U.S. Department of Education
2023 National Blue Ribbon Schools Program

[X] Public or [ ] Non-public

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

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

Official School Name Potter Gray Elementary School
(As it should appear in the official records)

School Mailing Address 610 Wakefield Drive
(If address is P.O. Box, also include street address.)

City Bowling Green   State KY   Zip Code+4 (9 digits total) 42103-1599

County Warren

Telephone (270) 746-2280   Fax

Web site/URL https://pottergray.bgreen.kyschools.us   E-mail william.brown@bgreen.kyschools.us

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

_____Date_____
(Principal's Signature)

Name of Superintendent*_ Mr. Gary Fields_____E-mail_gary.fields@bgreen.kyschools.us_____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Bowling Green Independent School District   Tel. (270) 746-2200

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

_____Date_____
(Superintendent's Signature)

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

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

_____Date_____
(School Board President's/Chairperson's Signature)

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

*Non-public Schools: If the information requested is not applicable, leave blank.

PART I – ELIGIBILITY CERTIFICATION

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

1. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.

2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2023 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.

3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.

4. The school has been in existence for five full years, that is, from at least September 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.

5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.

6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award.

7. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.

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. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

12. 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.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2022-2023) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):

   5 Elementary schools (includes K-8)
   1 Middle/Junior high schools
   1 High schools
   0 K-12 schools

   7 TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district**.)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: https://nces.ed.gov/ccd/schoolsearch/ (Find your school and check "Locale")

   [ ] Urban (city or town)
   [X] Suburban
   [ ] Rural

3. Number of students in the school as of October 1, 2022 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Students
PreK	0
K	70
1	54
2	76
3	76
4	66
5	82
6	0
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	424

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of   0.5 % American Indian or Alaska Native
    the school (if unknown, estimate):   5.2 % Asian
                                            6.8 % Black or African American
                                            4.7 % Hispanic or Latino
                                            0.5 % Native Hawaiian or Other Pacific Islander
                                            75 % White
                                            7.3 % Two or more races
                                            100 % Total

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

5. Student turnover, or mobility rate, during the 2021 - 2022 school year: 6%

    If the mobility rate is above 15%, please explain:

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred **to** the school after October 1, 2021 until the end of the 2021-2022 school year	15
(2) Number of students who transferred **from** the school after October 1, 2021 until the end of the 2021-2022 school year	9
(3) Total of all transferred students [sum of rows (1) and (2)]	24
(4) Total number of students in the school as of October 1, 2021	392
(5) Total transferred students in row (3) divided by total students in row (4)	0.06
(6) Amount in row (5) multiplied by 100	6

6. Specify each non-English language represented in the school (separate languages by commas):

    Bosnian, Kannada, Liberian English, Malayalam, Pashto-Northern, Phonpians, Spanish, Telugu, Urdu, Vietnamese, Thai

    English Language Learners (ELL) in the school: 4 %

                                                             17 Total number ELL

7. Students eligible for free/reduced-priced meals: 32 %

                Total number students who qualify: 134

8. Students receiving special education services with an IEP: 10 %
   Total number of students served   44|

   Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP should be reflected in the table below. It is possible that students may be classified in more than one condition.

5 Autism	1 Multiple Disabilities
0 Deafness	0 Orthopedic Impairment
0 Deaf-Blindness	5 Other Health Impaired
4 Developmental Delay	4 Specific Learning Disability
0 Emotional Disturbance	23 Speech or Language Impairment
0 Hearing Impairment	0 Traumatic Brain Injury
0 Intellectual Disability	0 Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 3 %
   Total number of students served: 11

10. Number of years the principal has been in the position at this school: 4

11. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	18
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	6
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	12
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

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

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

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	97%	97%	96%	96%	97%
High school graduation rate	0%	0%	0%	0%	0%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2022.

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

15. Indicate whether your school has previously received a National Blue Ribbon Schools award.
    Yes <u>X</u>   No ___

    If yes, select the year in which your school received the award.   <u>2009</u>

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

Potter Gray Elementary staff and families are committed to providing a caring, productive, learning environment in which all children can develop their abilities and talents to the maximum. Mission: All students achieve excellence as productive, responsible citizens.

17. Provide a URL link to the school's nondiscrimination policy.

https://www.bgreen.kyschools.us/required-notices

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

PART III – SCHOOL OVERVIEW

Potter Gray was established as part of the Bowling Green City School District in 1959. At the time we were the school built on the "edge of town" with pastures and trees surrounding the campus as far as the eye could see. Since 1959, the city of Bowling Green has grown to surround our school, which has created an established and sought after educational experience. The feeling of community and family is the most frequent compliment that we receive from parents, volunteers, visiting teachers, student teachers, and new staff members. "It's just different here," is the takeaway we hear most often when one of those individuals has the opportunity to spend time in our classrooms and in our halls. The tradition of what it means to be a Potter Gray student, teacher, staff member, and parent plays a large role in our school's culture and engaging school climate.

