

**U.S. Department of Education**  
**2016 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I [ ] Charter [ ] Magnet [ ] Choice

Name of Principal Dr. Dawn Laber

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Moyer Elementary School

(As it should appear in the official records)

School Mailing Address 219 Highland Avenue

(If address is P.O. Box, also include street address.)

City Fort Thomas State KY Zip Code+4 (9 digits total) 41075-1609

County Campbell County

Telephone (859) 441-1180 Fax (859) 441-9440

Web site/URL http://www.fortthomas.kyschools.us E-mail dawn.laber@fortthomas.kyschools.us

Twitter Handle \_\_\_\_\_ Facebook Page \_\_\_\_\_ Google+ \_\_\_\_\_

YouTube/URL \_\_\_\_\_ Blog \_\_\_\_\_ Other Social Media Link \_\_\_\_\_

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

\_\_\_\_\_  
Date \_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\*Mr. Gene Kirchner E-mail gene.kirchner@fortthomas.kyschools.us  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) s \_\_\_\_\_

District Name Fort Thomas Independent Tel. (859) 815-2005

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

\_\_\_\_\_  
Date \_\_\_\_\_  
(Superintendent's Signature)

Name of School Board  
President/Chairperson Mrs. Karen Allen  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

\_\_\_\_\_  
Date \_\_\_\_\_  
(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

*\*Non-public Schools: If the information requested is not applicable, write N/A in the space.*

## Part I – Eligibility Certification

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The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The public school has met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination.
3. To meet final eligibility, a public school must meet the state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) for the year in which they are nominated (2015-2016) and be certified by the state representative. Any status appeals must be 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.
5. The school has been in existence for five full years, that is, from at least September 2010 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2011, 2012, 2013, 2014, or 2015.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The 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.
10. 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.
11. 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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Data should be provided for the most recent school year (2015-2016) unless otherwise stated.

### DISTRICT

1. Number of schools in the district (per district designation):
- 3 Elementary schools (includes K-8)
  - 1 Middle/Junior high schools
  - 1 High schools
  - 0 K-12 schools
- 5 TOTAL

### SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban with characteristics typical of an urban area
  - Suburban
  - Small city or town in a rural area
  - Rural
3. Number of students as of October 1, 2015 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	47	36	83
1	31	42	73
2	52	42	94
3	49	43	92
4	40	41	81
5	51	46	97
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
<b>Total Students</b>	270	250	520

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 2 % Asian
  - 1 % Black or African American
  - 3 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 88 % White
  - 6 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report 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.)

5. Student turnover, or mobility rate, during the 2014 – 2015 school year: 4%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2014 until the end of the 2014-2015 school year	10
(2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 school year	9
(3) Total of all transferred students [sum of rows (1) and (2)]	19
(4) Total number of students in the school as of October 1, 2014	519
(5) Total transferred students in row (3) divided by total students in row (4)	0.037
(6) Amount in row (5) multiplied by 100	4

6. English Language Learners (ELL) in the school: 5 %  
28 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):  
13 Spanish, 5 Indian Language, 3 German, 2 Arabic, 2 Amharic, 1 Mam, 1 Chinese, 1 Turkish

7. Students eligible for free/reduced-priced meals: 12 %  
Total number students who qualify: 70

8. Students receiving special education services: 8 %  
43 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

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

9. Number of years the principal has been in her/his position at this school: 1
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	<b>Number of Staff</b>
Administrators	1
Classroom teachers	22
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	7
Paraprofessionals	8
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 22:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	96%	97%	98%	97%	98%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2015.

<b>Post-Secondary Status</b>	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes  No

If yes, select the year in which your school received the award. 2009

15. In a couple of sentences, provide the school's mission or vision statement.

Rich in tradition and focused on the future, the Fort Thomas Independent School District provides engaging and challenging learning experiences which foster creativity, curiosity, and innovation, while inspiring all students to pursue lifelong learning and become productive members of the global community.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.



## PART III – SUMMARY

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Ruth Moyer Elementary, founded in 1930, is a kindergarten through fifth grade campus located in the heart of Fort Thomas, Kentucky. We have a strong tradition of academic excellence in the community along with many generations in attendance. We often have grandparents in the building showing their grandchildren where their classroom used to be. With an enrollment of 520 students, our school mission statement guides our everyday interactions with students and parents. At Moyer Elementary we are "Rich in tradition and focused on the future. The Fort Thomas Independent School District provides engaging and challenging learning experiences which foster creativity, curiosity, and innovation, while inspiring all students to pursue lifelong learning and become productive members of the global community." Our school expects excellence from everyone and we strongly believe there is always room for improvement.

