

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 14 Elementary schools (includes K-8)
5 Middle/Junior high schools
4 High schools
0 K-12 schools
23 Total schools in district
2. District per-pupil expenditure: 7955

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: 7
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	16	9	25
K	44	57	101
1	73	55	128
2	54	64	118
3	87	69	156
4	76	76	152
5	75	70	145
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			825

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
5 % Asian
1 % Black or African American
2 % Hispanic or Latino
1 % Native Hawaiian or Other Pacific Islander
89 % White
2 % 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: 7%
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.	33
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	22
(3)	Total of all transferred students [sum of rows (1) and (2)].	55
(4)	Total number of students in the school as of October 1, 2011	805
(5)	Total transferred students in row (3) divided by total students in row (4).	0.07
(6)	Amount in row (5) multiplied by 100.	7

8. Percent of English Language Learners in the school: 5%
Total number of ELL students in the school: 37
Number of non-English languages represented: 14
Specify non-English languages:

Japanese, Spanish, Vietnamese, French, Chinese, Arabic, Malayalam, Oromo, Telugo, Hindi, Cantonese, Russian, Gujarati, Kannada

9. Percent of students eligible for free/reduced-priced meals: 12%

Total number of students who qualify: 103

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: 13%

Total number of students served: 106

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>13</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>7</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>12</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>50</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>4</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>17</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>4</u>	<u>1</u>
Classroom teachers	<u>35</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>13</u>	<u>3</u>
Paraprofessionals	<u>14</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>10</u>	<u>4</u>
Total number	<u>76</u>	<u>8</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%	97%	97%	97%	97%
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

“Choose Joy.” That was the motto of elementary teacher Shirley Mann. Seven years ago Mann Elementary opened its doors with the name of this great educator placed proudly on the front of our building. In order to follow in the footsteps of the school’s namesake, we needed to bring together students, staff, and community stakeholders in order to create our own unique identity. How would we do this and ensure high academic standards for all students?

It began with the staff coming together to create a common purpose and mindset that was rooted in the belief that the students must always be our first and foremost consideration in any and all decisions. This is reflected in our school mission statement: *“The staff of Mann Elementary is committed to creating and maintaining a caring, trusting, safe, and orderly environment where teaching is firmly focused on assisting students to become responsible successful learners.”*

Combining our “Choose Joy” theme with our desire for all students to succeed, we are proud to say that we have provided a positive, caring, and challenging learning environment where all students find success. To quote a 2nd grade student, “I was sick on Saturday for my game, but I am so glad I got to come to school today. This is the best school ever!” That is the greatest compliment we could ever receive. When you add that to the smiles on the students’ faces each day when entering the building, we know we have created a learning climate that truly is all about the students.

Our community and parents are just as pleased as the students to partner with Mann Elementary. The collaboration between home and school has proved to be a winning combination for our students. Each day you will find parents and community members volunteering in various capacities throughout the building. The school and parents share a common vision and will do whatever it takes to get these students career, college, and life ready. We are able to hold true to our Boone County School District theme of *Achieving Excellence Together*.

Since the school’s inception we have met and exceeded the state’s expectation of proficiency. State test results show that we have consistently performed in the top 10% of elementary schools across the state. The state of Kentucky implemented a new assessment system last year and we performed at the highest level of distinguished and were classified as a school of distinction. This great accomplishment is credited to a top-notch staff and strong parent involvement.

A few parents have gone above and beyond and completed the Governor’s Commonwealth Institute for Parent Leadership (CIPL) Program. The CIPL parents and administration identified a need and worked together to create training specifically for volunteers to assist students in the reading/math Response to Intervention Program. Since the establishment of this training nearly two years ago, approximately sixty volunteers have been trained to work with students during the core extension/intervention time of the regular school day.

Our PTA is another group that is equally committed to providing regular assistance for students and the school as a whole. They have numerous committees and volunteers that ensure support for our various programs and extracurricular programs for the students, which include Mann Mingle Festival, Assemblies, Book Fairs, Odyssey of the Mind, First Lego League, Dollars and Sense, Career Day, Wax Museum, Track and Field Days, and several other activities.

