

U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Public School - 13KY4

School Type (Public Schools): Charter Title 1 Magnet Choice

Name of Principal: Mr. Charles Baker

Official School Name: Star Elementary School

School Mailing Address: P.O. Box 485
 8249 E. U.S. Highway 60
 Rush, KY 41168-8804

County: Carter State School Code Number*: 450

Telephone: (606) 474-5756 E-mail: charles.baker@carter.kyschools.us

Fax: (606) 475-9595 Web site/URL: http://www.edline.net/pages/StarElementary

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mr. Ronnie Dotson Superintendent e-mail:
ronnie.dotson@carter.kyschools.us

District Name: Carter County School District District Phone: (606) 474-6696

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

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Bryan Greenhill

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

_____ Date _____
(School Board President's/Chairperson's Signature)

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*
The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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 configuration 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 (AYP) or its equivalent 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 AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP 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 and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
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

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 6 Elementary schools (includes K-8)
2 Middle/Junior high schools
2 High schools
0 K-12 schools
10 Total schools in district
2. District per-pupil expenditure: 10706

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Rural
4. Number of years the principal has been in her/his position at this school: 16
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	5	7	12
K	11	10	21
1	10	6	16
2	17	7	24
3	10	6	16
4	13	7	20
5	11	16	27
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	0	0	0
Total in Applying School:			136

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
0 % Asian
0 % Black or African American
1 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
99 % White
0 % 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 2011-2012 school year: 17%

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

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	12
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	10
(3)	Total of all transferred students [sum of rows (1) and (2)].	22
(4)	Total number of students in the school as of October 1, 2011	129
(5)	Total transferred students in row (3) divided by total students in row (4).	0.17
(6)	Amount in row (5) multiplied by 100.	17

8. Percent of English Language Learners in the school: 0%

Total number of ELL students in the school: 0

Number of non-English languages represented: 0

Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 61%

Total number of students who qualify: 136

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: 22%

Total number of students served: 30

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>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>1</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>11</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>3</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>10</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>0</u>	<u>1</u>
Classroom teachers	<u>6</u>	<u>1</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>1</u>	<u>3</u>
Paraprofessionals	<u>1</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>10</u>	<u>0</u>
Total number	<u>18</u>	<u>5</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:

17:1

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

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	95%	95%	94%	94%	94%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

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%**

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

No

Yes

If yes, what was the year of the award?

PART III - SUMMARY

Star Elementary is very proud to be the first school ever to represent the Carter County School District as a National Blue Ribbon School nominee. A small rural school located 7.5 miles from Grayson, KY, star is a pre-kindergarten through fifth grade school serving 136 students. Our school's motto is "Hand in Hand We Learn" and we strive to do that daily. Our schools mission is to LEAVE NO CHILD BEHIND, while teaching all students to achieve at high levels. Star Elementary was built in 1958 with an addition added in 1963. With our school being a rural area it is the center for most of the activities for the community of Rush, mainly a farming area (cattle, horses, corn, tobacco) with no industry in the immediate area.

Star has been the top academic performing school in our district for the past seven years based on the States Accountability Testing System. Some of our highlights over this time include in 2008 ranking 11th out of 746 elementary schools in Kentucky for the percentage of students scoring proficient and distinguished in reading and math. In 2012 we scored in the top 5% of all elementary schools in the state, making us a School of Distinction and nominated by the Kentucky Commissioner of Education as one of five Kentucky schools to apply to the U.S. Department of Education for National Blue Ribbon School recognition. Finally, our school has met each of our accountability goals for the past four cycles. The percentages of our students scoring proficient and distinguished in reading and math for the past five years are listed below.

<u>Year</u>	<u>Reading%</u>	<u>Math%</u>
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2008-	92.96	91.55
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2009-	86.25	82.50
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2010-	85.29	89.01
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2011-	85.40	86.16
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2012-	71.00	74.20
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Star has, as you can see, a long history of performing well in reading and math with more than 70% of all of our students scoring Proficient and Distinguished on our state's accountability system.