The External Review Team from AdvancED recently recommended that Ruth Moyer Elementary, along with the entire Fort Thomas Independent School System, be accredited by the AdvancED Accreditation Commission. Our District scored well above the national average (32.5 points) in all areas including Teaching and Learning Impact, Leadership Capacity, and Resource Utilization. Since the implementation of the Kentucky Education Reform Act of 1990, Ruth Moyer Elementary School has maintained a course towards proficiency for all students. The latest state assessments clearly demonstrate Moyer's ability to reach all learners as the school was in the 99th percentile across the state and awarded the title of a School of Distinction by the Kentucky Department of Education.

Moyer prides itself on providing a "guaranteed and viable" curriculum for all students. The programs that Moyer uses are research based (Journeys, Everyday Math, Social Studies Alive, Junior Great Books, and iReady) and are designed to challenge students to be creative and critical thinkers, problem solvers, and real world applicators. Students at all levels participate in Service Learning projects in which content areas are connected to community service projects. Parents and community members are extremely supportive and involved in our school. Programs such as Picture Person, Junior Achievement, COSI, Red Ribbon Week, Kentucky Kid's Day, and Everybody Counts demonstrate a high level of community involvement in which parents organize and often teach lessons in our classrooms.

The success of Moyer is not based solely on the work in the classrooms or the exceptional and dedicated staff. Parents have high expectations for our school and they push us to provide the best education possible for students. They also understand that a quality education begins at home and they work hard with the school staff to give their children the best possible opportunity to succeed. This includes sending their children to kindergarten equipped with the basic skills, ensuring they are finishing their homework at night, and preparing for the next day's lessons. As partners, through consistent communication and commitment to our mission, the Moyer staff and parents work to ensure the best possible future for children.

The Moyer PTO also plays a vital role in the success of the school. Parents are very active and the PTO works hard to make sure each member feels like part of the "Moyer Family". Whether it is through Santa House (major fundraiser), Back to School Night, or volunteering for the numerous activities that take place on a daily basis. The PTO also provides meaningful learning experiences for students such as COSI on Wheels, author visits, and guest speakers, as well as rewards for the accelerated reader program just to name a few. All of which would not be possible without involved parents.

All of these attributes combine to create a wonderful neighborhood school where students, parents, and staff enjoy working together. A place where students enjoy coming to school, are excited about learning, and feel loved and accepted by all teachers and staff.

Moyer Elementary was chosen as a Blue Ribbon School in 2009 and the excitement and pride felt throughout the community was indescribable. The celebration ceremony was attended by so many supporters that we didn't have enough room to fit everyone in the gym. Current family members, former teachers and administrators, retired support staff, local business owners, city officials, are just a few of the people who celebrated alongside the current population. The faculty and staff felt validated for all their hard work and the students and families felt enormous pride in what they had achieved. The Blue Ribbon logo

was instantly added to letterhead, email signatures, school logos, etc.

The initial Blue Ribbon recognition helped the Moyer family celebrate our successes and gave us the inspiration and validation to keep moving forward. In short, everything we do at Moyer Elementary is for the betterment of our students and their future. This second Blue Ribbon nomination assures us that we are continuing to provide the best environment and academic path for our students. We are honored to be nominated alongside so many other high-performing schools.

## PART IV – CURRICULUM AND INSTRUCTION

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### 1. Core Curriculum:

The faculty and staff of Moyer Elementary provide a rigorous and viable curriculum for all learners that is focused on the Kentucky Academic Standards. The curriculum can be accessed at [www.forththomas.kyschools.us](http://www.forththomas.kyschools.us) under the link for teaching and learning. We utilize evidence based programs that include active and engaging instruction, with a major focus on higher level questioning and critical thinking skills. Additionally, the integration of technology into the everyday curriculum is key to successful learning and assessment of students.

The language arts program at Moyer is an integrated model that incorporates reading, writing, listening, grammar, handwriting, spelling, library, and research skills. The foundation of our K-5 language arts instruction is the Harcourt Journeys reading and language arts textbook series. This program includes authentic literature and effectively implements the Six Traits of Writing skills for all grade levels. Teachers also supplement the Journeys series with additional challenging programs such as Junior Great Books which promote critical thinking skills and oral discussions. The structured writing curriculum for grades K-5 is another component of the language arts program; providing an excellent framework for teachers to follow in order to teach skills effectively and to promote writing pieces that demonstrate proficiency in all areas of the Six Traits of Writing. The writing continuum allows students to develop not only in the process of writing but also to experience different types of writing. The use of software assessment programs, iReady and STAR Reading, provide teachers and parents with information on the reading level of students, areas of concern, and allow all stakeholders to follow student growth and progress on reading skills.