The PTA created a unique committee, *Men @ Mann*, that decided they wanted to become more involved with the school on a regular basis. This is a group of men, from fathers to big brothers, who have embraced the idea that regular involvement with the school will help their children to understand how much they truly value education. The men organize and orchestrate functions throughout the year that

increase male involvement with the school. This includes everything from a *Men @ Mann* week, where they are in the school daily assisting in various ways, to a tailgating event before the high school football game. This program has been so successful that it has won the state PTA Penguin Award for three years.

Students, staff, parents, and community working together is our strength and a key to success at Mann Elementary. We share a common goal and common vision. Together we desire for our students to have learning opportunities that will help them dream dreams and achieve goals. From the book *212 the Extra Degree*, we learned that water is hot at 211 degrees. However, at 212 degrees it boils, which provides steam and steam can power a locomotive. We believe that extra degree is what we give our children to empower them to achieve daily, and that is why we deserve National Blue Ribbon Recognition.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. According to the Kentucky Department of Education, Kentucky's Unbridled Learning assessment and accountability system is designed to provide in-depth information about the performance of students, schools, districts and the state as a whole. The Kentucky Performance Rating for Educational Progress (K-Prep) is now aligned with the new rigorous Common Core Standards in English/Language Arts and Math.

This model also includes student achievement growth measures, emphasis on college and career readiness, high school graduation rates, student achievement in writing and social studies, and increased focus on the lowest-performing schools. Additionally, it holds all schools accountable for improving student performance and creates four performance classifications. School classifications are based on the following measures:

- Achievement (content areas are reading, mathematics, science, social studies and writing.)
- Gap (percentage of proficient and distinguished) for the non-duplicated gap group for all five content areas
- Growth in reading and mathematics (percentage of students at typical or higher levels of growth)
- College Readiness as measured by the percentage of students meeting benchmarks in three content areas on EXPLORE at middle school
- College/Career-Readiness Rate as measured by ACT benchmarks, college placement tests, and career measures
- Graduation Rate

This new assessment system was introduced for the 2011-12 school year. Throughout the state, all elementary students in grades 3-5 were tested in the following categories: 3rd – reading and math; 4th – reading, math, science, language mechanics; and 5th – reading, math, social studies, on-demand writing.

Overall school results were then placed into one of the following categories:

Distinguished -95th percentile and above – “School of Distinction”

Distinguished – 90-94th percentile

Proficient – 70th to 89th Percentile

Needs Improvement – Below 70th Percentile

Mann Elementary had an overall accountability performance score of 72.9 out of 100, which placed us in the 95th percentile rank in Kentucky, earning us classification as Distinguished and a School of Distinction.

B. Kentucky has been in a transition stage for the scope of the data from 2007-08 to 2011-12. In 2007 - 2008, the Kentucky Core Content Test (KCCT) was in place for grades 3 - 8. However, the legislative session of 2009 and Senate Bill 1 altered the course of our accountability system. From 2009 to 2011,

students were tested on the Kentucky Core Content and the ITBS. Senate Bill 1 mandated a revision of the Kentucky standards and a new assessment to be implemented in the spring of 2012. In 2011-2012, Kentucky began implementing this new assessment system. These assessments are both criterion- and norm-referenced, and were the first in the nation to assess the Common Core Standards for Reading and Math.

The trends we see in our data are broken into chunks based on changes to our accountability system.

However, we never rely strictly on one piece of data to give us the information we need. We strongly believe that our assessment results tell us a story. Therefore the analysis of all the data, which includes: K-Prep, Scantron Performance Series, STAR, ELA Common Assessments, and weekly Progress Monitoring, allows us to truly measure growth for our students.

