

U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Public School - 13MS2

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

Name of Principal: Mr. Mike Pope

Official School Name: Lovett Elementary School
School Mailing Address: 2002 West Northside Drive
 Clinton, MS 39056-3014

County: Hinds State School Code Number*: 015

Telephone: (601) 924-5664 E-mail: MPope@clinton.k12.ms.us

Fax: (601) 924-3788 Web site/URL: www.clintonpublicschools.com/Domain/11

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*: Dr. Phil Burchfield Ed.S Superintendent e-mail:
PBurchfield@clinton.k12.ms.us

District Name: Clinton Public District Phone: (601) 924-7533

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. Chip Wilbanks

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 4 Elementary schools (includes K-8)
1 Middle/Junior high schools
1 High schools
0 K-12 schools
6 Total schools in district
2. District per-pupil expenditure: 7858

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 1
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	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	185	165	350
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:			350

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
4 % Asian
52 % Black or African American
3 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
41 % 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: 5%

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.	8
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	8
(3)	Total of all transferred students [sum of rows (1) and (2)].	16
(4)	Total number of students in the school as of October 1, 2011	350
(5)	Total transferred students in row (3) divided by total students in row (4).	0.05
(6)	Amount in row (5) multiplied by 100.	5

8. Percent of English Language Learners in the school: 3%

Total number of ELL students in the school: 11

Number of non-English languages represented: 5

Specify non-English languages:

Vietnamese, Spanish, Arabic, Punjabi, and Chinese

9. Percent of students eligible for free/reduced-priced meals: 52%

Total number of students who qualify: 182

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: 4%

Total number of students served: 14

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>5</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>5</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>6</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</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>1</u>	<u>0</u>
Classroom teachers	<u>16</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>7</u>	<u>0</u>
Paraprofessionals	<u>1</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>6</u>	<u>1</u>
Total number	<u>31</u>	<u>1</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:

22:1

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	97%	96%	96%	96%	96%
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

“You will love it at Lovett” is a saying that you will hear the teachers, administration, parents and even students say. We have a tradition of being the bridge between elementary and junior high and part of being that ‘bridge’ is giving students the freedom to switch classes individually, to become more independent, and to learn to ‘own’ the decisions they make. We have found that students love it when they are allowed to do these things. Parents also love this change in their students academics as well as the change in their students personalities. The teachers love Lovett because the professional community is one where the teachers both encourage and challenge one another. The teachers are proud of their growth, of their students, and of the fact the community supports them, and whenever our teachers hear people explaining Lovett they always hear our mantra, “You will love it at Lovett.” However, Lovett’s mission statement is simple: **“Excellence is the Only Option.”** This is also the mission of the entire school district. This simple mission statement drives every decision we make here at Lovett.

Lovett Elementary is a school that has consistently shown growth that was higher than its assigned AYP model for growth. Lovett prides itself on being the bridge between elementary and junior high and it is a job the school does well. Our students are not only achieving when it comes to growth but they consistently do well on the state standardized test. Our students scored STAR status last year in the state of Mississippi. It was a tremendous feat considering the wide diversity of our students. Lovett serves a variety of students and our students are all held to high standards.

The mission of Lovett Elementary School is to provide opportunities for student success by guaranteeing challenging learning experiences in a caring, safe environment that allows students to grow from an elementary thinker to a junior high school thinker. Just like all Clinton schools, our mission is excellence and “Excellence is the only option.” Our students continually show that excellence through their growth in academics as well as their growth in behavior and maturity.

Lovett Elementary School serves around three hundred and fifty students for sixth grade only in Clinton, Mississippi. We are the only sixth grade in the Clinton Public School system. Because of this it is our job to serve as the bridge between the elementary and junior high school. Lovett is an “A” school and is in an “A” school district. Our students are held to a standard of excellence and a challenging curriculum. Lovett offers a seven period day with five core courses, one exploratory course that rotates between Art, Music, and P.E., and a seventh period that is a choice between tutorial and band. Lovett also offers a gifted program for those who are qualified, a tier program for those students who need extra help and honors classes in reading, English and math for those students who have scored advanced or close to advanced on the state test and had an ‘A’ average in the course the year before. Lovett does have one Special Education class and inclusion. Additionally, Lovett offers band as an extra-curricular activity and they have a tutorial time set within their day to help students with extra tutoring. Furthermore, Lovett has an AR program and they do require students to participate in it. Lovett is committed to literacy and offers both reading and English classes to ensure a well-rounded Language Arts education.