Currently, we welcome 424 students in grades K-5 into our building each day. Our 52 faculty and staff members are a blessing to work with and all understand what it means to work at Potter Gray. As the community has grown, so has the city of Bowling Green, creating a unique situation for our school population. Close to 33% of our school boundary has become business or public land, which decreases the opportunity for families to live within our school district. However, Potter Gray's alumni base and community are very close and families have a desire to send their children to Potter Gray. In part due to the School Choice Law (HB 563) signed into legislation in 2022, as well as previous agreements between the districts of Bowling Green and Warren County, Potter Gray currently has 230 resident students and 194 (45%) non-resident students enrolled in grades K-5. Part of what makes Potter Gray special is that we have students and families who want their children to attend our school and have experiences that they had growing up. Our family members are very engaged and many of them volunteer their time to the school either through the Parent Teacher Organization or through serving as a volunteer in their child's classroom. Not only is our Potter Gray community a location that surrounds the physical building, but it is also a community that comes together from all parts of Bowling Green and its surrounding counties.

We believe students are to be challenged academically through rigorous, high-leveled learning experiences and in order to do that, our school must be a safe place where students can reach their full potential. Our teachers use engaging strategies that get students to talk and ask questions during lessons. Our teachers use evidence based curriculum (McGraw Hill Wonders Reading, Illustrative Math, & TCM Science and TCM Social Studies) and supplemental resources to provide students the opportunity to master grade level state standards. Our Gifted and Talented/Primary Talent Pool (GT/PTP) program also provides consistent and innovative instruction for our identified students. We value students that accept responsibility for their behavior and show tolerance for the diversity of others. Through Positive Behavior Instruction and Supports (PBIS), our students and staff are expected to carry themselves with respect and work to help others on a daily basis. Our school counselor and teachers teach these expectations and follow them with fidelity to ensure students have the opportunity to find success in the classroom.

Our students have the opportunity to participate in different extension or enrichment programs such as Jr. Beta, Academic Team, Choir, Strings, Gifted & Talented Leadership/Music/Art, Jump Rope Team, Student Technology Leadership Program, Fellowship of Christian Athletes, Odyssey of the Mind, and Friday Enrichment Opportunities (FEO). FEO is a program that has been implemented that provides students the opportunity to learn about different academic and culturally relevant subjects. Through FEO we currently have partnerships with Western Kentucky University's Potter College of Arts and Letters teaching Sociology, Criminology, World Language, and Dance; partners from the University of Kentucky Extension Offices teach cooking classes; and local business and companies teach students about the workforce and job opportunities in our community. These opportunities allow our students to work together outside of the classroom and engage our community in a constructive way. We have the desire to keep the students engaged and connected with the community they live in so that they gain an understanding of what it means to give back.

To close, we would like to share with you a comment from a parent who enrolled her two children in early March. "We knew moving from San Diego, California was going to be a big change for our family. When I asked family friends what school I should look at for my kids, they all said Potter Gray. I've been here for

an hour and this place feels like home. It's different from any school my kids have ever been to. I'm so excited for this to be their school."

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Reading/English language arts curriculum content, instruction, and assessment:

Literacy standards are addressed through the use of the Wonders curriculum, 95% Group, and Words Their Way. Our administrators and teachers were involved with the district in vetting these programs for validity, best practices, and alignment with the standards. We chose this curriculum as our core because it incorporates all five pillars of literacy and addresses our reading, writing, speaking, and listening instructional needs. Teachers from each grade level have been involved in standards alignment within our district and have played a vital role in creating literacy units for our curriculum map. They have collaborated with other literacy teachers in Communities of Practice (COPs) to develop these units based on power standards, which means they are the most crucial standards to master in order to have continued success. Our instruction is designed to meet the needs of all students, and then push them beyond their perceived capabilities. The curriculum is taught in each classroom at the K-1grade level along with being taught departmentally in grades two to five Administrators take careful consideration of teacher placement based on experience and expertise in each content area.

During the school year teachers collaborate, both horizontally and vertically, to discuss the literacy standards, plan lessons and activities, and analyze ongoing data from formative and summative assessments. This time is dedicated to look at how reading/writing instruction is scaffolded from grade to grade. Teachers analyze gaps from grade to grade and make a plan for filling those gaps and addressing the needs of our students. Teachers use guided whole group instruction to address the standards for all students. To ensure proficiency, teachers offer opportunities for students to apply learning in cooperative groups to enhance the lesson and activities by allowing the students to work through the content as a team.