The percentage of reading and math proficient/distinguished results prior to the new assessment system:

Year	Reading	Math	Combined
2007-08	88	90	89
2008-09	82	83	82.5
2009-10	93	88	90.5
2010-11	93	89	91

Results from the new K-Prep Accountability Testing System were exciting. Teachers fully implementing the Common Core Standards paid off for the students. 72% were P/D in Math and 67% were P/D in reading. The overall results placed us in the 95th percentile in the state as distinguished.

The 2008-09 changes in scores had various contributing factors that were examined and reviewed.

During that year we were in the beginning stages of fully implementing the Response to Intervention Program (RTI) for Reading. This has proved to be one of our most successful programs in assisting students with targeted early interventions. Identifying needs early has allowed us to focus on very specific instructional strategies that have proved to have long-term benefits for students. For example, the number of students identified with a specific learning disability has decreased from 77 three years ago to our current number of about 40.

Through our data analysis we review each subgroup and all contributing factors within those groups. The earlier data trend showed that our female population was outperforming our male population in most categories, but especially in reading and writing. This became a goal of our Comprehensive School Improvement Plan (CSIP). Activities such as reading and writing workshop for the males, survey of the males to find reading interest, male author visits, etc., were designed to decrease this gap. It worked. The current data shows a minimal difference with the male -female population in reading and math.

The other area we monitor closely is our gap for students with disabilities. The trend data on this is a little more difficult to interpret. However, we consistently review a variety of assessment results to measure adequate yearly growth, which we have always met. Over the past three years we have instituted several instructional strategies to assist our students: all special education teachers are now trained in Orton Gillingham, all are trained in RTI reading and math interventions, trained in the software programs of Fast ForWord, Reading Assistant, and Dreambox. Instituting many of these interventions is proving to be a key in closing the gap for students with disabilities.

Analysis, review, and questions will continue to guide us toward improvement for all students.

2. Using Assessment Results:

a). Mann Elementary is a data-driven school. All instructional decisions are made after thoroughly and carefully analyzing a multitude of data. We have a vertical and a horizontal team for each grade/subject area. These teams analyze the state assessment (K-PREP) data to determine strengths and weaknesses. Although 2nd grade is not part of the state required testing, we use the Stanford Standardized test at the end of the year to test this group in order to better determine progress. Analyzing all data enables us to make curriculum plans/maps, attain new programs, revise programs, and if necessary, change grade-level instruction to improve any weaknesses that are noted.

Grade level teachers meet periodically to analyze data collected from computer based norm-referenced tests (STAR and Scantron) given to students in the Fall, Winter, and Spring, as well as benchmarking results in reading and math. They use these data to determine if students' progress is adequate and on track to meet the end of the year learning goals. Data collected from these sources are also used to determine the growth and instructional needs of individual students as they progress throughout the year.

These same teachers also meet weekly as a team. They look at data collected through formative and common assessments, review progress on curriculum, and discuss plans for regular instruction and core extension/intervention instruction. Using the data, teachers evaluate what instructional practices have worked best, what learning targets need to be reviewed again, and how to group students for differentiation. All of this is mapped out in order to monitor coverage of all the Kentucky Core Academic Standards.

We expect our students to master the grade level state standards and obtain adequate growth throughout the year. In order for us to determine individual student growth over time, all teachers in K-5 keep a data sheet for each student, which is placed in a binder and passed along to the student's teacher the following year so growth can continue to be monitored from year to year.

In relationship to this continual growth, we have discovered that students' motivation for learning is greatly increased when the purpose of the test is explained and students monitor their own scores, which enables them to set independent learning goals. For example, students are tested weekly on reading fluency in order to monitor growth. The students know the school goal, but also set personal goals.

Learning targets are essential and are posted in the classroom daily in order to assist students in identifying what they need to learn during classroom instruction. Throughout the lessons students are redirected toward the target for "checks and reflects." This gives students time to determine where they are in reaching the learning target goal and keeps the teachers informed of their progress.

b). We believe that success can only be accomplished through a strong partnership between school, home, and community. We recruit local businesses, organizations, and individuals to help us accomplish our mission. Parents volunteer to come into the classroom or Career Day to share how reading and math skills impact their jobs daily. Junior Achievement and 4-H programs provide additional connections and support to our school. We are fortunate to have business partners that support us financially and instructionally by providing guest speakers and field trip experiences.

