are placed in small groups for Math Block instruction. Students are grouped according to weekly formative assessments and specific skill needs. By delivering individualized instruction in a small group setting, students can apply knowledge learned during whole group instruction and receive immediate skill practice and feedback.

Gamaliel Elementary also has a Math Achievement Fund specialist. This highly-skilled educator works with classroom teachers to intervene with struggling students specifically in the area of Math. The MAF instructor works with students to further strengthen math foundations using best practices and strategies learned from current and constant professional development. A math coach also travels to all grade levels to co-teach with classroom instructors. The math coach works with individual students to ensure content mastery. A variety of assessments are used to help identify struggling students for placement with a MAF specialist or math coach. Teachers progress monitor and analyze student data during weekly PLCs to readjust student groupings and placement.

Gamaliel Elementary also hosts "Doughnuts with Dad" and "Mornings with Mom" programs in the fall and spring. These programs were incorporated to not only create an open and inviting event for our parents, but to bring awareness to math concepts and skills students are expected to learn. Staff members create hands-on math lessons to be completed by the student and visiting parent, usually resulting in some type of math product. Teachers walk around the gym helping student and parent groups complete tasks and initiating conversations with our visiting parents. Volunteers throughout the community also come to the event and "foster" a child whose parent could not come to the event.

Gamaliel Elementary, through the use of these strategies and early interventions, places a focus on mathematics in order to equip our students with the highest level of mathematical skills necessary to ensure future success.

4. Additional Curriculum Area:

Science is another area of concentration at Gamaliel Elementary School that helps students "strive to do their best and achieve at the highest possible level." Teachers create lessons surrounding concepts in physical, earth, and life science and in correlation with the Kentucky Program of Studies and science core content standards. With an inquiry-based approach, students are led into scientific experiences with real-world applications. Students participate in experiments and lab work to bring abstract concepts into concrete terms. Teachers routinely take students on journeys outdoors to investigate science concepts. GES has a greenhouse, nature trail, simulated swamp-land, and outdoor classroom on the school premises provided by funds from yearly PRIDE grant.. Students develop seedlings and plant vegetables in the spring to harvest in the fall, look for specific swamp vegetation and wildlife, complete experiments in the outdoor classroom, and learn about lifecycles on the nature trail.

Students often complete experiments and projects as an end of the unit culminating experience. By applying, analyzing, and evaluating concepts learned, students create products that encompass numerous skills and concepts learned throughout the unit. Gamaliel Elementary also hosts a yearly science fair where students can also create science projects that illustrate their science concept knowledge.

A science lab classroom is also included in every student's schedule on a weekly basis. The science lab instructor collaborates with teachers to further investigate concepts learned in the classroom. The extension of knowledge helps broaden the depth of the student's conceptual understanding. Instructors use manipulatives, experiments, models and authentic learning experiences during every lesson in the

science lab to engage students and help them develop hypotheses and create theories based on science foundations. By incorporating science standards with the world around them, students receive a memorable and meaningful science experience that ensures success in future scientific endeavors. Gamaliel Elementary School recognizes that in order for students to reach their highest possible level, our curriculum must be infused with rich, meaningful, rigorous, and engaging content in all subject areas, including science.

5. Instructional Methods:

High expectations are at the core of our belief system, regardless of a child's socioeconomic status, race, gender, or background. Our emphasis on identifying and addressing individual learning needs and using a variety of researched-based best teaching practices has enabled our school to achieve at high levels. By providing a rigorous and relevant curriculum, we utilize a vast array of instructional methods to meet the academic, emotional, and social needs of our students. Thoughtful Education, Math Alliance, brain-based instruction, and Bloom's Taxonomy are all used by every staff member to tailor instruction to meet the diverse needs of all of our students.

Classroom teachers use surveys, assessments, learning style inventories, interest inventories, and daily formative assessments to determine students' abilities and needs. Our instruction is driven by the use of data to develop lessons and incorporate strategies on a daily basis. By providing data-driven instruction, students are often placed in small groups depending on their needs. A team of staff members that have been trained specifically in the areas of math and reading instructional strategies deliver content to small groups with the goal of mastery in all content standards. This unique team of teachers meets twice per week before school begins to target specific students, group students based on assessment data, and review content. Our focus on data analysis permits staff to deliver prescriptive instruction while utilizing a plethora of instructional strategies.

Differentiated instruction is delivered in all content areas to all students through the use of small groups, task rotations, and learning center activities. Teachers also create content "menus" at the end of units to allow for student choice. Students must complete several activities on the menu, but they have some flexibility in the choices during the culminating event.

Students are also targeted for one-on-one instruction in all grade levels through our RTI (Response to Intervention) pyramid system that classifies students into tiers based on their content or skill mastery level. Homeroom teachers meet with RTI identified students weekly, and special area teachers meet with them twice per week for an hour per session. This intense instruction is personalized to the RTI student. In addition, special education teachers are streamlined into the classrooms and often co-teach while meeting the needs of identified students.