Standards mastery is assessed three times per year with the iReady reading benchmark diagnostic. Teachers use the data from the diagnostic and determine how instruction will best meet the needs of their students. The students' strengths and areas of growth are analyzed in order to plan instruction that addresses our data. Teachers set goals with the students to engage them in their learning and assist students in making decisions based on their own data. Formative assessments are given on a regular basis to understand the instructional needs of their students. The iReady program also offers a student path of individualized lessons for each student. The individualized instruction path provides students with lessons appropriate for their academic capabilities and allows them to grow independently while still experiencing the productive struggle of being taught content on their ability level. Other formative assessments include fluency checks, phonics and word work, book study journaling, editing and revising written pieces, and conferencing. Summative assessments in literacy are included in the unit plan in which our teachers have participated in creating. Assessment data is used to determine if students have mastered the content or need more practice and review.

1b. Mathematics curriculum content, instruction, and assessment:

Grade level teachers across the district meet to collaborate and create a pacing guide, which analyzes each Illustrative Math (IM) unit and aligns the units based on Kentucky Academic Standards. COPs met during and after the COVID crisis to determine which standards to be power standards. In order to strive for equity, and to service a transient population, teachers have taken the state standards and shared curriculum resources to create unit plans which are used to guide their individual plans.

The curriculum is taught in each classroom at the k-first grade level along with being taught departmentally in second through fifth grades. The IM curriculum allows for students to participate in number talks, whole group instruction, and then individual practice toward the end of the lesson block. Students interact with each other using the vocabulary and work to problem solve collaboratively. Utilizing the IM curriculum K-fifth vocabulary with fidelity creates an alignment and routine for our students. This is a common practice in all math classes so as students progress through grade levels they engage in more student lead learning. Teachers utilize center rotations to also provide individualized leveled instruction for all students. The

opportunity for all students to work with the teacher at their mastery level provides them with the ability to work on rigorous activities that challenge their learning.

Throughout the school year benchmark data are collected three different times using the iReady assessment for math. These benchmark assessments provide a breakdown of standards mastery for each student. As these data become available, teachers and administrators meet to discuss student performance and make decisions on what standards need to be addressed and how to move forward with grade level unit plans. The iReady program also offers a student path of individualized lessons for each student. The individualized instruction path provides students with lessons appropriate for their academic capabilities and allows them to grow independently while still experiencing the productive struggle of being taught content on their ability level.

Teachers use many different types of formative assessments throughout the year; some examples are (but not limited to) bell ringers, exit slips, class work, number talks, and individualized pathway instruction. These assessments are derived from the summative assessment and provide specific feedback in a timely manner. Formative data are used to guide their instructional groupings, lesson plans, and standards that need to be retaught. It also serves as a communication tool for parents as to how their child is performing. After the units are taught, the summative assessment is administered and the data are collected. Our teachers then analyze the data to make informed decisions on how to move forward with the next unit. Sometimes lessons need to be retaught, and we understand that is okay. Our goal is for all of the students to master the power standards that are taught within this subject area.

1c. Science curriculum content, instruction, and assessment:

The power learning standards and Next Generation Science Standards are addressed using a variety of curriculum materials. Project Lead the Way, Generation Science, Mystery Science, and Teacher Created Instruction (TCI) are available resources used to teach the standards at each grade level. Our focus is to provide content learning through activities that foster investigating, problem-solving, and critical thinking to make real-world science connections.

Kindergarten and first grade classes are self-contained and integrate the science content within their reading curriculum. Kindergarten students master the concepts of force and its interaction, the ecosystems of animals and plants, as well as weather and climate. First grade students work to master different types of light and sound waves, patterns and cycles of space, and the structures and properties of matter. In order to make cross curricular connections, all concepts are integrated into our reading units; therefore, learning objectives connect with the literature and provide hands-on, project-based learning opportunities as well.

Grades two-five are departmentalized, and students have a designated class period for science instruction. The variety of curriculum resources at these grade levels also encourages acquiring knowledge and skills through project-based materials and learning. Students work to master the concepts of ecosystem relationships, the processes that shape the Earth, life cycles, weather and climate, energy, wavelengths, and more. This learning culminates with an opportunity to develop and apply their science knowledge as they attend Space Camp in Huntsville, Alabama in fifth grade. Students apply their knowledge of science, technology, and engineering in astronaut training techniques using equipment adapted from NASA's astronaut program.

Teachers and administrators meet regularly to evaluate student progress toward mastery of grade-level standards. Teachers collect assessment data from grade level formative and summative assessments to provide context to student performance. These conversations take place during Professional Learning Communities (PLC) and instructional coaching sessions.