As stated above our mission at Star Elementary is to "Leave No Child Behind". Our scores support that we are doing that on a yearly basis. Our staff strives each year to help our students reach their highest potential. We do this through a number of ways. First, before the opening day of school we try to establish a strong school to home connection. We feel that without this strong connection it is more difficult for students to be successful. We do this by always having our "Open House" prior to the start of school where both students and parents can come in and meet their teachers on a more causal basis and teachers can learn more about the child and parents. This also helps to develop a positive relationship with the family to let them know we both want what is best for their child. We have a saying in our school that "Parents want teachers who care, and teachers need parents who care." During this open house teachers have games and treats for the students. Parents are given their child's school supply list, as well as an overview of what the class will be doing over the school year.

Star has a full-time staff of six full-time classroom teachers. We also have one part-time preschool teacher, two special needs teachers, and one interventionist. Other part-time staff at Star include a part-time principal, and a guidance counselor for one day per-week. Four itinerant teachers serve our students

in speech, art, music, and media. Our support staff consists of five classroom assistants, a part-time Youth and Family Resource Director, a full-time family advocate, a secretary/attendance clerk, two cafeteria workers and one and a half custodians. This small very caring staff strives daily to help all of the children at Star Elementary reach their fullest potential to become lifelong learners.

There are several reasons that we feel that our school is definitely worthy of being a National Blue Ribbon School. One is that our school does not let any students get left behind. We do whatever is necessary to get students any and all help they need to be successful. We also have a very low teacher turnover at our school. Our students know every person at our school from the bus driver all the way to the principal. We feel that is important to kids to know they have a group of people who care about them and want them to be successful. Finally, our school has high expectations for each of our students. Students know that each day they are going to get the school's very best and that we expect their very best every day.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. The Commonwealth of Kentucky's accountability assessment Kentucky Core Content test (KCCT) is used to measure annual school progress. It gauges elementary schools' performances in Reading and Math for all third through fifth graders. In addition to reading and math, Kentucky's fourth graders are assessed in Science, and fifth graders are assessed in Social Studies and On-Demand Writing. Students' scores are ranked within four categories: Distinguished (the highest), Proficient, Apprentice, and Novice (the lowest possible score). Each school's proficiency level results are calculated from a combined percentage of proficient and distinguished scores in each content area.

Each school in Kentucky must meet its accountability index in under No Child Left Behind (NCLB), which

requires all students to reach proficiency by 2014 with an index of at least 100 out of a possible 140. Prior to 2009, each school's performances were recorded based on that index. Since then, school scores are reported as the percentage of proficient and distinguished. Schools are ranked and compared to other schools throughout the state

The new assessments Kentucky adopted for the 2011- 2012 school year, for grades 3-8, are collectively named Kentucky Performance Rating for Educational Progress (K-PREP). They consist of norm referenced test (NRT) and criterion-referenced test (CRT) items that encompass multiple choice, extended response, and short-answer questions. These tests are customized for students in Kentucky.

B. In our schools third grade Mathematics over the past five years students who have scored Proficient or Distinguished (P/D) have averaged 90.6%. Over the past five year period our third grade only had one year of a slight drop, 2009-10, when our score dropped to 82%. Our rate of Novice for this five year period stayed below 2% In four of the past five years there have been no Novice students in third grade.

In fourth grade mathematics the students who scored P/D averaged 85.8%. The scores have seen a slight decline over the past two years scores, but our percent of Novice scores have stayed below 1% for the past five years of testing.

In fifth grade mathematics, students who scored P/D averaged 77.20%. The fifth grade scores had a larger than average drop in the 2008-09 school year, partly attributed to a large class being divided up with a new teacher after the school year had begun. Even with this drop our percent of students scoring Novice remained well below the state goal.

Overall our students scoring P/D over this 5 year period in grades 3-5 averaged 84.53%, and our students scoring in the Novice or lowest scoring category for the same five year period averaged less than 1%. This shows that the staff at Star Elementary takes our mission statement seriously to "Leave No Child Behind."

The third grade reading scores show that our students scoring P/D averaged 91.8% with four out of the five years scoring 91% or higher. We at Star, are very proud of third grade reading scores over this five year period. Not only have we averaged over 9 out of every 10 students scoring Proficient or Distinguished but we have only had 2 students out of a total of 115 to score Novice on the state assessment!

The fourth grade reading scores for the students scoring P/D over the past five years averaged 85.40%. Our fourth grade has seen a slight drop over the past two years: a higher percentage of students scored apprentice instead of proficient. We are currently checking for any possible gaps in the reading curriculum between exiting primary and entering fourth grade.