Our community stakeholders are kept abreast of our school's success through local newspapers, school celebrations, and school and district websites. Each year the state assessment data are reported, as well as school academic successes such as: honor roll, new academic programs, school events, and state and national awards received by the school and students. Our school report card is accessible at any time throughout the school year and shows a plethora of information regarding student achievement data, school demographics, safety and learning environment, and other general information.

Our parents are informed of student/school assessment data through parent conferences, regular teacher communication, progress reports, and School Based-Decision Making Council (SBDM) meetings. The SBDM Council comprises parent and teacher representatives and is considered the governing body of the school for instruction and safety. The primary responsibility of the SBDM Council is to monitor, assess, and determine the instructional/program needs of the school. Various committees report to the SBDM for program approval as well as to keep them informed periodically on students' progress. Any data collected from assessments are reported to the Council. Although specific students are never discussed, overall student performance is discussed and determinations made as to the effectiveness of core instruction. SBDM meetings are instrumental in bringing parents and teachers together to design the learning path of the school.

3. Sharing Lessons Learned:

At Mann Elementary we are constantly sharing our lessons learned, regardless of the outcomes, because we understand that everything we share can benefit others, leading to our goal of continual student and instructional improvement. In striving to always better ourselves and students' learning, we also find instructional innovations others want to see.

Since we opened our doors we have welcomed educators from inside and outside of our district and state to see the methods we employ to achieve our goal. Additionally, we have benefited from observing successful programs at various elementary schools. Some of the ways that we have shared what we have learned:

- Presenting Social Studies instructional strategies at Kentucky Association of School Council conference, based on our continued gains on state assessments
- How to show continual growth with a comparable population
- Time and scheduling for 4th/5th grade
- Improved writing across the curriculum, specifically in the extended responses
- Benefits of common planning for all grades

Teachers at each grade level teach from a common set of lesson plans, which enables them to stay on shared time frame that allows for differentiation for all types of learners and, most important, gives teachers ample opportunity to reflect on lessons which have or have not worked in order to continually improve instruction and thereby increased instructional effectiveness and student performance. In essence they create their own professional learning committee by which they can then share while attending other professional development meetings. In addition, all teachers are part of other PLC's such as Advisory Teams for the Response to Intervention Program.

Mann Elementary teachers also collaborate within the district on various projects, such as our English Language Arts common assessments, for which they wrote, edited, and selected the questions to be used across the district. Our staff freely shares resources, lessons, and tips with friends and colleagues throughout the state and district via internet websites, social media, email, and meetings. This allows for great collaboration within the educational community. Bottom line, the greatest lesson learned is that instruction is ever-evolving based on student needs.

4. Engaging Families and Communities:

The engagement of families and community has, without a doubt, been one of the most successful aspects of Mann Elementary. As a relatively new school, we quickly understood how crucial it would be to establish parent/community involvement.

The PTA began with numerous activities from the onset: Mann Mingle Festival and silent auction, Newcomers' reception, Movie nights, etc. For the past few years they have continued most of these and added other activities to involve families such as: Moms @ Mann Pumpkin Carving, 5th grade celebration day; Ky. Kid's Day; Men @ Mann.

The PTA's Men @ Mann involves an entire week of school during which they monitor the cafeteria at lunch time, read with the students, make the morning announcements, attend gym class, work one-on-one with students who are struggling, and volunteer in any other needed area. During this week it may be dad who becomes involved or it might be a grandfather who is in town. Even though we have a focused week for this, men are also involved throughout the school year. They plan additional events throughout the year: tailgating, Minute to Win it, golf outing.