6. Professional Development:

Gamaliel Elementary School drafts a professional development plan yearly based upon our Comprehensive School Improvement Plan and KCCT analysis. Our school-wide professional development opportunities are designed to directly impact student achievement. Although Gamaliel Elementary school has shown much success with current instructional methods, we continually strive to incorporate the newest researched-based methods and practices to maximize student achievement.

The Kentucky Department of Education requires that all school certified employees attain a minimum of four days of professional development per year. Our district also designates five days within the school calendar as teacher workdays. This allows Gamaliel Elementary School administration, in collaboration with district staff, to embed professional developments based upon our school's needs. Certified employees must also create professional growth plans targeted to strengthen areas of weakness as determined collaboratively by the employee and administration. High quality professional development opportunities are highly sought after by Gamaliel Elementary School staff and are a key component to our success.

District level PLCs also provide grade-level teams with professional development throughout the year. Gamaliel Elementary School incorporates a train the trainer professional development model which

allows our school staff to attend numerous training opportunities and then bring information back to the school to train both district and school staff members. We believe that communicating and sharing knowledge will help us all continue to achieve great success for our students.

Gamaliel Elementary School staff regularly participates in book studies. Recent book studies include: A Framework for Understanding Poverty, Who Cares?, The Fred Factor, and The Traveler's Gift. Staff members read books during their own personal time, make notes, and participate in blog entries created to illicit comprehension and application to our school. Review and discussion sessions are held throughout the book study to brainstorm and reflect on ideas and concepts we can incorporate into our school to improve student achievement.

GES staff members are willing and eager to implement new and exciting ideas and concepts, and, as a result, our students are continually challenged and offered the newest teaching concepts and strategies available.

7. School Leadership:

At Gamaliel Elementary School our leadership focuses on creating a collaborative environment where all stakeholders are empowered to focus on student achievement. This collaborative approach to the decision-making process fosters personal responsibility for all stakeholders. Our governing body is the School-Based Decision Making (SBDM) council, which includes three staff members, two parents, and the principal. The council members are elected annually. The council meets monthly to review assessment data, which drives the decision-making process in regards to the allocation of staff, scheduling, curriculum, and resources.

The administration is also structured collaboratively with the principal and assistant principal. Both take on the roles of instructional leaders and building managers. They meet regularly with staff members to discuss instructional and managerial issues and elicit differing opinions and ideas. They also meet with grade-level teams to disseminate student data, analyze student work samples, instructional strategies, and work collaboratively on various school initiatives. Both administrators' energetic approach and knowledge of instructional practices foster a passion for learning in both teachers and students.

Leadership teams are organized to plan and coordinate annual school events and programs. The leadership team then organizes committees for each event. Teacher leaders are also placed on instructional program review teams to serve as organizers and committee chairs.

Administration also regularly meets with the Principal Advisory Committee. This committee is comprised of student representatives in all grade levels. During meetings the students communicate to the principal concerning various topics including day-to-day operations, instructional strategies, and varying student issues. This student perspective allows for greater insight and allows staff members to impact student achievement at an even higher level.

Gamaliel Elementary also participates in the KyCID behavior management initiative. Leaders develop student behavior expectations through contact meetings with all staff members. This team has effectively collaborated to limit student disruptions and behavior incidents.

Communication is integral to effective leadership. Both written and verbal communication is organized from the administration via emails, newsletters, staff meetings, community events, school website, and the building marquee.

The collaborative atmosphere at Gamaliel Elementary School solidifies and transforms our school into a family. This cultural aspect in our school building is one that the entire staff holds near and dear to our hearts. It also gives us the determination and ability to work collaboratively to help all students reach their highest possible level.

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 plus % Distinguished	93	100	95	96	62
% Distinguished	69	73	81	80	26
Number of students tested	29	58	37	45	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 plus % Distinguished	90	100	96	93	54
% Distinguished	57	69	81	74	24
Number of students tested	32	41	27	31	33
2. African American Students					
%Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
3. Hispanic or Latino Students					
%Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
4. Special Education Students					
%Proficient plus % Distinguished		100			50
% Distinguished		20			30
Number of students tested		10			10
5. English Language Learner Students					
%Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
6.					
%Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
NOTES: There were less than 10 students in several of our sub-groups. Consequently, we are unable to provide disaggregated data for those groups.					

11KY5

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 plus % Distinguished	100	99	87	95	89
Distinguished	21	57	41	53	6
Number of students tested	29	58	37	45	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 plus % Distinguished	100	98	85	97	95
Distinguished	10	38	41	58	3
Number of students tested	32	41	27	31	33
2. African American Students					
% Proficient plus % Distinguished					
Distinguished					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Distinguished					
Distinguished					
Number of students tested					
4. Special Education Students					
% Proficient plus % Distinguished		100			90
Distinguished		40			0
Number of students tested		10			10
5. English Language Learner Students					
% Proficient plus % Distinguished					
Distinguished					
Number of students tested					
6.					
% Proficient plus % Distinguished					
Distinguished					
Number of students tested					
NOTES: There were less than 10 students in several of our sub-groups. Consequently, we are unable to provide disaggregated data for those groups.					

