

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

[X] Public or [] Non-public

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

Name of Principal Mr. Phillip Poore

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

Official School Name Schaffner Traditional Elementary School

(As it should appear in the official records)

School Mailing Address 2701 Crums Lane

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

City Louisville State KY Zip Code+4 (9 digits total) 40216-3607

County Jefferson County

Telephone (502) 485-8217 Fax (502) 485-8218

Web site/URL http://jefferson.kyschools.us E-mail phil.poore@jefferson.kyschools.us

Twitter Handle

https://twitter.com/schaffnerlmc 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*Dr. Donna Hargens

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

E-mail

d.hargens@jefferson.kyschools.us

District Name Jefferson County Public Schools Tel. (502) 485-3011

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 Mr. David Jones

(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

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

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):
- 91 Elementary schools (includes K-8)
 - 28 Middle/Junior high schools
 - 20 High schools
 - 1 K-12 schools
- 140 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	27	44	71
1	39	57	96
2	53	42	95
3	58	62	120
4	47	65	112
5	56	59	115
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
Total Students	280	329	609

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 2 % Asian
 - 30 % Black or African American
 - 4 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 59 % White
 - 5 % 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: 1%

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	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 school year	7
(3) Total of all transferred students [sum of rows (1) and (2)]	7
(4) Total number of students in the school as of October 1, 2014	609
(5) Total transferred students in row (3) divided by total students in row (4)	0.011
(6) Amount in row (5) multiplied by 100	1

6. English Language Learners (ELL) in the school: 1 %
7 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Arabic, Spanish, Chinese-Mandarin, Liberian English, Tagalog

7. Students eligible for free/reduced-priced meals: 48 %
Total number students who qualify: 290
8. Students receiving special education services: 5 %
32 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
- 0 Emotional Disturbance
- 0 Hearing Impairment
- 0 Mental Retardation
- 0 Multiple Disabilities
- 0 Orthopedic Impairment
- 5 Other Health Impaired
- 5 Specific Learning Disability
- 21 Speech or Language Impairment
- 0 Traumatic Brain Injury
- 0 Visual Impairment Including Blindness
- 1 Developmentally Delayed

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

	Number of Staff
Administrators	2
Classroom teachers	24
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	8
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 25:1

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

Required Information	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	98%	98%	97%	98%	97%
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.

Post-Secondary Status	
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.

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

The mission of Schaffner Traditional Elementary is to provide a quality education. We expect all students to learn at a high level. In a structured environment that emphasizes daily attendance and maximum time on task, students are given opportunities to strengthen understanding of their roles and responsibilities as members of a family, work group and community. Parents, students and staff, in partnership, are committed to students being life-long learners.

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

This is a magnet school in which students are chosen by random draw. There are no admission requirements.

PART III – SUMMARY

Schaffner Traditional Elementary is a traditional magnet school within the Jefferson County Public School System in Louisville, Ky. Schaffner Traditional serves kindergarten through fifth grade students from an expansive geographic area of approximately 100 square miles of Jefferson County. The 612 students who attend Schaffner Traditional come from a variety of socio-economic backgrounds and diverse populations. During the 2015-16 school year, 47% of the students qualified for free/reduced lunch and 45% of students represented various minority groups.

Schaffner Traditional opened in 1992, and has maintained a consistent enrollment of approximately 600 students. In its 24-year history as a traditional magnet, Schaffner Traditional has had only two principals. This consistency of leadership has provided a strong foundation of instructional excellence, community involvement and student success. All stakeholders at Schaffner Traditional encourage high academic and behavioral expectations by staff, students and parents.

Schaffner Traditional has performed at the highest levels on state assessments for many years. In 2004, Schaffner Traditional was designated a “Pace Setter School” in the state of Kentucky for performing in the top five percent of all elementary schools. Schaffner has been designated a “School of Distinction” by the Kentucky Department of Education for the last two years. This is a result of scoring in the top two percent of all Kentucky elementary schools on the yearly state common core assessments.

Schaffner Traditional has a faculty of 24 regular classroom teachers, one Exceptional Child Education (ECE) resource teacher, a part-time speech clinician, one media specialist, and one teacher for each of the following areas: physical education, visual arts, music and the Science Technology Engineering Math (STEM) lab. The teaching experience of certified staff ranges from one to thirty-two years. The stability of the teaching staff remains very high. Only one teacher has transferred from Schaffner Traditional to another district school in the last nine years.