We recognized the potential and benefit to our students of having a large number of family and community involved daily at Mann. However, it was important to establish guidelines that would reassure our parents that we would keep student safety and confidentiality as our top priorities. With that in mind, we created a certified volunteer program. It ensures staff and parents that all volunteers at Mann will:

- 1) have a background check every two years
- 2) complete a one-time training with the principal, assistant principal, or PTA representative to review the entire volunteer policy and expectations
- 3) sign off on the policy annually

We encourage and welcome involvement with the school. Each day we average 20-25 volunteers in the building. They can include: classroom volunteers, PTA volunteers, 4-H leaders; Junior Achievement leaders, Fun Friday workers, specially trained volunteers assisting with the Response to Intervention Program, etc.

The parents not only volunteer; they are integral to the students' educational process. Their opinions are valued and provide much needed guidance on school improvement. In the past we have sent out parent surveys, included parents on various committees, received input from the PTA, and listened carefully to the voice of the parents on the School Based Decision Making Council. Parents + School = Great Success for Students.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

At Mann Elementary, a rigorous curriculum is implemented for all students. Our curriculum is vertically and horizontally aligned in all content areas to the Kentucky Core Academic Standards. It is monitored to ensure effective implementation by curriculum teams of grade level and special area teachers, as well as the School Based Decision Making Council consisting of teacher representatives, parents, and the principal. State Assessment data, Fall, Winter, and Spring data from Scantron Performance Series, a nationally normed assessment, are analyzed throughout the year to determine the effectiveness of current programs. Curriculum maps focus upon core standards and learning targets for each subject area.

All teachers at Mann Elementary implement instructional strategies and provide multiple quality experiences with a variety of activities for all students. Teachers provide models for each learning objective and time for students to apply their learning both independently and collaboratively. Teachers design intentional, focused, and interactive lessons for every learner. Through all grade levels, students are engaged in a variety of learning activities in an assortment of ways. Our curriculum provides opportunities for students to actively use their knowledge through application in order to demonstrate critical thinking, problem solving, and creative skills in all content areas. Through these opportunities instruction is meaningful, rigorous, and intentional to meet the needs of each learner.

The content explored in each curriculum area can be summarized as follows:

- In our Reading/Language Arts program all genres of fiction and non-fiction are explored in a balanced literacy program of Reading, Writing, Speaking, Listening, and Language. Teacher –made ELA units were designed, revised, and redesigned to align to the state common core standards. The staff has been trained in best reading/writing instructional practices with strategies found in Reading Power: fiction and non-fiction, 6+1 Writing Traits, Daily Five and Café Reading, Lucy Caulkins, etc.).
- Our mathematics curriculum is designed to provide students with hands-on learning, inquiry based opportunities to develop a deep understanding of mathematical concepts. The Everyday Math series provides the core instruction for grades K-5. The spiraling curriculum, engaging games and presentation of multiple strategies make a solid foundation for math concepts. Supplemental math programs such as Power of Ten Interactive Games and Dream Box, a computer based program, are used to provide students with another learning modality, differentiation of instruction, and support of conceptual understanding.
- The Science Curriculum is a hands-on, inquiry based curriculum with ELA and Math standards embedded throughout. Students are engaged in real-world problem-solving activities as they learn to think logically and explore scientific concepts. The Houghton Mifflin Experience Science series is used in K-3 and the Harcourt series is used in 4-5. The science curriculum is divided into seven themes: structure and transformation of matter, motion and forces, earth and universe, unity and diversity, interdependence, energy transformation, biological change.

2. Reading/English:

Through district collaboration, teacher-crafted ELA units are intentionally aligned with the Kentucky Core Academic Standards of Reading, Writing, Speaking, Listening, and Language while embedding social studies and science in the standards. Our staff has been trained in multiple approaches to actively engage all students in best reading/writing practices (e.g., Café Menu, Reading and Writing Power, 6+Traits, Writer’s Workshop by Lucy Caulkins, 4-Blocks, Reading Power).

Various approaches to text are introduced throughout the programs. As students become more familiar with a strategy's purpose, the teacher can create a customized plan and instruction to meet students' learning needs. Our kindergarten students will actually use task cards to customize their instructional plan. Primary students participate in learning centers and Reading Café designed instruction.