11KY5

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

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 plus %Distinguished	98	83	95	74	25
% Distinguished	51	29	55	39	4
Number of students tested	60	35	47	46	47
Percent of total students tested	100	97	100	100	100
Number of students alternatively assessed	0	1	0	0	0
Percent of students alternatively assessed	0	3	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
%Proficient plus %Distinguished	98	81	93	68	21
% Distinguished	44	19	48	34	0
Number of students tested	49	30	29	35	34
2. African American Students					
%Proficient plus %Distinguished					
% Distinguished					
Number of students tested					
3. Hispanic or Latino Students					
%Proficient plus %Distinguished					
% Distinguished					
Number of students tested					
4. Special Education Students					
%Proficient plus %Distinguished					38
% Distinguished					13
Number of students tested					16
5. English Language Learner Students					
%Proficient plus %Distinguished					
% Distinguished					
Number of students tested					
6.					
%Proficient plus %Distinguished					
% Distinguished					
Number of students tested					
NOTES: There were less than 10 students in several of our sub-groups. Consequently, we are unable to provide disaggregated data for those groups.					

11KY5

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 plus % Distinguished	97	80	80	92	66
% Distinguished	29	14	23	22	11
Number of students tested	60	35	47	46	47
Percent of total students tested	100	97	100	100	100
Number of students alternatively assessed	0	1	0	0	0
Percent of students alternatively assessed	0	3	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
%Proficient plus % Distinguished	98	73	76	91	62
% Distinguished	20	4	17	17	9
Number of students tested	49	30	29	35	34
2. African American Students					
%Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
3. Hispanic or Latino Students					
%Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
4. Special Education Students					
%Proficient plus % Distinguished					69
% Distinguished					13
Number of students tested					16
5. English Language Learner Students					
%Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
6.					
%Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
NOTES: There were less than 10 students in several of our sub-groups. Consequently, we are unable to provide disaggregated data for those groups.					

11KY5

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

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 plus % Distinguished	82	82	76	85	55
% Distinguished	24	33	29	30	16
Number of students tested	38	45	45	47	38
Percent of total students tested	97	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	3	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient plus % Distinguished	80	84	75	84	47
% Distinguished	20	24	22	26	20
Number of students tested	34	29	36	31	30
2. African American Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
4. Special Education Students					
% Proficient plus % Distinguished				100	
% Distinguished				43	
Number of students tested				14	
5. English Language Learner Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
6.					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
NOTES: There were less than 10 students in several of our sub-groups. Consequently, we are unable to provide disaggregated data for those groups.					

11KY5

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 plus % Distinguished	92	82	78	81	56
% Distinguished	42	24	27	21	3
Number of students tested	38	45	45	47	38
Percent of total students tested	97	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	3	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient plus % Distinguished	90	76	75	78	43
% Distinguished	43	16	19	13	3
Number of students tested	34	29	36	31	30
2. African American Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
4. Special Education Students					
% Proficient plus % Distinguished				85	
% Distinguished				14	
Number of students tested				14	
5. English Language Learner Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
6.					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
NOTES: There were less than 10 students in several of our sub-groups. Consequently, we are unable to provide disaggregated data for those groups.					

11KY5

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Distinguished	91	88	89	85	47
% Distinguished	48	45	55	50	15
Number of students tested	127	138	129	138	132
Percent of total students tested	99	99	100	100	100
Number of students alternatively assessed	1	1	0	0	0
Percent of students alternatively assessed	1	1	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient plus % Distinguished	89	88	88	90	41
% Distinguished	40	37	50	45	15
Number of students tested	121	100	92	97	32
2. African American Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
4. Special Education Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
5. English Language Learner Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
6.					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
NOTES: There were less than ten students in several of our sub-groups. Consequently, we are unable to provide disaggregated data for those groups.					

11KY5

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 plus % Distinguished	96	87	82	89	70
% Distinguished	31	32	30	32	7
Number of students tested	127	138	129	138	132
Percent of total students tested	99	99	100	100	100
Number of students alternatively assessed	1	1	0	0	0
Percent of students alternatively assessed	1	1	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient plus % Distinguished	96	82	79	89	67
% Distinguished	24	28	26	29	5
Number of students tested	115	100	92	97	97
2. African American Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
4. Special Education Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
5. English Language Learner Students					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
6.					
% Proficient plus % Distinguished					
% Distinguished					
Number of students tested					
NOTES: There were less than ten students in several of our sub-groups. Consequently, we are unable to provide disaggregated data for those groups.					

11KY5