Other certified staff include a principal, assistant principal, guidance counselor and a full time instructional resource teacher. In addition, eight paraprofessionals are employed to provide interventions and assistance to struggling learners.

The curriculum at Schaffner Traditional is guided by the Kentucky Core Academic Standards (KCAS) for English Language Arts and Mathematics. Use of these common core standards provides consistency across all same grade classrooms and a spiral effect from one grade level to the next. We believe that a significant cause of our success is this deep, consistent curricular commitment by all staff. Within the KCAS, teachers are given ample latitude and flexibility to utilize a variety of instructional materials and resources. Teachers are able to provide differentiated instruction for students who are having difficulty with a standard and for those who have easily mastered a standard. All certified staff have been trained in the understanding, deconstruction, and implementation of the KCAS. Therefore, all special area (art, music, physical education, science and library media service) teachers are adept at reinforcing the teaching of the standards within their particular domains.

The academic achievements of students are acknowledged on a regular basis. During the school year, students take four proficiency assessments in the areas of reading, math, science and social studies. Students who score proficient or higher are recognized by the principal or assistant principal. Teachers communicate with parents on a weekly basis about student progress through a weekly report. After each grading period, students who earn all As and Bs, and students who earn all As, are awarded an academic certificate of excellence by the principal. The principal and assistant principal review all student report cards each grading period and write positive, encouraging comments. Schaffner Traditional is consistently the elementary school in our district with the highest average daily attendance. Students with perfect attendance are rewarded with a special luncheon each grading period.

At Schaffner Traditional we also value the development of each child emotionally, physically, socially and culturally. Schaffner Traditional students begin each day greeted by the principal, assistant principal and

counselor with a smile and “Good morning.” During the morning announcements, we share “words of wisdom” with our students. The themes of these messages include forgiveness, confidence, tolerance, gratitude and other strong character-building topics. Our school counselor provides guidance lessons to classes monthly. Additionally, she holds small group sessions for select students on a weekly basis to address specific needs of the group such as, conflict resolution, self-esteem, and responsible group membership. The counselor coordinates a mentoring program, “Dolphin Pals,” in which adults in the building are paired with particular students to build a positive, supportive relationship. To develop students’ physical potential, the SBDM council allocates funds to provide a full time physical education/practical living teacher to provide weekly instruction. Students also have the opportunity to participate in the Dolphin Walk, cross country and Girls on the Run. Schaffner Traditional students are culturally enriched through the art and music curriculums which provide instruction in the contributions of various cultures. These opportunities are closely coordinated with the topics being studied in the regular classroom.

An aspect of Schaffner Traditional that makes us unique is our extensive involvement in monthly service projects designed to contribute to the local community. Our students make blankets for patients at Kosair Children’s Hospital. Schaffner Traditional hosts veterans and their families for a special program and lunch in November. In December, our students collect food items for the Shively Area Ministries’ food bank to be distributed to needy families in our area. Just this year, we collected over 7,300 items. In January, our school community purchases hats, gloves and scarves that are donated to the Center for Women and Families. Our student council representatives sell suckers and candy grams in February. The money raised is donated to the “Make a Wish Foundation.” During National Reading Awareness Month in March, we hold a book drive. The books are given to the children at St. Joseph’s Childrens’ Home. In April, our students participate in the Louisville “Mayor’s Give-a-Day Program” by pledging to help a needy relative or neighbor in some way. At Schaffner Traditional, we believe this involvement teaches children empathy and concern for their fellow citizens. Our intention is that our students will grow up to become giving, caring adults.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Schaffner Traditional Elementary provides a purposeful, relevant, engaging, and meaningful learning environment for all students. Our curriculum is aligned with the Kentucky Core Academic Standards (KCAS) which offers academic rigor in all content areas.

The Reading/English Language Arts (ELA) curriculum is designed to develop strong readers, thoughtful writers, critical thinkers, and clear communicators in the classroom and for a lifetime. We begin this process through explicit instruction of the common core standards at all grade levels. Students participate in shared, guided, and independent reading and writing every day. We introduce quality fictional literature and complex, content-rich, non-fiction texts to promote cross-curricular learning. While working with these texts, we engage our students in conversations based on higher-level questioning with the expectation of returning to the text to locate text-based evidence. Though our school has adopted Harcourt as our official reading series, we embrace a balanced literacy approach. Therefore, we utilize classroom libraries, leveled texts, online articles, and real-world examples of reading and writing such as recipes, instructional manuals, brochures, menus and magazines within our reading and writing workshops.