Our fifth grade students scoring P/D has averaged 74.20% for the past five years. While the percentage of students scoring proficient has dropped the past two years our percentage of students scoring distinguished has increased by 13% since 2010.

Overall, our third through fifth grade reading has averaged 83.80% P/D with less than 1% scoring at the lowest or Novice level. We have a wonderful "Reading Recovery" program at our school that targets all students not reading on grade level when they exit our kindergarten program, This program has allowed us to average less than 1% of students scoring novice on our yearly state assessments.

To try to get our students to meet our school goals of being proficient in both reading and math, we have over the past couple of years stepped up our school's Response to Intervention (Rti) program to target students who are not grasping the whole group instruction. We also use computer-based programs to target certain needs of our students. This includes for our primary Discovery Education, Automaticity Math Facts program, DIBELS reading fluency, and Education City. For our intermediate students we also use Discovery Education, DIBELS, DAZE, Automaticity Math Facts program, and Study Island.

2. Using Assessment Results:

A. The staff at Star school knows the importance of using assessment results to drive instruction. This is one of the major reasons behind our school's success. The staff uses assessment results on a daily basis. Our kindergarten teacher starts her students out with daily formative assessments. This process continues through the fifth grade. Some of the daily formative assessments used by our staff include flashbacks, exit slips, teacher observations, anecdotal notes, and teacher-generated formative assessments. Students who are struggling or do not master the material, are re-taught any or all of the following: specific targeted homework, small group instruction, RtI, or one-to-one instruction.

The classroom teachers at each grade level at all six of our districts elementary schools have developed these end-of-unit assessments in math and reading that are aligned with the new Common Core standards. The goal for Star school on the Common Core unit assessments for mastery is 80% or higher. If students are not successful, as either a class or as individuals re-teaching will occur, either through whole group instruction, small group, or one to one by the classroom teacher, interventionist, or a resource teacher.

Our school uses multiple assessments to help our staff diagnose where our students are and what interventions they may need to be successful. They include Discovery Education Assessments which are given to all students in kindergarten through fifth grade three times a year in math and reading. We also administer the DIBELS reading fluency three times each year to track students' reading fluency and comprehension. Our third, fourth, and fifth grades also use the Star Reading test, the DIBELS Daze comprehension test data, and mathematics automaticity to build basic math fluency. We also use the computer based program Study Island to target students who may require more one to one instruction. All this data is used to monitor the performance of students who are not on level or meeting school goals and who are placed at either Tier II or Tier III in our schools RtI program. These students are given more intensive instruction above and beyond the regular whole group class instruction in an attempt to bring them up their grade level.

Star school uses our results from the state assessment to plot a path for improving student achievement. Our district provides our schools with a district work day at which the teachers collectively break down our school's data and make decisions on how we can improve instruction to give our students the best chance to be successful. One major activity our staff does is to deconstruct the math and reading scores of our third and fourth students. Using these data we target students we feel can be moved up a performance level on next year's assessment.

B. We always strive to keep our parents as informed as possible about their child's academic progress and assessment results. Teachers send home weekly graded work which can include classwork, homework, weekly reading and math assessments, unit assessments, and our DEA and DIBELS benchmark assessments. Teachers also schedule parent conferences to discuss student performance.

Our school and district make it a point to honor and celebrate student achievement on the state assessment. Each fall, our school hosts a school-wide assembly that includes our fifth graders from the previous year, who come back to celebrate with us. We honor all students who scored Proficient or Distinguished by placing their names on plaques in our building. The entire school celebrates with refreshments and a party that is covered by our local radio and newspaper. Our district also recognizes students who have mastered the state assessment at the monthly school board meeting.

3. Sharing Lessons Learned:

Our teachers work hard every day to provide our students the best education possible, and to make them successful not only at the elementary level, but also to become college and career ready. Our district provides half-day teacher academies each month where teachers at every grade level meet over book studies and share successes and accomplishments with their fellow teachers.

Some examples of our school's sharing with other schools in our district have been in the use of the computer based programs Study Island, and Education City. Our school was the first in the district to use certain programs and now all schools, elementary through high school, use them. Our district has provided walkthroughs at our school where other elementary school administrators and teachers to come and observe our staff during instruction time. Opportunities are also provided for visiting teachers to sit down and discuss with our teachers the instructional methods used in their classrooms. We also have had schools from neighboring districts visit our school on a number of occasions to observe and talk to our staff to get suggestions, ideas, and methods that have helped to make us a successful school.