1d. Social studies/history/civic learning curriculum content, instruction, and assessment:

The learning standards for social studies are addressed using the Teacher Created Materials (TCM) and Teachers Curriculum Institute (TCI) Social Studies Alive! resources. Teachers have taken the state standards and the curriculum resources to create unit plans that are used to guide their individual lesson plans. The

Kentucky social studies standards are different from other states as we expect students to participate in inquiry-based learning and rely heavily on understanding primary and secondary sources that require a high degree of student literacy understanding. In grades K-1, teachers take the curriculum and integrate it with the Reading curriculum so that students can make connections with the passages or subjects they are being taught with emphasis on foundational vocabulary. This has allowed our students to make better real-world connections as well as have a better understanding of cultures from around the world.

In grades two to five, students have an individual class where they are taught their grade level standards. The teachers and administrative team meet on a regular basis for PLC meetings to discuss student progress and data. The team uses student data to deliberate on what aspects of the curriculum, lesson plans, and activities need to be adjusted to improve student achievement. The types of formative assessments that are looked at are daily exit slips, unit practice tests, and student projects. Summative assessments have provided us with the ability to see if students are able recall and apply their learned knowledge while making real life connections to the information being taught to them. As a staff we analyze student data during team meetings to understand current student mastery. We also take the time to discuss what patterns we are seeing in students' responses. This allows our teachers to focus on the standards that need improvement and or adjustments to their instruction.

1e. For schools that serve grades 7-12:

1f. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

Visual and performing arts are very important to our students' growth and development as high performing individuals. All students in grades K-5 have access to our regular music and visual arts classes two times in a three-week period. These classes are 45 minutes in length, which allows the teachers to provide rigorous instruction within these areas.

Each visual and performing arts teacher uses their state and national standards to guide their instructional practices. The teachers receive annual professional development opportunities to collaborate with their colleagues as well as find different programs/activities that will increase student engagement in the arts. As an additional opportunity we have a fourth-fifth grade choir and a fourth-fifth grade strings program, which meet weekly. We also have a fourth-fifth grade Gifted and Talented (GT) Visual Arts course that meets monthly. These opportunities provide a greater in depth opportunity for those students who have been identified in the arts to refine their skills within that area of the arts.

2b. Physical education/health/nutrition

Physical education (PE) opportunities are provided to all students in grades K-5, twice during a three week period. These classes are 45 minutes in length to allow the teacher to provide rigorous instruction within these areas. Each physical education teacher uses their state and national standards to guide their instructional practices. The teacher also provides students with the opportunity to make connections to living a healthy lifestyle. Students are engaged in quick fitness exercises that they are encouraged to do outside of school to stay active and engaged in physical activity.

All students also have the opportunity to participate in a health and nutrition course provided during our enrichment time once per month. A general education teacher takes on 20 students in each course (two courses per enrichment time) that meets four times a semester and teaches them about proper health and

nutrition habits. The course covers everything from understanding how to read the nutrition label on food products to understanding what exercises help burn calories during a workout.

2c. Foreign language(s), if offered (if not offered, leave blank)

2d. Technology/library/media

Students in grades K-5 participate in library classes each week. Each class is 45 minutes long. Every third week, students get an extra library class that is also 45 minutes long. During these classes, students learn to become information literate so that they can take charge of their own learning and find reliable research to support answers to their questions. The library media specialist collaborates with classroom teachers and their curriculum so that the library is a place to extend their learning. Students learn a variety of library topics and skills (library organization, literary genres, book awards, etc.) and they participate in read alouds and book talks to cultivate their love of reading. Students have the opportunity to collaborate with one another in small group stations to perform research, read, experiment, and create in makerspaces centers.

Technology is a crucial part of our curriculum as well. Students learn imperative digital citizenship skills and how to be safe on the internet. Students learn to use Google apps as well as coding skills to enhance their educational experiences. Students practice these skills weekly in our computer lab.

2e. Any other interesting or innovative curriculum programs you would like to share

We have a dedicated Science, Technology, Engineering, Art, and Mathematics (STEAM) lab for students to be innovative and use critical thinking skills. Teachers have access to a STEAM toolbox that allows them to plan lessons based upon technology and or resources located in the lab. Students also have a wide variety of STEAM-related opportunities in our Friday Enrichment Opportunity (FEO) classes.

FEO are scheduled one time per month and are broken down into two, one-hour course segments. FEOs allow students to engage in learning opportunities that enrich the core concepts they are learning about in the general education setting. Classes such as Coding Camp, Rockin' Robots, and Escape Rooms all incorporate STEAM resources. We also partner with Western Kentucky University (WKU) to teach a Sociology/Criminology course along with a Ballet Basics course. A pair of volunteers from the UK Extension office helps teach a cooking course along with local business men and women who meet to teach a Local Business Opportunity course. FEO classes allow students (and teachers) the opportunity to broaden learning experiences through unique, hands-on, and creative activities that would not ordinarily be a part of our school day with other students across different classes and grade levels.