As a school-wide initiative to grow thoughtful writers, we utilize the Four Square Writing Method (Gould, Gould, and Burke, 2010) across all grades and content areas. In addition, all teachers provide explicit writing instruction in the form of narrative, informative, and opinion writing. Mini-lessons based on mentor texts are presented to help our students see and hear thoughtful writing. We also provide many opportunities to develop the speaking and listening components of the common core. Pair share, turn and talk, morning meetings, literature circles, cooperative group conversations, and oral presentations are common practices in our balanced literacy approach across all content areas.

The Math curriculum is designed to develop mathematically proficient students who are able to make sense of problems, think critically, attend to precision, and explain their reasoning. We begin this process with explicit instruction of the common core state standards for mathematics at all grade levels. We actively engage our students in meaningful lessons in which they must work collaboratively with their peers to solve real-world problems. We teach a variety of problem-solving strategies; but then we allow them to problem-solve using the strategies that make the most sense to them, followed by an explanation of their thinking. The value in this is that our students are continually being immersed in critical thinking skills, learning perseverance, checking precision, and growing in procedural fluency.

Our teachers rely heavily on the use of anchor charts for visual representation of strategies. Manipulatives and math tools are available for use at all grade levels. Though our school has adopted EnVision Math as our official math series, we believe in a balanced approach to mathematics. Therefore, we utilize a wide variety of resources for our core mathematics and for remediation and enrichment purposes.

The Science curriculum is designed to develop wonder, curiosity, and exploration in the minds of our 21st century learners. We begin this process with explicit instruction using the Next Generation Science Standards (NGSS) at all grade levels. We present lessons using an investigative, inquiry-based, hands-on approach to learning through the use of Full Option Science System (FOSS) Modules. We also have a Science Technology Engineering Mathematics (STEM) Lab with a full-time, certified teacher. Students at every grade level visit the science lab once a week where they explore scientific processes collaboratively. Guest speakers from Fish and Wildlife and Louisville Water Company are brought in for real-world connections.

The Social Studies curriculum is designed to promote a sense of community, country, and world, and to develop a lifelong civic responsibility in our students. We begin this process with explicit instruction of the common core standards at all grade levels. We actively engage our students in a variety of real-world learning situations beginning in kindergarten and continuing through fifth grade. Our goal in this is to help our students truly understand their role and responsibility as a productive citizen in society.

We invite many guest speakers (veterans, local law enforcement, city officials, career representatives, etc.) to come and share their stories and gifts with our students. We initiate student projects which help history come alive for our students, such as dressing up as their favorite historical icon and presenting orally for their peers. We also provide many opportunities for our students to become actively involved with the heart of our community through participation in a local food drive, making blankets for a local hospital, collecting and donating money to the Make-a-Wish Foundation and the Juvenile Diabetes Research Foundation, singing at the local nursing homes, and collecting warm clothing for children in need.

2. Other Curriculum Areas:

Each of our non-core subject areas is taught by a full-time teacher who is specifically certified in that area. Students at every grade level receive instruction in each area for a fifty minute block of time each week.

The Visual Arts curriculum contributes to the overall success of our students by focusing on each child as an artist. During the visual arts classes, the students are given the opportunity to work with many different mediums including paint, oil pastels, clay, collage and weaving. Students also study a different artist each week and write about that artist using the Four Square Method of writing. Our visual arts teacher collaborates with other teachers to align lessons to the content being covered in the core classrooms. For example, our fourth grade students will learn about weaving when they are studying Native Americans in social studies. Each fifth grade class will make an oil pastel mural of a famous work of art, and then display this art prominently throughout the school. This allows our students to learn about art, work collaboratively with one another, and have an important role in beautifying our school. Through monies raised by grants and fundraising projects, we will send three different grade levels on a field trip to The Kentucky Museum of Art and Craft; we will also nominate ten students for scholarships to participate in Louisville Visual Art Association's art classes.