Our district has many of our faculty members serving on district committees, including district assessment teams, the district-wide RtI team, district writing committee, the district leadership team, and the district School-Based Decision Making Council of Councils.

4. Engaging Families and Communities:

The staff at Star Elementary knows the importance of involving both the families and community to give our students the most opportunities and the best chance for success. We want to involve all stakeholders in both the social and decision-making processes at our school.

Family engagement activities include regular parent-teacher meetings to discuss a child's academic progress, unit and grade level benchmarks, and any areas of concern. We also communicate with families through positive notes, postcards, phone calls, and home visits. Parents can also access their child's progress through the states Infinite Campus parent portal. Families also receive weekly newsletters from each teacher. Our school does a weekly news report that is published on the local radio and in local newspapers to let the parents and community know of upcoming events at our school.

Families and community members have the opportunity to be involved in numerous annual events at our school throughout the year. These events include Open House, Grandparent's Day, Fall Festival, Christmas Program, Testing Recognition Assemblies, Title I Parent Nights, School-Based Decision Making Council monthly meetings, Santa Workshop, School-wide Book Fair, Career Day, Pet Day, Field Day, and School Awards Day.

Star's Parent Teacher Organization (PTO) is a very active and important component of our school's success. Even though our school is small in numbers, it is large in the amount of time and effort our PTO spends to establish a strong relationship among the school, parents, and the community. We turned over the entire running of our schools annual Fall Festival to our PTO and they do an outstanding job. Since this special event has been given to our PTO, it has helped to strengthen the relationship of the important triangle that makes a school successful (school, parents, and community). Our parents and community feel they are an integral part of our school. Our staff knows if there is anything they need for their students, they can count on our PTO to come through.

Finally, our school Family Resource Center (FRC) is a vital part of our school and an important link between our school, families, and the community. They offer numerous programs and services to our students and their families. Our school is in a very low socio-economic area that can be a major barrier to student success. Our FRC provides backpacks of food for low-income families each Friday and is involved in Project Merry Christmas, which provides books and toys to low income families. The FRC coordinates programs which bring dentists and optometrists to our school to provide free dental and vision services for our students. As has been said before, it does take a village to raise a successful child, and there is no better example of this than here at Star Elementary School!

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The foundation for English Language Arts and Math instruction at Star Elementary is a rigorous and concise curriculum derived from the Kentucky Core Academic Standards. The cornerstone of instruction in science, math, practical living, and arts and humanities is based on the Kentucky Program of Studies and Core Content for Assessment. The curriculum also reflects national standards within each content area. The standards at Star reflect the high expectations that are established and maintained for all students to achieve. The curriculum provides integrated, continuous instruction between grade levels and among classrooms for each grade. Teachers at all grade levels have participated in a deconstruction process to further clarify standards for math and English Language Arts. The deconstructed standards have been included in curriculum maps that guide instruction throughout the year. To increase the uniformity of instruction, Professional Learning Communities have been instituted that allow teachers in each grade level to devise common assessments and time to share and implement their most effective teaching strategies. The instructional delivery model at Star Elementary is based on explicit instruction. This model requires all teacher lesson plans to be written with active student engagement embedded in all lessons. Teachers use the stages of “I do”, “we do”, and “you do”. Explicit instruction encourages scaffolding of student knowledge to move from whole group to independent learning. Additionally, technology is an essential part of our daily instruction. Every classroom from Pre-K through fifth grade is equipped with SMART Board technology, vastly increasing the amount of information and range of media available to our students. Students use classroom technology to research, communicate, and prepare presentations. Additionally, computer-based programs provide prescriptive lessons to meet the needs of all learners. The mission at Star Elementary is simply “Student Achievement”. This foundational statement serves as the basis for all instructional and curricular decisions.

Science and Social Studies instruction at Star Elementary is hands-on and inquiry-based. Students conduct experiments using the scientific method, participate in interactive discussions, and learn critical concepts from multiple resources including the Internet, videos, and various reading materials. Students also receive instruction through the History Alive Program. Technology is a critical part of this process. SMART Boards are used as a teaching tool for assessment.