In Reading Café, students participate weekly in five literacy-based areas: writing, vocabulary, reading to self, reading to partner, and listening to reading. Students are given a choice in reading genres and writing opportunities specific to their interest and reading level. Intermediate students use literature circles, book clubs, tic-tac-toe literacy activities, as well as the Reading Café designed instruction. With literature circles, students select texts based on interest level and reading level appropriateness and work collaboratively with others to encompass vocabulary, speaking, listening, and writing in a variety of ways. The circles include jobs for members such as: director, illustrator, vocabulary enricher, summarizer, etc.

3. Mathematics:

Mann Elementary School's schedule allots a minimum 60 minutes daily for math instruction from the research-based Everyday Math series. This series uses multiple strategies, spiraling curriculum, hands on instruction, and engaging games. We know that the more positive exposures a student has through multiple and differing interactions with new knowledge, the better a lesson/strategy is learned, whether in math or any other subject. Everyday Math, in addition to our supplemental programs, provides an excellent combination to achieve student mastery of the skills.

Math instruction begins with exposure to a concept. An idea is introduced through a variety of methods depending on the day or lesson, such as through a game, direct instruction, or through concrete or pictorial models. Research has shown that multiple, repeated exposures through a variety of methods leads to the greatest degree of retention. By capitalizing on this knowledge, we make sure to involve the students in repeated and differing exposures to the same concept on a recurring basis.

For 4th and 5th grade students above grade level, we offer an accelerated and advanced math class to challenge them to their potential. Advanced math deepens knowledge to move into the skills that ascend into 5th and 6th grade, respectively. The accelerated class is not as fast paced as the Advanced class, but it too elevates students to varied grade levels.

We also use a core extension time, which varies by grade level, in which the students receive intervention instruction or extension activities, depending on their level of performance. Some instruction during this time takes place in the regular classroom environment. However, students with a greater need will meet with the Math intervention teacher. Some interventions used during this time are: Power of Ten interactive games, Dreambox, Fastt Math, Marilyn Burns Do the Math, Everyday Math games, Rational Number Project, and various other instructional tools.

The Dreambox program, an interactive online math-based instructional game, is used for both students in need and advanced students. Dreambox employs many virtual manipulatives to convey concepts either previously taught or new concepts not yet addressed and adjusts its curriculum based on student performance. We have seen a sizable improvement in our math scores since we began this program.

4. Additional Curriculum Area:

The results on the 2011-12 state K-Prep assessment revealed that a total of 91% of students tested in Science were proficient/distinguished. No single student, regardless of subgroup, fell into the lowest category. The success of the students in science is rooted in our collaborative interdisciplinary approach to teaching science at Mann.

We recognize that the essential skills needed for students today are much different than they were even five years ago. Our mission is for all of our students to be “*responsible successful learners.*” In order for our students to be successful they will need to acquire the 21st Century skills of creativity, critical thinking, communication, collaboration, adaptability, flexibility, digitally strong, etc. All of these skills are embedded in our approach to teaching/learning science.

It begins in kindergarten with students involved in basic experiments at learning centers. As they progress through the primary program they develop the skills of inquiry and critical thinking and work in partnerships, small groups, and large groups understanding the need for teamwork and collaboration. Students embrace discovery learning and want to try to figure it out on their own. When you walk into a 4th grade classroom and you will hear students discussing landforms, for example, and what could have happened to cause that gorge or change in mountains. Students demonstrate critical thinking and communication as they propose different theories and possibilities.

Each year the 5th grade does a science unit on nutrition. The students keep food journals, investigate ingredients, create recipes, research, document chemical changes in foods, etc. They do comparisons of fast foods and organic/natural foods. At no time are they told what they should discover, simply that they should investigate and make determinations about their own nutrition based on their investigations. You can literally watch how empowered they become as they discover all types of factors they had never considered regarding their food and nutrition. Through this one unit they use the skills of critical thinking, communication, inquiry, problem solving, technology, etc. , all of which are important to their growth and success as learners.