The Physical Education/Practical Living curriculum contributes to the overall success of our students by promoting healthy, active lifestyles. During these classes, the students participate in many organized activities such as dance, team sports, exercise and fitness, and group games. As a school-wide initiative, we also participate yearly in Michelle Obama's "Let's Move Campaign." These activities all share the common goal of teaching the students how maintaining a healthy, active lifestyle can be fun. We also teach important life skills such as how to budget money (consumerism), and how to choose a career path (career readiness).

The Music curriculum contributes to the overall success of our students by exposing them to a wide variety of music and artistic styles, introducing a range of musical instruments, and providing them with multiple opportunities to perform for others. The music instruction is closely aligned with the common core instruction going on in the classroom. Students are actively engaged in multiple performance opportunities throughout their elementary learning experience. For example, the annual Sing Around, which involves students from the entire school singing together at one performance; first through third grade musical concerts performed for our parents; the Schaffner Singers, which involves select students performing together at various venues, and fifth grade band and orchestra. We also participate in a yearly field trip to a performance of The Louisville Orchestra.

The Library Media Center curriculum contributes to the overall success of our students by promoting the motto, "Readers = Leaders." We accomplish this by following the American Association of School Librarians (AASL) Standards of the 21st Century Learner, as well as the common core standards. Our media center is a busy place, and is always being utilized. Our kindergarten students check out books daily using a flexible schedule; our primary students check out books twice a week; and our intermediate students check out once a week. In addition, our media specialist aligns her weekly instruction with the standards being covered in the core classrooms. For example, the fourth graders complete a book review utilizing books checked out through the media center. Fifth graders compose a literary analysis using a book read aloud together. These same students will also participate in a Skype session with the author of this book. Guest authors are brought in to share their books and explain the publishing process. Our media center holds two book fairs each year. Our combined sales this year exceeded \$20,000, allowing us to pay for

author visits, and purchase new books and technology. We also have a Student Technology Leadership Program (STLP) which operates through our media center. Using our green screen, students create and edit videos to present weekly announcements to the school.

Technology contributes to the overall success of our students by developing 21st century learners who are proficient in the use of technology. Technology is consistently used in all classrooms, and across all grade levels and content areas. Each classroom is equipped with a document camera, a teacher laptop, and three desktop computers. All of our intermediate classrooms (third through fifth) have a smart board, and most of our primary classrooms have interactive panels. Throughout the building, we have three osmos, ten kindles, thirty-six iPads, and forty-five laptops. We also have an open computer lab with thirty desktop computers. Our fifth grade students receive fifty minutes per week of technology instruction in the computer lab to help prepare them for the 21st Century Skills Assessment, in which we consistently score proficient. Technology is consistently embedded to enhance all common core instruction.

3. Instructional Methods and Interventions:

At Schaffner Traditional we are guided by a philosophy of commitment to high standards of academic excellence. Our teachers are given autonomy in deciding which instructional approaches and methods would best achieve this high academic standard.

With common core learning targets as our guide, we work in grade-level professional learning communities (PLC) to share instructional strategies, review student work, analyze assessment data, and determine need for intervention and/or enrichment. Instructional methods throughout the building include an emphasis on explicit modeling of strategies; providing print-rich classrooms for visual support; affording accountable talk opportunities; teaching students to cite evidence to defend their thinking; and intentional real-world connections woven throughout all content areas. Differentiation (providing instruction in a variety of ways) is intentionally present within these instructional methods. For example, teachers provide instruction whole group, small group, and one-on-one. Flexible groups and focus groups are created based on assessments, learning styles, common interests, and topics. The use of video clips, graphics, or photos is used to enhance learning and present information visually. Room arrangements are chosen to accommodate collaborative clusters and quiet work stations. Assignments with built-in choices for how to demonstrate learning is another type of differentiation we use. For example, students will be given a social studies project and told that they may produce a written report, give an oral presentation, or create a poster.