Star Elementary has a rich and diverse Arts and Humanities curriculum that includes learning to play instruments in a music lab, instruction in dance, and multiple school-wide singing performances open to the community. Additionally, students receive physical education, health, and nutrition instruction in the regular classroom setting. The curriculum at Star provides guidance to students on making informed decisions about their current and future health. Guest speakers and mentors are invited to discuss nutrition and healthy habits with students. Students have many leadership opportunities including the JR. Achievement Program, 4-H Club, Art Shows, and Choir.

2. Reading/English:

While the foundational reading program at Star Elementary, Scott Foresman’s Reading Street, is implemented with fidelity, teachers also research and incorporate additional reading strategies throughout all content areas to ensure a balanced literacy program is provided to all students. The literacy program at Star is designed and delivered in ways that ensure all students reach proficiency in literacy. The consistent and continuous use of explicit instruction techniques and the use of resources such as literature and content based books, basal readers, and computer-based learning ensures that a rigorous curriculum is implemented. In addition, all areas of reading, phonics, phonemic awareness, vocabulary, fluency, and comprehension are taught, and progress is measured at regular intervals. Research-based indicators such as DIBELS and Discovery Education Assessment, as well as teacher-developed common assessments assist teachers in identifying students who are progressing well and those who are at risk. Star has

initiated a three tier approach to instruction: Tier I, II, and III intervention programs are in place to help remediate at-risk students and extend support to excelling students. All Star students participate in differentiated Tier I and II instruction. This strategy ensures that all student learning is enhanced, not only that of at-risk students. Additionally, students identified as at-risk based on assessment results receive an additional level of instruction. First grade students participate in the Reading Recovery Program, while other students are provided with targeted and intentional instruction designed to meet individual needs.

Writing to learn and to demonstrate understanding are critical aspects of our literacy program, and all teachers include instruction that requires students to read closely, analyze text, and respond in thoughtful and purposeful ways. The literacy instruction at Star Elementary is delivered in a cohesive approach and provides teaching strategies that actively engage all learners. Star's reading program has proven to be very effective in helping our students reach their highest learning potential. Star's reading instruction is designed to determine each student's initial performance level and provide quality instruction to ensure that individual literacy goals are met or exceeded. All teachers incorporate strategies from the Four Block Literacy Model, Strategies That Work, and The Daily Five. This method provides a balanced approach to literacy that empowers teachers to meet the varied needs of students.

3. Mathematics:

Fluency, accompanied by conceptualization is the primary objective driving the design and delivery of the math program at Star Elementary. The mathematics curriculum focuses on Kentucky Core Academic Standards. The foundation for math instruction use the research-based program, *Math in Focus*, which provides sequential and cyclical lessons that encourage the delivery of math instruction through an engaging and problematic approach. Students explore central topics in depth through a series of investigations and are actively engaged in working with materials and with their peers to solve mathematical problems. The goal is to teach students mathematics, emphasizing mathematical reasoning and problem solving using alternative strategies to achieve proficiency. Additionally, teachers provide math instruction that is engaging and requires students to explore, research, and interact to find solutions.

Summative assessments are administered three times per year using the Discovery Education Assessment. Students are daily assessed formatively to gauge their progress and plan instruction. Response to Intervention is an integral part of math instruction. Teachers evaluate student assessments to determine at-risk students, then design individual intervention plans for identified students to make certain they master the content content. All students receive differentiated tiers of instruction to help them succeed.

The mathematics curriculum also recognizes technology as a vital part of instruction. Students are living and learning in an age of technology, and using games to teach mathematical concepts supports their need for engaging and interactive instruction. 21st Century skills are foundational to the intervention system. Students access computer-based programs via computers and SMART Board technology to become active learners. Curriculum maps and effective collaboration ensures that all math instruction and curriculum is seamless between grade levels.

4. Additional Curriculum Area:

The continuous use of technology exploration and integration in all content areas is an integral part of instruction at Star Elementary. All classrooms are equipped with Smartboards. Students in all classrooms are active learners in student centers, whole-group instruction, and small tutorial groups that use the many technology resources available. Star currently houses over 50 computers, including a computer lab, as well as computers in all classrooms.

In the computer lab, students have access to the latest technology to conduct research, practice reading and math skills, and enhance their proficiency in keyboarding. Students frequently use websites such as firefly.com, ismart.com, coolmath.com, studyisland.com, libertykids.com, discoveryeducation.com,

compasslearning.com, worldbookonline.com, readingrenaissance.com, kahanacademy.com, and studyisland.com, educationcity.com. Additionally, all teachers implement technology programs such as Study Island, Accelerated Math/Reading, and STAR Math/Reading. Skills that are introduced and taught in the classroom are reinforced through technology resources.