Lovett is committed to excellence and to helping meet every student’s needs. Lovett has over twenty certified teachers and around ten support staff. Our faculty is highly qualified and committed to all students and to rigor and relevance in their students’ education. Lovett has an active Parent Teacher Organization that supports our school through fund raisers, activities and encouragement. Our parents help the teachers in any way that they can and they provide funds each year to help Lovett to pay for extra projects or supplies.

Our parents and community play an invaluable part in Lovett's success. Lovett enjoys a vibrant and involved PTO. The principal nurtures this involvement through special programs like Man-to-Man and Woman-to-Woman breakfasts, where students share quality time with their parents in a school setting.

Lovett also benefits from supportive community leaders. Several businesses throughout the community sponsor Lovett through "spirit nights" and not only monetary donations, but also donations of school supplies. The city's elected officials occasionally visit our classrooms as well, and the mayor is very supportive of the school district.

“Excellence is the Only Option” provides a culture of high expectations and Lovett is a large part of that culture. We are proud of our students, parents and teachers for all the hard work they have put in. You will love it at Lovett.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. Individual schools and districts are held accountable for student growth and performance and receive an annual School Performance Classification and District Performance Classification. The state of Mississippi uses the Mississippi Curriculum Test, Second Edition (MCT2) as its assessment model. The state of Mississippi determines a school's performance level in two ways. First, the state considers the percentage of students who perform at the criterion levels in an Achievement Model. There are four categories of criterion levels: Minimum, Basic, Proficient, and Advanced. The second factor is the increase in student performance, which is measured by growth or improvement over time. This is the Growth Model. The Achievement Model and the Growth Model are combined for an overall Performance Classification. These classifications are broken down into letter grades: A (Star School); B (High Performing School); C (Successful School); D (Academic Watch School); and F (Low-Performing, At-Risk of Failing, and Failing Schools). The Performance Classification for 2011 – 2012 for Lovett Elementary School is the highest possible level that the state of Mississippi awards. Lovett Elementary is considered an "A" school. The Clinton Public School District's school board and the Superintendent of schools have made it very clear to all school staff that the only acceptable performance classification is an "A" rating.

B. The overall performance trend of Lovett Elementary School has been one of steady growth. As shown in the data tables, Lovett has grown in student achievement every year. In 2008, Lovett's overall MCT2 score was 174. In 2009, it grew to 182. In 2010, Lovett's score moved to 185. In 2011, we scored a 194. Last year in 2012, Lovett jumped up to 211, which is an "A" school. Lovett has also seen a steady decline in the percentage of students that score in the two lowest criterion levels: Minimal and Basic. Minimal, the lowest level, has seen a steady decline over the last four years. In 2008, 8 percent of our students scored Minimal. In 2009 and 2010, the percentage fell to 6 percent. In 2011, Minimal fell to 5 percent, and in 2012, it fell another point to 4 percent. So within 5 years, our Minimal scores were cut in half. Those students scoring in the second lowest criterion level, Basic, also saw steady decline. In 2008, 27% of Lovett's students scored in the Basic level. In 2009, that number fell 5 points to 22%. In 2010, 21% of Lovett's students scored Basic. In 2011, 17% scored Basic, and in 2012, only 13% scored in the Basic category. Once again, within 5 years, Lovett cut its Basic scores by over half. Lovett has also seen significant gains in the highest criterion level – Advanced. In 2008 and 2009, 16% of Lovett's students scored Advanced. In 2010, that number increased to 18%, and in 2011 again it moved to 21%. Lovett saw its most significant growth in 2012 when the percentage of students scoring Advanced jumped ten points to 31%.

Studies have repeatedly shown that instructional programs are not the most important factor in student achievement. The most important factor is the presence of a highly qualified teacher in every classroom. Our teachers go beyond what is normally expected of good teaching in the classroom. We also use a rigorous curriculum based on the state standards. Lovett is an "A" school and a Blue Ribbon candidate school because we consistently use data to make instructional decisions and we use best practices in the classroom every day. Our teachers are kept up to date with the most recent effective teaching practices. We use enrichment programs like ACCENT to encourage and bolster the scores of our gifted students, as well as help them explore career opportunities. We use remedial programs like the intervention process to help those students who score minimal on the MCT2. Specifically, we as a district are fortunate to have Intervention teachers whose job it is to identify students who need extra academic support. Students involved in this program are pulled for either one half hour or one hour from their normal classroom setting and meet with the intervention teachers. They focus on study skills, review and reteach reading and math skills, and help identify students who may qualify for possible special education testing and services. In essence, our intervention teachers serve as a gateway between regular education and special education.