For students who struggle or accelerate academically in reading and math, we offer small group intervention. This instruction is provided by the classroom teacher, instructional resource teacher, assistant principal, or principal. These groups are flexible and are based on needs identified through formative/diagnostic assessments. In 2015-16, we provided services to 40 at risk students for two hours per week in small flexible groups over a 25-week period. We also utilize Moby Max, a computer-based program for reading and math remediation and enrichment. As additional intervention, we offer before and after school power sessions for identified students struggling in reading and/or math. Power Hour is an intensive six-week program which focuses on a targeted cluster of standards. This is available to our second, third, fourth, and fifth grade students, and instruction is provided by our instructional resource teacher. During Power Hour this year, we serviced 61 at risk students, for a total of twelve hours of additional, intensive instruction. We also offer ESS (Extended School Services) for students who show academic weakness in the areas of reading or math. During 2015-16, we provided services to 115 students for a total of 1,007 hours of additional instruction. For our Tier 3 students, (students who are two or more grade levels behind) we take them through the RtI (Response to Intervention) process. These students meet five days per week in small intervention groups. We monitor their progress through a six-week cycle and then meet as PLC groups to look at work samples and discuss instruction modification.

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

Incoming kindergarten students at Schaffner Traditional are administered the Brigance assessment. This is an early screening instrument used to determine kindergarten readiness. Teachers utilize data from Brigance to determine areas of strength and areas of growth. The results of this assessment are shared at

parent/teacher conferences in the fall.

In mid-winter, kindergarten students are administered the Letter Identification and Hearing Recording Sounds and Words portions of Marie Clay's Observation Survey. This data is used by teachers to inform reading instruction, create small guided reading groups, and identify students who need additional intervention. Students are administered a math diagnostic in the winter and again in the spring. These assessment results are shared with parents in an individual conference with the teacher.

All third grade students are administered the Cognitive Abilities Test in the fall. This test is used by our district to qualify children for the gifted and talented programs. The test measures reasoning and problem solving skills in the areas of 1) verbal, 2) quantitative (mathematics), 3) spatial or non-verbal domains (using shapes and figures to solve problems). Once assessment data has been compiled, the school district then mails the results to parents.

All students developing English proficiency complete Accessing Comprehension and Communication in English State to State assessment (ACCESS). Students are assessed on listening, speaking, reading, and writing in English. This assessment gives students multiple opportunities to show their proficiency in English. Parents receive results of the assessment by mail.

Teacher-developed common assessments are used across all grade levels at Schaffner. Teachers implement backwards planning to deconstruct key standards in each unit. Common assessments determine student mastery of those key standards. Teachers utilize progress monitoring documents as a tool to analyze areas of growth and areas of focus for each student. Professional Learning Communities meet weekly to analyze data, discuss how instruction will be modified, and create small flexible groups based on specific data.

Diagnostic and proficiency assessments created by the Jefferson County Public School District are administered each nine week cycle. Teachers meet in grade level groups to analyze this data. These are used to measure student's mastery of unit standards. Teachers share with students their progress toward mastery of the standards. From this discussion, students set incremental academic goals for themselves.

Students in grade three through five participate in the Kentucky Performance Rating for Educational Progress (KPREP). This state assessment is a blended model built with norm-referenced test (NRT) and criterion-referenced test (CRT) items which consist of multiple-choice (mc), extended-response (ER) and short answer (SA) items. The CRT portion is customized for Kentucky.

Schaffner Traditional shares all academic data through the local media, the JCPS parent portal, and the district website. The school publishes a monthly parent newsletter which highlights achievement in all academic areas.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

At Schaffner Traditional, we support our students academically, socially, and emotionally. Academically, we support our students by setting high expectations, differentiating instruction, and providing rich remediation and enrichment opportunities. We scaffold student learning to meet them where they are, and we provide rigorous and engaging lessons to help them move toward mastery in all academic areas. Schaffner Traditional parents also contribute to our students' academic growth by ensuring that students are present and on-time every day, reviewing homework nightly, and communicating with school staff about any academic concerns.

Socially and emotionally, we support our students by embedding within our core instruction many opportunities for peer collaboration and active problem solving. We also devote time daily within our classrooms to whole class meetings and wrap-up-the-day discussion sessions where student concerns are addressed. Our related arts curriculum meets the social and emotional needs of our students by exposing them to a wide variety of cultures. In addition, our students participate in community service projects such as a local food drive, winter clothing collection, and fundraisers to support local and national charitable organizations. This service within the community gives students the opportunity to exhibit student voice and express empathy for others.