Technology such as Study Island and Education City provides students with opportunities to work at their individual instructional pace. All Star students are assessed in reading and math at the beginning of the school year. Based on test results, students receive prescriptive lessons that are specifically designed to meet identified deficiencies. Reports are easily generated by the teacher and used for further instructional practices.

5. Instructional Methods:

At Star Elementary students are recognized as individual learners who require differentiated learning methods. All teachers at Star are committed to recognizing students' strengths and deficiencies and targeting each student at his or her point of need. Differentiating instruction is the key to success at Star Elementary: By providing intentionally targeted instruction that is congruent students' learning styles. Learning is maximized and students are successful.

Differentiated instruction is addressed in several ways. Response to Intervention (RTI) is implemented to evaluate all students in reading and math, and individual plans are developed for students identified as at-risk. Students progress is monitored monthly and new plans are developed based on assessment results. Within RTI there are three levels of instruction: Tier one instruction is delivered through the core curriculum taught to all students, which includes research-based practices taught explicitly in a meaningful context for learning. All students receive tier two instruction through center activities. Students are grouped by readiness levels and receive additional teacher-directed instruction in varying degrees of difficulty. During this time, students receive instruction that is unique to their individual needs. Centers are developed that provide opportunities for reinforcement and mastery of concepts. In tier three, at-risk students receive additional intensified instruction in reading and math based on the goals and objectives in their individual RTI plans.

Teachers use best teaching practices and strategies to create different pathways of learning to meet the needs of diverse learners. Resources such as: Strategies That Work, The Florida Center for Reading Research, Creating Strategic Readers, and The Daily Five are used to plan instruction. During intervention instruction students receive differentiated instruction through Reading Recovery, Study Island, and research-based strategies intentionally targeted to individual needs. The combination of identifying students at their point of need, developing targeted and specific interventions plans to meet identified needs, and providing research-based instruction to students has proven successful for students at Star Elementary.

6. Professional Development:

Teachers at Star Elementary have participated in school and district book studies and reviews that focus on literacy and math strategies. They have studied the following books during district academies: Creating Strategic Readers, Strategies That Work, and Razzle Dazzle Writing. Teachers at Star Elementary are not only participants during district level professional development but also provide workshops on specified topics. In order to expand on district level professional learning initiatives, the staff meets regularly to conduct school level workshops to ensure strategies are implemented with fidelity. These professional studies have given teachers insight into additional strategies that can help accelerated and struggling learners. By participating in book studies, teachers stay informed about current educational trends and research and gain a wealth of knowledge that will enhance teaching and learning within the classroom.

In addition to book studies, teachers have also participated in workshops on assessment administration to ensure that fidelity is maintained during test administration. Also, because teachers recognize the importance of using assessment data to drive instruction, all staff participated in several workshops with a professional focus on instructional groupings and targeted instruction. Explicit instruction is at the forefront of all professional development sessions at Star. School and district administration have established high expectations for all teachers in the area of instructional planning, and teachers have received professional development focused on creating effective lesson plans to meet the diverse needs of all learners. In recent years, professional development has centered on programs and research-based activities such as: The Four Block Framework, Math in Focus, and Saxon Phonics that enhance student learning and improve classroom teaching techniques.

These programs have provided teachers with additional knowledge of hands-on learning activities and differentiating instruction for students with various learning styles. In addition to program trainings, our professional development program consists of Professional Learning Communities. This professional development activity has inspired teachers and empowered them to make instructional improvements in their classrooms. The Professional Learning Communities (PLC) have become an excellent way for teachers to collaborate, learn new ideas, and share professional opinions. PLC's have also provided teachers with new ways of thinking and inspired them to become actively involved in new instructional methods that will benefit all students. Overall, the professional development plan at Star Elementary encourages continuous teacher improvement. By addressing specific student and teacher needs, Star Elementary has created a community of learners who seek opportunities for improvement.