The mathematics curriculum is a comprehensive K-5 program developed by the University of Chicago School Mathematics Project and aligned with the Common Core Standards. Everyday Math emphasizes critical thinking skills in the application of math concepts to real world situations. Skills spiral throughout the years by introducing, developing and then mastering these topics: numbers and counting, operations and computation, data and chance, geometry and measurement. The math program is supplemented with technology programs such as iReady and Math Facts in a Flash. Test data reflects that this consistent use of drill and practice has increased retention of math skills.

In science, the textbook series by Harcourt provides an integrated K-5 curriculum that includes Life Science, Physical Science, and Earth Science, covering all areas of the NGSS, Next Generation Science Standards. The learning targets for all science lessons are scientific inquiry, content knowledge, higher-level thinking skills, effective oral and written responses, and application to the real world. We also provided professional development for our teachers in order to allow them to become more familiar with the new standards and to be able to align their curriculum. Our teachers also attend an event sponsored by Northern Kentucky University called CinSam, The Center for Integrative Natural Science and Mathematics. This team of Outreach Specialists provide a variety of workshops and events throughout the school year that effectively teach science, technology, engineering, and mathematics. The workshops are implemented in a classroom setting while our teachers observe and then a follow up session is held for discussion, questions, and sharing of resources.

Our social studies curriculum aligns with the state standards and is present at every grade level. We use a program called Social Studies Alive, an evidence-based approach that utilizes multiple intelligences and provides interactive, cooperative learning experiences. It is activity/task orientated and provides optimal opportunities for problem solving and critical thinking skills. Our 3rd grade classrooms participate in a two week unit that focuses on our beautiful city and its amazing history. The culminating activity is a day spent at the local fort, which includes a tour of the History Museum, Mess Hall, Tower, Officer's Quarters, and Tree Trail. Our 4th grade students participate in a KY History Wax Museum that showcases famous Kentuckians and also raises money for local charities. The students research their famous Kentuckian, write poetry, create a portrait in art class, use technology in multiple ways, write a speech, etc. The culminating activity is to perform in costume during an evening event. Parents and community members are invited to attend and this event raises thousands of dollars each year for a charity chosen by the students.

## 2. Other Curriculum Areas:

Our goal at Moyer Elementary is to provide our students with engaging and challenging learning experiences which foster creativity, curiosity, and innovation. Our other curriculum areas hold as much value as our core curriculum and we provide multiple opportunities to help our students achieve this goal.

In our K-5 art studio, the students are taught to think like an artist. The classroom has evolved into a learning studio where students will explore new ways to make art, problem solve through personal projects and work independently through the artistic process. The students are no longer copying the teacher and completing 24 identical projects. The students are challenged to be inspired by others and to think creatively to create an original work of art. They are taught to plan, make, reflect and share their artwork and are assessed on their growth as well as the process it took to get the end result. This is our second year of TAB (Teaching for Artistic Behavior) or Choice-Based Learning. The new National Common Core Arts Standards are addressed daily on our lessons. The standards are divided into Creating, Responding, Connecting and Communicating. With our TAB class, we guide the students through all of these processes and teach them to understand what Art is and all that it can be.

The physical education curriculum spirals from Kindergarten thru fifth grade and closely follows the National Association for Sport and Physical Education Standards. The program here at Moyer is for every child, not just the most athletic. Students are provided with a variety of motor and fitness skills, dance and cooperative activities throughout each school year. There are many additional activities that the kids are able to participate including Parents in P.E. day, district-wide All Sports Day, school-wide Field Day, Career Fair, Health and Safety Fair, as well as our Kindergarten Circus.

In the Primary and Intermediate World Language classroom, we learn to communicate in Spanish by completing real world tasks in an authentic, cultural context. We strive to reach communication goals that are aligned with the Kentucky World Language Standards and based on national recommendations. We focus on interpretive listening, interpersonal speaking, presentation speaking, interpretive reading, and presentation writing skills. Authentic tasks for our students, at the Elementary School age level, include conversation, playing games, reading stories, and singing songs.