Our teachers also contribute to the culture of our school, and are supported in a variety of ways. We rely heavily on the positive power of collaboration, and we collaborate on a regular basis. This happens both vertically and horizontally. On a weekly basis, we meet in professional learning communities (PLC). Every six weeks, we meet as an instructional team to analyze student work and gather feedback from our peers to enhance instruction. Every nine weeks, grade level teams deconstruct upcoming standards and plan lessons and common assessments to ensure mastery. Teachers also contribute to the decision-making process when purchasing instructional resources. Staff members are publicly recognized for professional efforts such as effective displays of student work, perfect attendance, and commitment to the Schaffner community by attending programs and functions outside of regular responsibilities.

The ongoing supports provided to students, combined with rich immersion into community service, fosters their success as students and citizens. Opportunities for teachers to collaborate and contribute to decision-making fosters their sense of purpose and value in the success of the school. Schaffner Traditional's warm, caring, and positive environment fosters student and staff success.

2. Engaging Families and Community:

Schaffner Traditional is a very warm, welcoming school. We have an open door policy, which means parents are welcome into the school at any time without giving prior notice. Schaffner parents are very supportive of our teaching staff. Annually, about 500 of our students have been represented by a parent in a parent/teacher conference. On a regular basis, parents and community members are visible throughout the building. Parents volunteer as field trip chaperones, plan class celebrations, and help with special events both within and outside of the regular school day. During Career Week, parent volunteers engage students in hands-on demonstrations representing various career roles and responsibilities. When it is Book Fair time, parents organize materials, help students choose books, and even operate the cash registers. To celebrate Dr. Seuss' birthday and Read Across America, parents volunteer their time to read to classes throughout the school. Parent volunteers also organize and actively participate in our Fall Festival, Open House, Talent Show, yearbook sales and t-shirt sales. We log approximately 3000 volunteer hours each year. Our Parent Teacher Association (PTA) is very actively involved in our school. Our PTA membership averages 250 each year. This high level of family engagement shows our students that we care for and support them as one big, collaborative team.

The community we serve is also an active and integral part of our overall success. Local community organizations, such as Shively Area Ministries, donate school supplies and backpacks to our students every

year. Okolona Christian Church donates Thanksgiving meals to our families in need during the Thanksgiving holiday. Shively Lodge No. 951 donated two bicycles this year to use as incentives for perfect attendance. Our PTA is currently working in collaboration with local government officials to secure funds for much-needed playground structures and equipment. This generous spirit of giving is also returned to the community through various service projects in which Schaffner Traditional students and staff are actively involved. Ongoing opportunities to immerse ourselves in giving to others, showing empathy, and taking action when a need presents itself in the community, helps us all embrace the warm, caring attitude which makes Schaffner Traditional such a positive, supportive environment for students and staff.

3. Professional Development:

The majority of the professional development at Schaffner Traditional takes place through the following activities: teachers' professional growth plans, Professional Learning Communities (PLC) at each grade level, and individual or small-group work with the resource teacher. At the beginning of each school year, teachers reflect on their strengths and areas for growth. Teachers use this reflection to write professional growth goals which includes activities or professional development sessions they plan to complete to reach their goals.

A team of teachers (one per grade level), the school instructional resource teacher and all administrators received training from Richard and Rebecca DuFour in the purpose, function and facilitation of PLCs. These teachers lead a PLC at least weekly with their grade level teams. At each PLC session, the resource teacher, principal or assistant principal is present to provide resources, guidance, and clarification, if needed. With guidance from the resource teacher or administrator, teachers collaborate to deconstruct the Kentucky Core Academic Standards (KCAS) to determine their meaning and the scope of teaching that is required to help all students master them. Teachers work together to create common, formative assessments for students that will be used to determine which students are mastering the content. As teachers impart the content to their students and formatively assess, they revisit the standards together to adjust or modify instruction. The formative assessments are also used to create small focus groups of students who need additional instruction or practice with a particular skill. Professional development through the PLC process is hands-on and in real-time, allowing for immediate implementation for the greatest impact on student success.

The role of the resource teacher is to build capacity in teachers by providing differentiated professional development. She locates quality resources for teachers to use in implementing the standards and models how to create common assessments before scaffolding them through the process. She assists teachers in creating quality lessons and in how to differentiate their instruction for students. The resource teacher demonstrates lessons in the classroom and helps teachers create meaningful student work specific to the lessons being taught. This one-on-one model ensures our teachers are receiving the professional development that is specifically aligned with their identified areas for growth. In response to the need to improve writing instruction in all classrooms, we trained all teachers in the use of the "Four Square Writing" method. Our resource teacher follows up with teachers as they need assistance with the implementation of this school-wide initiative.