7. School Leadership:

The rich legacy of commitment to high achievement not only for each student but for our faculty is evident throughout the school community. Star Elementary possesses a unique leadership philosophy that holds that it is imperative to build capacity within our school community. The school administrator recognizes that building capacity is the key to ensuring success. Many opportunities are provided for shared leadership through collaboration and teamwork and functioning as a strong, cohesive force. The instructional leader builds capacity in various ways. For example, Star's Instructional Leadership Team provides each individual with the opportunity to engage in decision-making on school goals. This approach instills a sense of ownership among the faculty and provides a clearly driven focus on curriculum, instruction, and assessment. The leadership team monitors and evaluates the effectiveness of instruction through the Comprehensive School Improvement Plan.

Another example of fostered leadership within the school community is found in the small groups of teachers who form Response to Intervention Teams at Star. Each teacher selects a team of highly qualified educators to develop evidence-based interventions. Teams determine effective researched-based strategies that provide each student with the best opportunity to succeed in school.

Star's School-Based Decision-Making Council is charged with making policies and decisions that will enhance students' achievement. Another critical aspect of leadership is building relationships among colleagues. Star Elementary builds relationships through Professional Learning Communities, mentorship, book studies, and faculty meetings. PLC's encourage teachers and administrators to continuously seek and share learning and then act on what they learn to enhance their effectiveness as professionals so that students benefit. Mentorships have proven to be an effective tool as teachers visit each other's classrooms and gain knowledge of how to implement new strategies/activities. Book Studies and faculty meetings are focal points that allow teachers to take lead roles as they broaden their pedagogical knowledge.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Kentucky Core Content Test

Edition/Publication Year: 2008-2012 Publisher: Measured Progress/Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	Apr	Apr	Apr
SCHOOL SCORES					
Proficient & Distinguished	94	100	82	87	90
Distinguished	12	59	35	43	30
Number of students tested	18	27	17	23	30
Percent of total students tested	27	43	25	29	42
Number of students alternatively assessed	0	0	1	0	0
Percent of students alternatively assessed	0	0	1	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient & Distinguished	100	100	79	79	77
Distinguished	12	47	36	50	10
Number of students tested	12	15	14	16	22
2. African American Students					
Proficient & Distinguished	0	0	0	0	0
Distinguished	0	0	0	0	0
Number of students tested					
3. Hispanic or Latino Students					
Proficient & Distinguished	Masked	0	0	0	0
Distinguished	Masked	0	0	0	0
Number of students tested	1				
4. Special Education Students					
Proficient & Distinguished	Masked	Masked	Masked	Masked	Masked
Distinguished	Masked	Masked	Masked	Masked	Masked
Number of students tested	4	5	2	6	5
5. English Language Learner Students					
Proficient & Distinguished	0	0	0	0	0
Distinguished	0	0	0	0	0
Number of students tested					
6.					
Proficient & Distinguished					
Distinguished					
Number of students tested					
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13KY4

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Kentucky Core Content Test

Edition/Publication Year: 2008-2012 Publisher: Measured Progress/Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	Apr	Apr	Apr
SCHOOL SCORES					
Proficient & Distinguished	94	100	81	91	93
Distinguished	33	4	19	17	23
Number of students tested	18	27	17	23	30
Percent of total students tested	29	33	28	33	42
Number of students alternatively assessed	0	0	1	0	0
Percent of students alternatively assessed	0	0	1	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient & Distinguished	92	100	89	72	77
Distinguished	36	7	19	14	18
Number of students tested	12	15	14	16	22
2. African American Students					
Proficient & Distinguished	0	0	0	0	0
Distinguished	0	0	0	0	0
Number of students tested					
3. Hispanic or Latino Students					
Proficient & Distinguished	Masked	0	0	0	0
Distinguished	Masked	0	0	0	0
Number of students tested	1				
4. Special Education Students					
Proficient & Distinguished	Masked	Masked	Masked	Masked	Masked
Distinguished	Masked	Masked	Masked	Masked	Masked
Number of students tested	4	5	1	6	5
5. English Language Learner Students					
Proficient & Distinguished	0	0	0	0	0
Distinguished	0	0	0	0	0
Number of students tested					
6.					
Proficient & Distinguished					
Distinguished					
Number of students tested					
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13KY4