3. Academic Supports

3a. Students performing below grade level:

Students performing below grade level benefit from our Multi-Tiered System of Supports (MTSS) and a focus on positive relationships. Teachers keep a constant finger on the pulse of student progress toward standard mastery. If a student demonstrates inadequate progress (below 20% on benchmark assessments and little to no progress on curriculum measures), then teachers employ a variety of strategies to help students who are struggling to gain better access to the curriculum. If the student continues to not demonstrate progress over six to 12 weeks, then the student is referred to our Data Analysis Team, which includes our principal, Instructional Coach (IC), and team teachers.

The team reviews multiple sources of the students' data, and if appropriate instruction and time have not resulted in improvement, then the student is placed in the second Tier of our MTSS for intervention, in addition to continued participation in Tier 1. Parents are key members in their child's education team and are kept informed in the process. Tier 2 provides specific instruction in any area(s) of deficit: academic, social/emotional, behavior, and/or speech/communication skills. Academic support is provided by trained

intervention staff; social/emotional support is provided by our school counselor, who runs various social skills groups; and speech/communication support is provided by our Speech/Language Pathologist (SLP) or a trained assistant.

Meetings are held by the team at the sixth data point to review progress monitoring data and make any needed changes in delivery. If after the sixth progress monitoring data point the student is not showing growth, then the student is moved to Tier 3 intervention. A Tier 3 plan is created and tracked in our data system, housed in EduClimber, and utilizes various FastBridge assessments. Tier 3 support is provided by the intervention staff, and progress monitoring, specific to each student's Tier 3 plan, is gathered. If subsequent changes to instruction and consistent support do not result in the student demonstrating growth, then an Admission and Release Committee (ARC) considers if the student is eligible for additional services, which fall under Special Education (please refer to section 4c: Students with Disabilities).

3b. Students performing above grade level:

Students performing above grade level receive tailored instruction to meet their academic level in and out of the regular classroom. Tier 1 instruction is provided to the whole student population in reading, writing, math, social studies, and science. Potter Gray has a culture of excellence and most of our students have the innate drive to be successful in their academic career.

Teachers pre-assess units to determine if students have already mastered the unit standards. After analyzing data from diagnostic assessments, students identified as above level have opportunities to be challenged. Teachers use this information to drive guided, independent, and collaborative instruction for those students. Groups of students are created to differentiate instruction for more challenging activities (higher level vocabulary, individual or small group projects, use of technology, etc.).

Our math teachers engage students in problem solving activities, project-based activities, and digital activities to provide rigorous learning opportunities. Teachers also collaborate and provide an opportunity for students who demonstrate grade level mastery and self-sufficiency to flexibly move between grade levels in order to access a more rigorous level of curriculum.

Reading teachers offer opportunities for students to read books at a higher level and engage in activities and projects that align with those texts. These students are able to work through the standards at a more rigorous pace with higher level texts. Teachers access higher level texts through programs such as Newsela, CommonLit, NewsQuiz, Epic books and Reading A-Z.

3c. Students with disabilities:

Potter Gray follows the Kentucky Department of Education's requirements for identification, evaluation, qualification, and education of students for special education services. Each member of the ARC is valued for his/her input in developing the best plan for the student. Each student's Individualized Education Plan (IEP) is uniquely tailored to match the student's needs; goals for specially designed instruction reflect Kentucky learning standards and are modified to the student's level of support.

Our school has shown an achievement gap greater than 10 percentage points in the area of Reading and Math for the 2021-2022 school year on the Kentucky Summative Assessment (KSA). All students scored 73% proficient/distinguished (P/D) in Reading, compared to students with a disability scored 35% P/D. In Math, all students scored 62% P/D in Math, compared to students with a disability scored 20% P/D.

A prevailing attitude of care and encouragement emanates at Potter Gray, as students see each other as "class mates" and help to bring out the best in each other. Our students who have special needs are embraced, celebrated for their strengths, and assisted in their deficits. Potter Gray's special education teachers and support staff consistently go above and beyond in helping to create the most accessible, positive, productive learning environment. Every opportunity to participate in the general education curriculum is provided to each of our students so that they have access to the same educational experience as their peers. Through various supports, modifications, adaptations, and perhaps most important, our

incredible teamwork and supportive atmosphere, our students with disabilities are loved and show academic growth on an annual basis.

Academic needs for our students are addressed using research-based curriculum, strategies, materials, and resources to provide the most effective lessons tailored to address each student's IEP goals. Programs are selected to help align grade level standards to the needs of special education students. Some programs we use include 95% Group, Snap Math, WonderWorks, and various additional programs. To assist in behavioral training, an individualized interactive behavior program, Zoo U, is utilized. These carefully selected programs and plans serve as meaningful tools to address specific needs and cultivate growth in our students who have special needs.