All ELL students, English Language Learners, are assessed upon identification for English Language Proficiency (ELP) in the four domains of language learning: listening, speaking, reading and writing. In addition, an annual ELP is given to measure progress over time in those same four areas. When possible, ELL students are placed in classrooms where the teacher of record holds a license endorsement in Teaching English as a Second Language (TESL). All ELL students meet regularly with the highly qualified ELL Teacher, who holds license in TESL (K-12). Instruction in the regular education and ELL classroom combines both content area standards as well as ELP standards. Models of instruction include both a push-in and pull-out approach. Collaboration vertically and horizontally is a hallmark of this program. School and community resources are regularly shared with parents of ELL students.

Technology has a vital role in our curriculum. Students have numerous opportunities to interact with technology on a daily basis. They have access to two computer labs, Microsoft Surface Tablets, 5 iPads per classroom, Smartboards, and a minimum of 3 student computer workstations in every room. Teachers and students are using multiple apps and programs to enhance student learning. A few of these are Khan Academy, Plikers App, Newsela, TensMark, LearnZillion, KinderBots, Aurasma App, Google Earth, Hear Builder, etc.

Moyer prides itself on providing students with multiple opportunities to be successful and inspiring all students to pursue lifelong learning and become productive members of the global community. Additionally, Moyer students have an opportunity to engage in numerous after school activities and clubs such as an Academic Team, Drama, Studio Art, Journalism, Engineering and Robotics, Student Technology Leadership, Chess, Girls on the Run, and a School-Wide Talent Show.

### 3. Instructional Methods and Interventions:

While providing a rigorous curriculum for all students, Moyer meets the diverse needs of many types of learners through multiple instructional strategies and supports. Teachers use multi-modal approaches to instruction, provide hands-on opportunities, make connections between lessons and real-life experiences, and use student inquiry as often as possible. Students are engaged in learning activities that require them to create, perform, and/or design in order to complete the lessons. Teachers use questioning techniques developed from Bloom's Taxonomy to develop critical thinking skills. In the general education classroom, teachers, instructional assistants, and parents instruct students in large and small group activities or individually. Teachers collaborate regularly with specialized personnel such as gifted and talented teachers, special education resource teachers, a speech and language therapist, ELL teacher, and/or the reading and math intervention specialists. This collaboration provides general education teachers with needed support and multiple resources to ensure students' needs are being met.

Differentiation is expected in order to meet the diverse needs of Moyer's population. For example, teachers regularly incorporate small group time into their lessons. Students not working in small groups are expected to be engaged in high-level, meaningful work. Centers allow struggling students to get the individual attention they need and students performing at higher levels to continue to grow. A one size fits all model will not be found in any classroom at Moyer Elementary.

Moyer offers students the opportunity to challenge themselves at/beyond their grade level with software programs such as Accelerated Reader, Math Facts in a Flash, and iReady. Schoolwide programs such as; Junior Achievement, Everybody Counts, and Service Learning Projects are a supplement means of delivering curriculum. In addition to our textbook series, teachers use a variety of instructional methods including the Great Leaps for fluency, My Sidewalks, VMath, and numerous software programs and educational websites. Moyer also provides 30 minutes each day where students, using the computer software program iReady, work on reading and math at their individual level. Additionally, small groups of students may meet with a certified teacher either before or after school for remediation in reading, writing, and math. And finally, the development of a response to intervention program has helped the staff to be more focused on individual student needs and on the specific interventions needed to help that student grow and improve. Through multiple instructional strategies and supports, the Moyer faculty and staff accept and embrace the challenge to meet the needs of all learners.

### 4. Assessment for Instruction and Learning and Sharing Assessment Results:

The faculty at Moyer Elementary use assessment data to analyze and improve student performance. We use assessment for learning as well as assessment of learning. We systematically and routinely use data to guide instructional decisions and meet students' learning needs. Data use is an ongoing cycle of collecting multiple data sources, including but not limited to: continuous classroom assessments, Star Enterprise and iReady three times per year, IOWA and CoGAT assessments, as well as our state assessment to determine year-long growth. Our faculty meets to assimilate test data as soon as it becomes available in order to pinpoint areas of strength and weakness in our programs and instruction is based on those findings. We also meet regularly with grade level teams to discuss student progress, share ideas, and celebrate student successes.

Assessment results for the school are communicated to the public in multiple venues. Scores are presented and explained at a school board meeting that is open to the public and televised to the community. Scores are also published in the local newspaper, on the district website, and through a principal newsletter. The principal also presents the school's scores to our Parent Teacher Organization and Site Based Decision Making Council. At the individual level, all teachers conduct multiple parent conferences throughout the year to explain their child's scores from Brigance, K-PREP, IOWA, and STAR Reading and Math.