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Kentucky Core Content Test

Edition/Publication Year: 2008-2012 Publisher: Measured progress/Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	Apr	Apr	Apr
SCHOOL SCORES					
Proficient & Distinguished	67	71	95	96	100
Distinguished	7	35	32	33	22
Number of students tested	27	17	22	30	23
Percent of total students tested	44	27	28	38	32
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient & Distinguished	46	75	95	93	100
Distinguished	8	33	32	27	23
Number of students tested	13	12	19	15	13
2. African American Students					
Proficient & Distinguished	0	0	0	0	0
Distinguished	0	0	0	0	0
Number of students tested					
3. Hispanic or Latino Students					
Proficient & Distinguished	0	0	0	0	0
Distinguished	0	0	0	0	0
Number of students tested					
4. Special Education Students					
Proficient & Distinguished	Masked	Masked	Masked	Masked	Masked
Distinguished	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	2	6	3	5
5. English Language Learner Students					
Proficient & Distinguished	0	0	0	0	0
Distinguished	0	0	0	0	0
Number of students tested					
6.					
Proficient & Distinguished					
Distinguished					
Number of students tested					
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13KY4

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Kentucky Core Content Test

Edition/Publication Year: 2008-2012 Publisher: Measured Progress/Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	Apr	Apr	Apr
SCHOOL SCORES					
Proficient & Distinguished	70	76	91	90	100
Distinguished	11	0	13	3	17
Number of students tested	27	17	22	30	23
Percent of total students tested	44	27	32	38	32
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient & Distinguished	54	67	90	87	100
Distinguished	15	0	5	7	8
Number of students tested	13	12	19	15	13
2. African American Students					
Proficient & Distinguished	0	0	0	0	0
Distinguished	0	0	0	0	0
Number of students tested					
3. Hispanic or Latino Students					
Proficient & Distinguished	0	0	0	0	0
Distinguished	0	0	0	0	0
Number of students tested					
4. Special Education Students					
Proficient & Distinguished	Masked	Masked	Masked	Masked	Masked
Distinguished	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	2	6	3	5
5. English Language Learner Students					
Proficient & Distinguished	0	0	0	0	0
Distinguished	0	0	0	0	0
Number of students tested					
6.					
Proficient & Distinguished					
Distinguished					
Number of students tested					
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13KY4

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: Kentucky Core Content Test

Edition/Publication Year: 2008-2012 Publisher: Measured Progress/Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	Apr	Apr	Apr
SCHOOL SCORES					
Proficient & Distinguished	75	81	84	61	85
Distinguished	6	24	19	14	25
Number of students tested	16	21	29	27	19
Percent of total students tested	26	33	43	34	25
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient & Distinguished	73	77	78	50	92
Distinguished	27	17	22	0	25
Number of students tested	11	18	18	16	12
2. African American Students					
Proficient & Distinguished	0	0	0	0	0
Distinguished	0	0	0	0	0
Number of students tested					
3. Hispanic or Latino Students					
Proficient & Distinguished	0	0	0	0	0
Distinguished	0	0	0	0	0
Number of students tested					
4. Special Education Students					
Proficient & Distinguished	Masked	Masked	Masked	Masked	Masked
Distinguished	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	6	3	9	4
5. English Language Learner Students					
Proficient & Distinguished	0	0	0	0	0
Distinguished	0	0	0	0	0
Number of students tested					
6.					
Proficient & Distinguished					
Distinguished					
Number of students tested					
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13KY4

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Kentucky Core Content Test

Edition/Publication Year: 2008-2012 Publisher: Measured Progress/Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	Apr	Apr	Apr
SCHOOL SCORES					
Proficient & Distinguished	50	76	81	75	89
Distinguished	19	14	6	7	11
Number of students tested	16	21	29	27	19
Percent of total students tested	26	33	43	34	25
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	1	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient & Distinguished	73	75	78	69	Masked
Distinguished	18	8	7	6	Masked
Number of students tested	11	17	18	16	9
2. African American Students					
Proficient & Distinguished	0	0	0	0	0
Distinguished	0	0	0	0	0
Number of students tested					
3. Hispanic or Latino Students					
Proficient & Distinguished	0	0	0	0	0
Distinguished	0	0	0	0	0
Number of students tested					
4. Special Education Students					
Proficient & Distinguished	Masked	Masked	Masked	Masked	Masked
Distinguished	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	6	3	9	4
5. English Language Learner Students					
Proficient & Distinguished	0	0	0	0	0
Distinguished	0	0	0	0	0
Number of students tested					
6.					
Proficient & Distinguished					
Distinguished					
Number of students tested					
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13KY4