3d. English Language Learners:

Our Multilingual Language (ML) students are identified at the beginning of their enrollment period and a Program Service Plan (PSP) is completed with the ML provider, the regular education teacher, the students' parents and a school administrator. The plan includes accommodations and modifications for the classroom settings and for state testing that is most appropriate.

Our ML students have the same access to co-curricular, grade-level programs as the general education students. We use multiple data points to determine placement in intervention programs, special education, Primary Talent Pool (PTP), and GT, as test scores are not indicative of the ML students' ability in all areas. Such indicators include benchmark testing, classroom performance, parent input, student interviews, and teacher recommendation. At the same time, special education services are available to ML students as the need arises. The MTSS and district special education procedures are followed to determine the individual needs of students. If a disability is suspected, the school will refer an ML student for evaluation after appropriate intervention services are used. Special care will be taken to ensure that language attainment is not misinterpreted as a disability.

Our school has shown an achievement gap greater than 10 percentage points in the area of Reading for the 21-22 school year. All students scored 73% P/D whereas the ML population scored 50% P/D on the KSA. We are excited that 50% of our students who are ML are scoring at proficiency; however, we are working to grow that number by providing intentional instruction and interventions in the areas of phonics, phonological awareness, comprehension, fluency, and test preparation. These are all areas where our students can build upon their current knowledge in order to move from below one cut line to above the next. All teachers are also trained in the Sheltered Instruction Observation Protocol (SIOP), which provides them a research based approach for developing instruction that is understandable for English learners.

3e. Other populations, if a special program or intervention is offered:

Potter Gray offers a GT program that provides services consistently. Students may be identified in general intellect, specific subject areas such as art, music, and leadership. Students in grades K-3 may qualify for Primary Talent Pool (PTP) services using a combination of qualifiers such as Cognitive Abilities Test (CogAt) screener, teacher or parent recommendation, anecdotal notes, student work samples, and benchmark scores. Fourth and fifth grade students qualify if they score at or above the 95th percentile in an assessed area on the CogAt and Iowa assessment. These modes of identification offer us a well-rounded picture of the student and their gifted capabilities. These measures allow our classroom teachers and our gifted teachers to enrich our students, based on their strengths and aptitude, by providing experiences in and out of the classroom including differentiated lessons, activities, project based learning, and field trips.

As stated in Section B, our students receive differentiated rigorous learning opportunities in their general education classroom. Our GT/PTP students, however, have an additional opportunity to meet their service plan. Students receive forty-five minutes a week of enrichment based on their academic/ability level and current grade level curriculum. Since these primary students are all showing an ability to learn at a faster speed and higher level, the gifted teacher uses enrichment areas where the students can apply their math, reading, social studies, and science skills through STEAM activities, logical reasoning and analysis, group projects, and many other activities. All of these activities are done while fostering the social and emotional

needs of the gifted student.

Students also can qualify for GT Music, GT Art and GT Leadership in grades four and five. Students qualify for these areas through the Gordon Music Assessment, student art work, and interviews for both music and leadership identification. These students are served through district level field trips and FEO courses specific to their identified area.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

A myriad of opportunities offered at Potter Gray help to develop our students as educated, productive, well-rounded citizens in a nurturing, positive climate. We have an outlet for creativity and growth for every student. For students who want to challenge themselves academically, we offer a highly competitive Academic Team and Jr. Beta Club. If one is interested in technology, the Student Technology Leadership Program (STLP) and STEAM lab provide an outlet. If a student enjoys creatively solving a problem with peers, Odyssey of the Mind gives them an opportunity. Students who enjoy more athletic pursuits love our very involved and well-trained Jump Rope Team. We also have volunteer-led Bike and Running Clubs that meet after school. For students musically inclined, we have additional strings and choir classes during the school day.

Enriching activities are presented to students on a daily basis or on a rotating schedule. Some students choose to start with "Morning Movers," a daily option to walk/run the track before school begins. Another daily opportunity for connection and relationship building is rooted in our PBIS incentives. PBIS has been a positive force for teachers and students by outlining clear schoolwide behavior expectations. Behaviors that earn a student a PAWS (P=problem solve; A=accept responsibility; W=work to help others; and S=show respect) slip exemplify our student mission, that we state together as a school each morning.

PAWS slips are collected and a quarterly drawing further rewards students with a fun afternoon event, such as ice cream and a movie in the gym, a walk to our local park/playground, or playing with the interactive projection screen in the gym.