2. Using Assessment Results:

The school leadership and teachers at Lovett Elementary use data to drive all of our decisions in order to improve student and school performance. That data is to be used for a single purpose – to improve the performance of student achievement, even if the decisions are inconvenient or time consuming. We also have a philosophy at our school that states if an idea cannot be supported by data, then we do not put it into practice. We have a systematic and ingrained approach governing how we use data in our decision-making process.

Firstly, we make team decisions concerning the use of data. Decisions are always more thought-out if a team of individuals work on the same issue. Also, team decisions create a sense of ownership among those making the decisions, and the teachers will work even harder knowing that the decision was an idea that was generated and agreed upon by the entire team. Our school is organized in a true middle school model. There are three halls each staffed by an English, Reading, Math, Science, and Social Studies teacher. Each hall meets regularly to discuss teaching and learning strategies. Also, each subject area teacher has a common planning period (English teachers meet first period, Math teachers meet second period, et cetera). This allows subject area teachers to discuss specific issues concerning their discipline. Teachers share test data during this time to help guide their teaching.

Secondly, the district has adopted the use of Case assessments throughout the school year. These assessments are modeled off of the state assessment. We administer these assessments three times throughout the school year. The data is disaggregated and sent back to each school in the district for analysis. We use the data from these assessments in a number of ways. For example, teachers determine how well students perform on the Depth of Knowledge from each item. Depending on how students score in each category, this allows the teachers to determine which category of items to focus on – DoK 1, DoK 2, or DoK 3. Also, each test question is based on a specific objective listed in the pacing guide and curriculum. Therefore, teachers can determine which student is having difficulty mastering specific objectives. Those specific objectives are then retaught to those students either during class time or during a special tutorial at the end of the day. This tutorial is used also for students who are scoring in the lower two criterion categories: Basic and Minimal. Teachers use test data to pinpoint the areas of weakness these students are experiencing and then create individualized lessons for those students.

Thirdly, the data is used to reward students for their academic successes. We use positive reinforcement with those students who show growth throughout the school year through the use of “benchmark parties.” Any student who shows significant growth, even if they do not move to the next criterion category, is allowed to attend the parties. Also, those students who consistently score in the highest criterion category (advanced) are invited to the party as well. Students who score higher on their previous assessments are eligible to attend the parties as well. The activities that take place at these parties are decided upon by the student body, which creates a sense of ownership and buy-in among the students.

Fourthly, Science and Social Studies teachers dedicate 15 minutes of their instructional class time each period to re-teaching math and language skills through mini-lessons. This is accomplished in addition to already integrating reading skills in their daily lessons. This is done three to four days a week, depending on how well the students on a specific hall score on the latest benchmark assessment. To accomplish this, the Math, Reading, and English teachers on each hall use their test data to communicate to the Science and Social Studies teachers what specific skills and objectives need to be taught in this 15 minute mini-lesson.

It is vitally important to the success of Lovett that parents and the community at large are constantly informed about the progress their students are making. This is accomplished by the use of flyers and student letters, a district-wide email system, internet and website announcements, and the local newspaper. These methods are in addition to the traditional phone calls, emails, and parent-teacher conferences. Last year, Clinton rented large billboards throughout the Jackson-Metro area stating that Clinton Public Schools was the only district with an “A” rating.

3. Sharing Lessons Learned:

It is important to share ideas with other schools in the district as well as other districts in the state and beyond. Schools within the district hold vertical alignment meetings with teachers of ascending and descending grades. For example, at the beginning of this year, the district's 6-12 grade English teachers met at the high school to discuss upcoming Common Core challenges. Follow-up meetings were held at the beginning of the second semester after Christmas break. Another good example is the Administrators' Retreat. The district holds an administrator's retreat at the beginning of each school year. Here, administrators network and share best practices with each other. Concerns and upcoming initiatives are discussed and mapped out for the upcoming school year. Another example of inter-district communication and sharing is our monthly principals' meeting with the superintendent. Important district news, directives, and information is disseminated to the school principals and then given to the individual schools. Teachers are also able to voice concerns through the use of the Superintendent's Advisory Committee (SAC). This committee meets monthly with the superintendent where concerns and questions are addressed to the superintendent for consideration. Also, the superintendent gives information out to the teachers through this committee as well.