4. School Leadership:

Schaffner Traditional operates within a philosophy of shared leadership. The principal, assistant principal and guidance counselor comprise the administrative team. This team works with the school-based resource teacher, Professional Learning Community (PLC) teacher leaders, and School-Based Decision Making (SBDM) Council to create and implement policies and practices that support student achievement. These policies and practices reflect the philosophy that the greatest amount of funding should be allocated for the direct instruction of students. With every decision and expenditure, we ask, "Is this what is best for students?"

The SBDM Council reallocates approximately 75% of operational funds to purchase additional instructional staff. For example, the council uses these funds to provide four additional paraprofessionals

which enables each grade level to be served by one instructional interventionist. This provides greater access to individualized remediation by our struggling students. Additional funds are allocated through professional development to provide extended planning time for teams of teachers at the beginning of each instructional cycle. This extra time permits teachers to collaborate and plan for the upcoming nine weeks of instruction. These sessions are guided by the resource teacher to maximize efficiency and focus.

Each year, the leadership team writes a proposal to the district for additional instructional funds. This money is used to provide before/after school extended learning for students who are not meeting reading and math standards. Students receive small group instruction focused specifically on their needs.

At Schaffner Traditional, every instructional staff member is regularly and directly involved in the instruction of students. The school-based resource teacher instructs students in small literacy groups before and after the school day as well as during the school day. The principal and assistant principal instruct students in math and literacy focus groups on a daily basis. The guidance counselor conducts small group sessions with students focusing on perseverance, effort and study skills. The principal and assistant principal visit classrooms daily to observe teaching and learning. The administrative staff is readily accessible to students, staff and parents.

Part VI – INDICATORS OF ACADEMIC SUCCESS

Schaffner Traditional Elementary succeeds utilizing a strong commitment from all stakeholders. Our school commitment code is a document that outlines the responsibilities of students, parents, and the staff. Each stakeholder signs the code confirming their commitment. This document is approved by the Site Based Decision Making Council (SBDM). Each year the code is presented to each member of the Schaffner community with the expectation that their role and responsibilities will be followed. We consider this commitment to be the one practice that is most influential in our school's success. Students, parents, and staff understand that our high academic achievement is driven by each individual's active role in the school community.

Schaffner Traditional staff strives to provide a successful school experience for each child. We embrace an Open Door Policy in which parents can visit anytime. We also ensure the safety of every student in our care. When concerns arise that could hinder the students' school progress, parents are contacted immediately. The teacher gives parents a weekly report of their child's progress. Schaffner Traditional is committed to providing a positive learning environment which helps students establish good study habits that they will need for future learning. Our pledge is to offer a variety of opportunities to prepare students to be responsible citizens of the family, community and country.

Schaffner Traditional parents pledge to ensure that their child is in attendance daily. Each day they are here, students will participate in valuable learning experiences. Attendance is an integral part of the Schaffner program. Parents commit to review homework nightly and help their child review concepts taught at school. Parents are expected to sign homework which indicates they have reviewed assignments. Every parent attends the back to school orientation and participates in at least one parent/teacher/student conference each year. If the school requests a conference, parents agree to make an appointment as soon as possible.

Schaffner Traditional students' major role is that of a learner. Students are expected to respect the rights of others without interfering with their own or others' learning. They will come prepared to learn, use their time wisely, listen and follow directions, and complete all assignments to the best of their ability. Every single student will be responsible for his/her own behavior. Students are expected to follow the commitment code, dress code, discipline code and other rules established by the school.

Schaffner Traditional School has achieved high academic achievement by interweaving the commitments of each stakeholder. We believe that the responsibilities of each member of our Schaffner community contribute to our success. Even though all of our students benefit from this commitment, we believe the greatest impact is on the success of our at risk students. Our percentage of at risk students scoring proficient or distinguished on state assessments in reading grew from 55 in 2013 to 67 in 2015. Likewise, the percentage of the same students scoring proficient or distinguished in math grew from 59 in 2013 to 67 in 2015.