Students also participate each morning in our morning assembly, "Good Morning Potter Gray" (GMPG). Our assembly fosters a strong sense of school spirit as we recognize individual and group achievement in school-related and outside activities where our students shine. Students receive honors, such as Accelerated Reader (AR) certificates, and "Star Leader" recognition, which showcases students selected each month by teachers as exemplifying our "PAWS" mission. The positive public recognition cultivates our climate of school spirit as we all celebrate each other's accomplishments. One of our beloved custodians has further incentivized good behavior specifically in the cafeteria by instituting the "Golden Spoon" award, which inspires responsibility for keeping our lunch tables and area clean.

Career Day, FEO, and Junior Achievement are other opportunities sprinkled throughout the year to expose students to special guest speakers, uniquely planned craft and creative activities, and hands-on lessons that are outside the normal schedule. The culture and climate at Potter Gray is one where each student is valued and encouraged to explore unique gifts and talents.

2. Engaging Families and Community:

The Potter Gray culture relies on our families and local businesses to be engaged and involved in our students' education. Their involvement and support allows our students to experience multiple opportunities throughout the school year.

The most present and engaged support system can be found with our Parent Teacher Organization (PTO). This organization is a substantial contributor to student successes through their support of teachers' needs, both financially and on a volunteer basis. The PTO's intention is to make teachers feel supported and appreciated. This is accomplished through monthly themed lunches provided by grade level families, gifts for holidays, social gatherings, and financial support for any materials needed for the classroom. This support acknowledges the hard work of our teachers and they are greatly appreciative.

Families are directly engaged in their student's learning by being connected with teachers through Class Dojo, weekly newsletters, and SendIT notices which are sent out by the principal. Our families are welcome to join their children during GMPG for celebrations, during breakfast or lunch, and for class parties as well.

Other opportunities for parents/family to participate are embedded in volunteer options, such as being a "Kid Caterer," which is assisting in the cafeteria during lunch, Book Fair volunteer, and an AR volunteer, who assists students in reading AR books and monitoring AR tests. At a minimum, parents also are engaged in parent-teacher conferences two times during the school year. There are countless conversations that take place monthly between a child's parent and their teacher about their academic progress.

Our Family Resource Counselor (FRC) works closely with our school counselor, local businesses, and mental health service providers to ensure students and families are provided with food, clothing, and any mental health resources needed. If a need arises, the FRC and counselor work with parents/guardians to connect with outside therapists during the school day. Another layer of behavioral support offered is through Primary Project, a program where general education teachers identify students who benefit from extra social skills and positive behavior support. Other providers visit Potter Gray to present "health focused" lessons, such as plays enacted by Kids on the Block (a puppetry non-profit whose mission is to provide ongoing education and prevention), and presentations by local dental and orthodontics professionals.

Our administration also works closely with WKU. We accept multiple student teachers each semester so we can train our future teachers to be excited about teaching. We want them engrossed in our positive, family-like culture so they feel supported as they navigate their student teaching process.

3. Creating Professional Culture:

The tradition of Potter Gray has long been viewed as a school of excellence. Sustaining this culture is challenging and requires us to listen to our teachers consistently so that we know how to support them in the classroom and with appropriate professional development (PD).

Each teacher has the opportunity to provide insight on what specific area within a subject that they are seeking growth during the year. Teachers are asked to be specific with their needs so that the administration can provide or find PD that has value to the teaching staff. Our teachers realize that because thought is given to their requests and needs, that implementation of their learning is vital to achieving their professional growth goals.

Follow-up PDs are also necessary throughout the school year. Our district began the implementation of COPs during the 2018-19 school year and because of the success of those meetings, we continue to offer them throughout the year. COP meetings provide the opportunity for content area teachers from across the district to come together and discuss their content standards, unit plans, strategies, and effective teaching techniques. At the conclusion of COPs, the teachers feedback has always been that these meetings are the best type of PD that they get during the year.

Our positive culture is also supported by the families and community members of both Potter Gray and Bowling Green. The leadership team collaborates with the PTO, local churches, and local businesses to provide layers of support to all staff members. Each month parents organize a treat or meal for the staff, local church members volunteer their time to help with administrative tasks (cutting out shapes, hanging student work, making copies, etc.), and local businesses provide new or additional things like coffee makers, classroom supplies, and more. Our teachers and staff feel and appreciate the support that they have from those outside of the teaching world.

Finally, our administration and leadership team relies on open communication, has a willingness to lead by example, is knowledgeable of the teachers and students, and works to build positive relationships with our families. We understand that our culture is part of what makes our school great and we put a lot of time and effort into making sure everyone has what they need in order to be successful.

4. School Leadership:

The leadership philosophy at Potter Gray is built on the foundations of positive relationships, trust, and effective feedback. Our success begins with the relationships we build first with our staff, and it starts with the principal. The principal has worked to build a positive rapport with the staff as a whole. We not only

support each other professionally but support one another personally. When family needs arise, our staff is there for them. This continues as we build relationships with our students and their families. We all understand that supportive relationships are necessary for our staff and students to achieve a high level of academic success.