Earlier this year, Lovett hosted a delegation of administrators and teachers from Clarksdale Schools. We discussed such issues as scheduling, Common Core initiatives, MCT2 testing strategies, and school-wide discipline policies. This past summer, Clinton Public Schools administrators participated in the Summer MASS (Mississippi Association of School Superintendents) Conference. Topics discussed centered around implementing Common Core and legislative issues. This past winter, the principal of Lovett Elementary attended MAMLE's (Mississippi Association for Middle Level Education) Winter Conference. Issues focused on bullying, Common Core initiatives, brain-based learning, and best hiring practices.

4. Engaging Families and Communities:

Studies have shown that vibrant, involved, and supportive parental and community support is vital for school and student success. Lovett strives to keep lines of communication open with parents and the community in order to create a positive, supportive environment for our students and staff. There are several ways this is accomplished. First, Clinton Public Schools uses an email program called "Key Communicator." Parents and community members can sign up for this email newsletter and receive the latest news in the district. Secondly, Lovett and the district are working on a new attendance notification system. This system will notify parents by email if their child is marked absent at school. Thirdly, the district is also planning on using a text notification on a trial basis. The text notification would alert parents by text on emergency situations like inclement weather or a school fire. Also, Lovett keeps an accurate, updated website monitored by a trained on-site school webmaster. This website not only posts important announcements and updates, but also serves as a hub for teacher websites. Parents can observe attendance and grades from this website. Also, assignments are posted weekly on the website for parents to check.

In addition to digital media, Lovett prides itself on face-to-face communication methods, and we believe this is the most effective means of communication. Every year in the spring, Lovett holds an Open House for upcoming 6th graders. The principal covers issues like the school vision and mission, school day procedures, grading policies, and scheduling policies. Also, Lovett hosts a Back-to-School Night every fall. This meeting is held for the parents of students who are presently attending Lovett. In this meeting, we reiterate the goals, mission, and vision of Lovett Elementary. Parents are given the opportunity to meet their child's teachers and administrator. This is also a prudent time where we discuss the importance of state testing and accountability, and the high expectations that we place on every student to perform at their highest level possible.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Lovett uses a rigorous curriculum based on the state standards as its vehicle to prepare our students for not only the next grade, but to prepare them to think responsibly and critically for the rest of their lives. We also design our curriculum in such a way that it can be easily tested in order to measure the effectiveness of our teaching. To achieve this, Clinton Public Schools has partnered with Case Assessments. This company designs pacing guides and testing materials based on our state-based curriculum. In other words, we give them our curriculum and they in turn devise pacing guides, in which objectives are organized in a four 9-week grading period. Case also develops sample tests based on the pacing guides, called benchmark assessments, that Lovett administers throughout the year. In this way, we can monitor the instruction of our teachers. Teachers also meet regularly in their professional learning communities to discuss strategies for improving the instruction of curriculum.

For reading, instruction is largely based on the National Reading Panel Reports. The overall goal of reading at Lovett is not just for students to become functional readers, but, more importantly, to become independent readers. District benchmarks are used in a pacing guide to ensure that Lovett students achieve and exceed their AYP. These benchmarks are taught in a circular, or looping method, where objectives and skills are introduced repeatedly throughout the year, but with increasingly difficult texts. Reading instruction is systematic in nature, incorporating a holistic approach to reading, which is also based on Common Core standards. Mississippi is in the process of adopting the Common Core State Standards, and Lovett has already begun the transitions to those standards by incorporating them into our curriculum. Also important to success in reading at Lovett is the use of high-interest novels with hands-on, project-based instruction. Students are more apt to retain skills and criteria from subjects that interest them. Finally, Lovett has both a regular reading class and an honors reading class. In this way, we can challenge and provide enrichment to the higher achieving students and provide remedial opportunities for those students who may struggle with certain concepts or who may have not been taught certain important skills in previous school years.