In order to keep our school performing at high levels we continually provide multiple levels of support for our teachers as well as our students. We provide new teacher training, promote teacher leaders within our district, allow faculty to choose individualized professional development, provide district grade level collaboration time, etc. Our teachers have high expectations for themselves and their students. They go

above and beyond their professional responsibility to assist students in achieving their true potential.

## **PART V – SCHOOL SUPPORTS**

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### 1. School Climate/Culture:

The culture at Ruth Moyer Elementary welcomes and allows all individuals to feel safe, respected, encouraged, nurtured, and challenged to achieve at high levels. We offer a warm and inviting climate where students feel supported and know that the staff cares about them. Although there is pressure to perform, it comes in a way that promotes learning, with an expectation that students will excel and the support is provided to make it happen. Our favorite part of the day is when the front doors open and students rush into the building with huge smiles on their faces and a “good morning” for everyone.

The teachers and leadership of Moyer Elementary are committed to meeting the needs of all students. A high level of student engagement can be found in all classrooms, which is also evidence of the high expectations held by the teachers and staff. Grade level teams meet regularly and have conversations to make sure their students are receiving what they need to be successful. Teachers also take seriously the expectation that lessons are fun, engaging and interesting to all students.

Moyer teachers are very skilled at creating an environment to balance high expectations while still nurturing their students. Our school is very goal-oriented, but this is balanced with a sense of fun and sincere concern about the whole child. One example of nurturing individual children is Moyer’s mentoring program, Big Buddies. This program pairs the academic and social-emotional at risk students with high school honor student mentors. They meet twice a month in our library to work on homework, study skills, or just to "catch up". Students are encouraged to help others and think beyond themselves through service learning projects and the 7 Habits of Happy Kids. In addition to these, we also provide small group support in several areas such as students of divorce and students with executive functioning needs.

Our school culture creates an environment where teachers feel valued and supported. We encourage teachers to be involved with all decision making including curriculum, professional development, policies and procedures, etc. After discussions, final decisions are made through majority vote. Open communication from the principal keeps teachers informed and allows them to make good classroom decisions based on upcoming events and student needs. Administration works closely with our PTO to provide encouragement through lunches, gift cards, and inspirational activities. Teachers’ opinions matter at Moyer Elementary and are an important piece of our school culture.

### 2. Engaging Families and Community:

Engaging families and community members is an important part of what we do at Moyer Elementary. It is not uncommon to see several parents throughout our building daily. There are multiple ways throughout the school year that we involve parents and community members. Our PTO hosts a Back to School Night for all students and families the week before school starts. At this event we have many different stations for parents to visit and learn more about our school, sign up for programs such as Room Moms, Picture Person, Junior Achievement, and Red Ribbon Week, just to name a few.

New Student Orientation is held for all students in Grades 1-5 that will be new to Moyer. On this night, former 5th grade students return to provide school tours, craft activities, story time, snacks, etc. for all the new students. While this is going on, the parents meet in the library and are given presentations from the principal, counselor, and PTO president to hear all about the amazing opportunities we offer here at Moyer. We also host Kindergarten and First Grade Orientation as well. The parents and students come to school to meet the teacher, tour their classroom, and bring supplies so they aren’t overwhelmed on the first day. Teachers give a brief presentation to parents about their classroom expectations and what their child will experience throughout the year. This event helps to ease the student, (and parent) into a new phase of their lives.

This year we also planned a special night for English Language Learner parents. We had interpreters at the meeting to help with all the school forms that are sent home with the students on the first day: free and

reduced lunch applications, medical forms, general information, Acceptable Use Policy, etc. The students were invited as well and spent time participating in “getting to know you” activities with administration. The parents were so appreciative and we plan continue offering this event to our ELL families.

Moyer also provides Parent Chaperon Training multiple times throughout the year. Any parent and/or guardian must go through this process before they are allowed to volunteer in the building, attend field trips, classroom parties, etc. We try to make this as easy as possible by providing training during regularly scheduled events like Parent Orientations and PTO programs.

### 3. Professional Development:

Professional development is essential to helping educators improve their knowledge of the subjects they teach and the way they teach. To be effective, professional development must engage teachers collectively as active learners and require a change in a teacher’s practice that leads to increases in student learning. Professional development is a key component of the success of Moyer Elementary as it is the venue for providing a rigorous curriculum and effective, research-based instructional strategies for all students. As professional development directly impacts instruction and student achievement, the district provides a series of Educational Study Seminars for all incoming teachers so that all faculty members in the district have a common base of training.