Potter Gray's Leadership Team includes the principal, IC (instructional coach), School Counselor, FRC, and the secretary. Each of these roles has a direct impact on various areas of the school. The principal's role is to ensure that all teachers and staff have what they need (academic resources, physical needs, etc.) in order to be effective as the expert educator in their classroom. The IC leads the instructional conversations, research, and intervention needs for MTSS and GT programs. The school counselor's charge is to have a pulse on PBIS implementation, the progress of our special education goals, and to keep a pulse on the mental health of our students and staff. The FRC's charge is to connect families that may have a need that is affecting their students inside or outside of the classroom with community partners who can provide assistance for the child and family. The secretary, who is also the bookkeeper, ensures that enrollments, schedules, absences, financial paperwork, volunteer schedules, and many additional things are done correctly.

The School Based Decision Making Council includes teachers, parents, and the principal, and is responsible for reviewing and revising policies, procedures, and curriculum decisions throughout the year. These decisions are available for discussion through committees and parent input and feedback during the year.

Feedback is the third piece of the leadership philosophy and is vital for the continued success of our students. Effective feedback has the greatest impact on learning for both our students and our staff. When leadership gives our teachers effective, timely feedback to better our practice, the teachers then in turn provide effective feedback to our students and to their parents. These three things lead us to understand that striving for excellence is always worth the effort.

5. Culturally Responsive Teaching and Learning:

Potter Gray is located within a community of international diversity. Over 10% of the population in our community is foreign-born. Our district strives to promote equity for students and staff by recognizing and meeting the needs of our unique community. The front hallway of our school is decorated with thirteen flags representing the cultural backgrounds of our students. Several times throughout the school year we invite our students and their parents to present cultural holidays or practices that represent their home country. Meeting the academic needs of our students and celebrating our diversities are at the core of our mission at Potter Gray.

Our district supports equitable access to academics for all our students. Within our school ML students are learning English as a second, third, or fourth language. Simultaneously, they are learning rigorous academic content in the classroom. This approach ensures high learning expectations while accommodating the need for student support in English proficiency. Language instruction and progress monitoring is provided through an ML teacher who sees students in small groups.

As a staff, understanding and addressing diversity and equity is a priority. We have dedicated professional learning time for book studies on equity and bias. Part of our professional development has been learning the SIOP model and instructional framework. This model is built around culturally responsive teaching and learning. We actively review and discuss our curriculum units to ensure that key vocabulary is taught and stressed. It is important for us to provide our students with the understanding of why we are learning the content. Within the SIOP model, we are building background vocabulary and instruction designed to be culturally responsive.

In working to understand and support our diversity, we also understand that diversity at Potter Gray looks different from any school in our district. Many of our students from diverse cultures, choose to come to Potter Gray from other schools and adjoining school districts because of recommendations from their family or work colleagues. It is with this understanding that we love and embrace the backgrounds of our students and their families.

PART VI - STRATEGY FOR EXCELLENCE

Throughout the 64 years of Potter Gray's existence there is one educational practice that has stood the test of time and is still most instrumental to our school's academic success. That practice is parent, family, and community involvement with the whole child.

Earlier we shared our history and student enrollment is sustained by non-resident families electing to send their children to Potter Gray. The majority of those families make the decision for their child because of the culture and engagement we have with the community and our school's alumni. Our vision and mission have always been rooted in building effective and tangible relationships with our students and families. Over time this created a culture where the parents expect educational excellence. This excellence has been sustained over a long period of time because our parents are engaged in their child's education. Last year 73% of students had at least one in-person parent teacher conference, the other 27% were contacted via phone or messaging system. Our designated parent volunteers logged in at least 300 hours throughout the year. These data highlight their desire to be engaged.

As a result, a by-product of the impact and influence Potter Gray parents have had on their child's education is that our teachers understand the importance of providing students with a rich, rigorous and engaging learning experience where academic excellence is the expectation. Our teachers communicate the academic expectations of the students with the parents on a weekly basis. There are countless conversations that take place monthly between a child's parent and their teacher about their academic progress. This may not seem sustainable in other schools, however since the beginning this has been the expectation for the Potter Gray community. Our teachers understand this is normal and it is because our parents want their children to succeed and reach their full potential as a learner.

Finally our school and community partners are vital to our continued success. The Potter Gray roots run deep in the business community and we are blessed that many of them give their time and donate regularly. Forty eight different community businesses and organizations have given monetary donations to help our students experience enrichment opportunities to further their learning outside of the classroom. Our FRC office has also assisted 67 different families with basic needs ranging from clothing to food donations.

Engaging our constituents will always be the most instrumental part of continuing our success at Potter Gray.