The Math curriculum is based on two separate criteria: the 2007 Mississippi Mathematics Frameworks and the Common Core State Standards. Major emphasis is placed on higher order thinking skills. Methods of instruction include cooperative work, independent practice, and direct instruction. Instructors teach problem solving skills using technology like internet sites, individual laptops for students, Mimio products, and Smartboard equipment. Like reading, Lovett offers two tracks of math courses. Students who achieved advanced test scores in the previous school year are eligible to take pre-algebra. As with reading, our students are constantly monitored on their progress. Lovett uses AIMSweb to check the academic progress of all of our students. AIMSweb helps to identify students who are in need of additional help.

Science and Social Studies also follow state curriculum standards. Both subjects are taught using innovative methods coupled with technology. The Science and Social Studies teachers work closely with other tested subject area teachers to support their instruction in Math and English/Language Arts/Reading classes. They are reading-based classes, in which a large portion of their instruction is dedicated to reading and critical thinking skills. Science teachers also apportion the first 15 minutes of class to basic math skills.

Lovett also offers three Exploratory classes: Music, Art, and Physical Education. Each student attends each class on a 12 week rotation. These classes offer students an introduction to extracurricular activities. In an effort to educate the whole child, these classes help students understand the importance of teamwork and self-expression.

The Clinton Public School District is moving to a 1:1 initiative with technology. This will result in each individual student in the district being issued an individual computer device. These devices at Lovett will take the form of Macbook Airs for each student. Teachers also use a wide variety of technological tools for instruction including Smartboards, Mobi's, document cameras, and streaming videos.

2. Reading/English:

Reading

Believing that no one method is superior in all circumstances of teaching reading, we scientifically based our literacy instruction on the National Reading Panel's Reports of the Subgroups to include novels and nonfiction passages. We reach our goals by instructing our students to become proficient readers by reading and by making reading instruction easy but not too easy. We create instruction that is functional and contextual, helping all students to become proficient readers and writers. Teachers make reading relevant by helping students learn to make connections and become independent readers. Our literacy program is goal oriented and systematic in how we approach reading instruction. We use our district benchmarks on a yearly pacing schedule to ensure that our students exceed their AYP (Average Yearly Progress). Through this systematic approach, we are able to build higher-level literacy skills. Teachers maintain the importance of helping students achieve a positive literacy identity through reading high-interest novels that are hands-on and relevant and are scaffolded so that each student feels successful. Believing that vocabulary is the key element in comprehension, daily instructional time is dedicated to vocabulary instruction thus increasing students' language proficiency. To ensure that growth is being met, teachers provide ongoing assessment through formative and summative assessment such as quizzes, rubrics, novel unit tests, one-on-one discussions, group discussions, classwork, and homework.

Students acquire foundational reading skills through daily vocabulary practice, echoic fluency reading, independent practice that is geared to their ZPD (zone of proximal development) through the AR program, and scaffolding based methods to help those with lower foundational reading skills. Lovett provides RTI (Response to Intervention) for students who are below grade level, an Honors Program for students who excel above grade level, and an Accent program for those who have been identified as gifted. RTI provides small group instruction for those students who have been deemed 'at risk' while Honors provides a more rigorous curriculum for those students who need an added challenge. Accent is taught in a small group format by a gifted certified teacher. The students go to each of these classes separately from their regular curriculum classes.

3. Mathematics:

The math curriculum at Lovett Elementary supports the mastery of learning objectives outlined in the *2007 Mississippi Mathematics Framework Revised* and the Common Core State Standards, with an emphasis on higher order thinking skills. By providing direct instruction, cooperative learning opportunities, and time for independent practice, students at Lovett Elementary discover mathematical concepts in ways that make them relevant to the students' everyday lives. Technology plays a large role in mathematics instruction too. Teachers utilize many Internet resources, laptops for students, and Mimio products in the classroom. These methods were chosen to both engage the students and enhance overall problem solving skills.

The math department meets regularly to discuss best practices and strategies. We also work together to develop pacing guides, lesson plans, lesson materials, and common assessments. We do this to ensure consistency throughout the department. This team collaboration not only unifies our department, it allows us to enrich our teaching styles by learning from each other.