In determining the professional development opportunities for each year, teachers are surveyed on the interests they have or areas they would like to consider for improvement and this is also linked to their Professional Growth Plan. These suggestions are then aligned with ongoing federal, state, and local changes in addition to professional trends that necessitate professional development for all faculty. Examples of recent topics include: the analysis of the new Science Standards, Shared Inquiry Method of Discussion, revision of the writing curriculum and on-demand writing, differentiation in the classroom, cooperative learning, as well as understanding research-based, effective instructional strategies, and various topics in the integration of technology into classroom instruction.

Moyer teachers are encouraged and often seek additional professional development opportunities outside of those provided by the district. Some recent examples of this would be attending the National Conference for Science Teachers, the National Arts Conference, the National and State Technology Conferences, and Kagan Cooperative Learning Strategies. All these events offer the opportunity for our staff to keep abreast of new ideas and best practices as well as creating an informal professional learning community within our school. All of these different pieces help to ensure that our teachers are consistently working to bring the most creative and meaningful instructional practices to our students.

### 4. School Leadership:

The leadership team at Moyer Elementary is committed to lifelong learning, academic excellence, personal and professional growth, respect, diversity, collaboration, and open communication. The people in our building are the heart of the school community and the most important piece to the success of Moyer. The leadership structure consists of two parts – principal and assistant principal and the Site Based Decision Making Council. The leadership team focuses on academics while keeping the culture and climate a positive for all. We have a strong commitment throughout all decision making to put students first and involve all community members and stakeholders in this process.

The leadership team is in attendance at all school functions, during and after school. Thus keeping their fingers on the pulse of the school and making sure that students are at the center of every decision made. The principal also conducts individual teacher meetings at the beginning of each year as well as throughout the year as needed. These meetings consist mainly of discussions centered on individual student growth but also provide teachers the opportunity to discuss learning strategies or other issues. The teachers are considered experts and their comments and thoughts during leadership meetings are held in high regard. Over the course of the year, the principal and assistant also meet with grade level teachers on their common planning period, review student writing samples and formative assessments, analyzes Iowa and KPREP data, and monitor student progress on STAR and iReady.

The Site Based Decision Making Council promotes shared leadership among those who are close to the students. Membership of the council includes three parents, four teachers, and the principal. The council has the responsibility to set school policy and make decisions outlined in statute which shall provide an environment to enhance student achievement. Some specific duties include, analyze student data, approve the annual comprehensive school improvement plan, provide consultation in hiring, and oversee the school instructional budget. This shared decision making at Moyer results in a greater commitment to implementing decisions that will enhance the achievement of students.

## Part VI – INDICATORS OF ACADEMIC SUCCESS

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It's very hard to name one single practice that is at the core of our success. No one practice, or one curriculum, or one set of policies and procedures is what keeps us a high-performing school. Studies that take into account all of the available evidence on teacher effectiveness suggest that students placed with high-performing teachers will progress three times as fast as those placed with low-performing teachers. Moyer Elementary believes this to be true. We have an atmosphere of excellence where students are encouraged to excel and the faculty and staff have high expectations for all students as well as themselves. The faculty and staff are definitely at the heart of our success. They care deeply about their curriculum and how to help each child reach their full potential. They begin with the Kentucky Academic Standards, but in most cases they are not limited by them. Our teachers teach increasingly complex and sophisticated material, aiming for their students to exceed standards, which helps ensure that they meet them. Our teachers embrace and use all the data they can get their hands on. They want to know how their students are performing locally and nationally through state test data, district data, classroom test data, and any formative assessment data. The administration and teachers include the parents and community in order to create a unified goal for our students.

Our teachers are dedicated to their students and go above and beyond what is expected in order to make sure every student reaches their potential. It is not uncommon to see teachers at dance recitals, sporting events, etc., showing how much they care about and support their students. The teachers at Moyer continually work to improve their ability to teach. They read and explore the techniques used by others in a never-ending effort to better themselves and their skill. Students' abilities and needs are different and our teachers understand this. They provide a caring and nurturing atmosphere where students feel safe and are willing to step outside the box to reach their potential.

Ruth Moyer Elementary has made focusing on individual students and holding high expectations the way we do business. Our school is engaging all students in relevant, real-world experiences that promote innovation and creativity through collaboration, communication, and critical thinking. In order to accomplish this, we utilize all available school, community, and state resources.