Mathematics instruction is data driven. Students are assessed at the beginning, middle, and end of the year using AIMSweb, a product of Pearson. This program helps to identify students who are struggling and in

need of additional help. A full time Math Interventionist provides students with a small group setting as well as an individually diagnosed intervention plan. Classroom teachers also use data from quarterly benchmark assessments to provide remediation. Before school, after school, and seventh period tutorials are offered on a daily basis as well.

While Lovett Elementary houses only sixth grade students, both sixth grade mathematics and honors pre-algebra are taught. Students who achieved advanced test scores in the fifth grade are recommended for honors pre-algebra in the sixth grade. These students are provided with a more rigorous curriculum to accommodate their needs. Cooperative learning plays a large role in the honors courses. Honors students explore and discuss in depth approaches to various new and exciting Mathematics topics.

In addition to a highly qualified Math Interventionist, Lovett Elementary is comprised of three highly qualified Math teachers. Each of these teachers is certified to teach both elementary and high school level Mathematics, and use this knowledge to prepare students for upcoming Mathematics courses. The Math Department at Lovett Elementary corresponds regularly with the Math Departments at each of the upper level schools in the Clinton Public School District, ensuring students are prepared for each level of their Mathematics education.

4. Additional Curriculum Area:

The social studies curriculum for sixth grade encompasses the study of the geographic areas of Canada, Latin America, Central America, the Caribbean, Mexico, South America, and Antarctica. The content of these areas contain their culture, climate, vegetation, animal life, history, and customs. Geography skills are incorporated into the curriculum as well. These skills include calculating latitude and longitude, comparing maps, interpreting time lines and graphs, studying climographs, and measuring distance and scale. Our Social Studies teachers also cooperate with our reading teachers to help build critical reading skills, specifically research-based reading. To target weak comprehension, our teachers usually read all lessons in class and always discuss orally. After the second semester to help build independent reading, Social Studies teachers instruct students to read more at home and silently in class. In order to develop the students' vocabulary, every unit of instruction has vocabulary words the students must learn. Students write the definitions, and engage in review activities to encourage students to study outside of class. Review activities are used not only to help students learn the material, but also to build teamwork skills. They know their team is depending on them. Because some students are kinesthetic learners, students construct about 4 projects per year that count as a test grade. Students research using textbooks, encyclopedias, magazines, online resources, and videos. Our Aztec villages and 3D South America maps are two examples of hands-on projects. Visual learners react well to the lessons because often times Lovett's teachers will act out scenes from historical time periods. Teachers also use document cameras displaying bell work, maps, and graphs. The Social Studies department also uses several short videos from Learn 360 to enhance student learning. Critical thinking questions are developed and discussed based on the footage observed by the students.

5. Instructional Methods:

Lovett Elementary differentiates instruction in a variety of ways in order to meet the needs of all of our students. Lovett Elementary is fortunate to have two Intervention teachers on staff housed at our school. These teachers are highly qualified and trained to address the needs of our lower performing students. Students must meet a set of criteria in order to be considered for Interventions. First, they must score in the Minimum criterion level on the Mississippi Curriculum Test, 2nd Edition (MCT2) in 5th grade. Secondly, they must have failed one grade from Kindergarten to 6th grade. Thirdly, they must show that their academic struggles are not due to behavior or lack of effort. Finally, data from AIMSweb and STAR reports are reviewed by the academic support team. If effort or behaviors are factors, then those students are referred to the behavior support team. All students are constantly screened for intervention services throughout the year to help ensure no child is academically left behind.

Lovett's gifted program is called ACCENT, and is supported by the Mississippi Association for Gifted Children (MAGC). ACCENT encourages life-long learning and seeks to refine and further the skills gifted students are taught in the normal classroom setting. Students are taught critical thinking skills and innovative methods of discovery to solve complex problems. Teamwork is also taught and encouraged throughout the curriculum.

Lovett also offers an honors track in Reading, English, and Mathematics for those students who qualify. The two qualifications are that the student scores in the Advanced criterion level and that they maintain an overall "A" (90%) average from fifth grade. Students must also maintain at least a "B" (80%) average within the first nine weeks. The curriculum in the honors track is more rigorous, and challenges the students to think critically and exposes students to a deeper level of knowledge in order to accommodate their needs.

6. Professional Development:

Lovett places great value on professional development. Our goal of professional development is to sharpen the effectiveness of teachers and leaders who are engaged in the teaching and learning process. The intent is for all staff to learn and apply new knowledge and skills in order to be a more effective professional. All professionals participate in professional development, including doctors, engineers, architects, and scientists. It is only natural that teachers do the same. We align our professional development activities with the goals of the school district – "Excellence is the Only Option" in a way that will be meaningful to our staff, in order to achieve ownership and buy-in. Lovett conducts professional development in three ways.

First, Clinton Public Schools has partnered with PD 360. PD 360 is an online community, much like a social network, except it is for professional teachers and administrators. It not only provides a networking capability for teachers across the nation in which to engage, but it provides a massive library of video resources and motivational tools as well. Lovett's teachers are required to log at least 5 hours worth of videos throughout the school year for which they receive CEU's.

A second way Lovett conducts professional development is through in-house faculty meetings. Teachers develop topics to discuss with the rest of the staff. These topics may include a new teaching method, classroom management strategy, or a new piece of technology with which to share.

The final and most important method of professional development is carried out through the use of professional learning communities, based on the book *On Common Ground*, edited by Rick DuFour. PLC's are arranged at Lovett according to subject area. Each PLC has an opportunity to meet every day for approximately one hour. The principal allows the PLC's to meet on their own time in order to ensure flexibility and productivity. While the subject matter of the PLC's are not dictated by the school administrator, minutes of each meeting are provided to the administrator for review.

7. School Leadership:

The principal's philosophy of leadership is an amalgamation of several different types. The most important quality a leader must possess is character. Character is that aspect that binds all the other possible qualities together. A leader without character will not be able to sustain respect and dependability. A second quality is servant leadership. As Robert Greenleaf once said, the servant leader is servant first. Applied to schools, the leader is more concerned with the needs of others first, which in turn garners the respect of his/her subordinates. A servant leader also shares power. This is fleshed out at Lovett through the practice of delegation of authority. Though there is only one principal, the decision-making process is carried out through the cooperation of the principal with the hall chairs. Though the principal may disagree with members of his/her staff, the principal will always give them the opportunity to express themselves. However, once a decision is made, everyone must fall in line. This does not mean

that a decision cannot be reviewed, but there should be an orderly process for that review. A servant leader provides the tools and training a teacher needs to accomplish a task, and gives them the space, time, and support needed to complete the task. Because, as a servant leader, the principal at Lovett is interested in the development of his staff, the principal can create buy-in and a sense of ownership among the teachers and staff. The decisions of the school are not his ideas, nor are they the staff's ideas – they are everyone's ideas. The principal believes that openness to the ideas of others is a better method of decision-making than outright dictation. This means that the ability to listen is paramount to the success of Lovett Elementary. If “Excellence is the Only Option” for students at Lovett Elementary, then the best way to achieve excellence is through teamwork.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: Mississippi Curriculum Test

Edition/Publication Year: 2nd Edition Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Above	81	75	72	69	59
Advanced	30	23	19	15	13
Number of students tested	352	359	347	355	369
Percent of total students tested	99	99	99	99	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Above	73	66	63	50	43
Advanced					
Number of students tested		152		106	106
2. African American Students					
Proficient and Above	73	67	62	58	47
Advanced					
Number of students tested		188		185	183
3. Hispanic or Latino Students					
Proficient and Above					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient and Above					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient and Above		40			
Advanced					
Number of students tested		10			
6. White					
Proficient and Above	92	84	86	82	73
Advanced					
Number of students tested		148		158	154
NOTES:					
The school was unable to obtain the missing subgroup data. The data in the tables was provided by the state of Mississippi.					

13MS2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: Mississippi Curriculum Test

Edition/Publication Year: 2nd Edition Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Above	86	79	74	74	66
Advanced	31	18	16	16	17
Number of students tested	352	359	348	360	370
Percent of total students tested	99	100	98	99	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Above	77	69	61	58	50
Advanced					
Number of students tested		145		103	106
2. African American Students					
Proficient and Above	81	70	61	63	53
Advanced					
Number of students tested		179		184	183
3. Hispanic or Latino Students					
Proficient and Above					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient and Above					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient and Above		Masked			
Advanced		Masked			
Number of students tested		8			
6. White					
Proficient and Above	93	91	90	87	81
Advanced					
Number of students tested		144		158	155
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
The school was unable to obtain the missing subgroup data. The data in the tables was provided by the state of Mississippi.					

13MS2