This approach to teaching science allows the students to become independent thinkers and problem solvers. Science learning nurtures exactly the type of essential 21st Century skills our students need to become college, career, and life ready.

5. Instructional Methods:

A rigorous core curriculum based on the Common Core Standards is the heart of Mann Elementary’s success. The teachers at Mann Elementary provide differentiated instruction in a variety of ways to meet the needs of all our students while making sure that all students are taught our rigorous core curriculum.

Our teachers also follow Marzano’s protocol as described in *The Art and Science of Teaching*. Through extensive training and implementation of Marzano’s ‘I-Observation’ teachers understand and use many new and varied strategies for daily instruction. For example, one strategy teachers know and take to heart is that it takes 24 varied and different exposures to a topic to get to 80% retention. With this in mind, our teachers spiral our teaching with texts, such as Everyday Math, and instructional methods including exit/entrance slips, flashbacks, and morning work to review and reflect on topics. Learning targets are posted to revisit the topic several times during a lesson.

One way we differentiate instruction is providing RTI (Response To Intervention) core extension time. This is a 20-60 minute built-in block of time in which all levels of learners are addressed. There is no new core content instruction during this time, just interventions and extensions only. Struggling learners, depending on their reading/math level, receive interventions during this time which include computer based, teacher led, or center activities which focus on those skills these students are shown to need, based on our pre-testing.

Every 6 – 8 weeks we hold ATMs (Advisory Team Meetings) on reading and math in which our teachers discuss our struggling learners and evaluate the effectiveness of interventions currently in place. Also during this time our teachers might increase a struggling student’s time in intervention as well, up to a maximum of 60 minutes a day. This time includes multiple intervention techniques tailored to the

student's improvement as measured in weekly progress monitoring data programs such as Aims Web and Star Reading/Math.

For our on-level and above-level students we extend learning through a variety of enrichment opportunities which include student choice in activities such as computer-based webquests, further reading on the topic, long term projects to increase learning, topic designed groups, leadership group, etc. ELL instruction takes place in both the collaborative and resource environment.

6. Professional Development:

Our school embraces the concept of continual growth in our students and staff. This is our district's attitude and it continually provides professional development to leadership and staff. Each month principals receive a minimum of two hours of training provided through the district.

In determining professional development for teachers, we begin by asking them their greatest need for growth. Based on that information and the data results, we then embed as much PD as possible. We differentiate our professional development as opposed to a one size fits all presentation, just as we do for students in the classroom.

For flexible professional development we offer many and varied sessions so teachers can choose which is right for them, and we will differentiate within those sessions offered. For example, our district is currently offering sessions with our instructional coach on Kentucky's new CIITS system. Those teachers who attend the session and have no experience with the system receive the basic training while those who already have familiarity are given guidance while being allowed to work ahead, creating and finding resources to use right now in the classroom. We cannot just say we believe in differentiation, we must practice differentiation.

For another example, each grade level is encouraged to choose a book, practice, or subject area that they, as a team, would like to learn more about. Following their decision, as long as it aligns with our school/district improvement plans, our full-time instructional coach will provide a ½ day professional development session on that topic. The School Based Decision Making Council supports this through providing a line item in the budget to cover the substitutes needed for these sessions. These sessions give teachers the opportunity to improve their own quality of teaching based on their needs and student data. The instructional coach then provides support as needed to assist the teachers in their implementation of the requested professional development.

Some of the more recent professional development sessions we have offered with support are:

Reading Café/Daily 5

Edmodo

Google Docs

Turning Point Clicker systems

Worksheets Don't Grow Dendrites

Florida Center for Reading Research (FCRR – intervention games)

PBIS

Our experience has been that when we meet the professional growth needs of the teachers it has a direct and immediate impact on student progress.

7. School Leadership:

Mann Elementary students are the heartbeat of the school and the center of every decision made by the school leadership. The school principal keeps her finger on the pulse of student needs by meeting with staff regularly, reviewing student formative assessments, observing students, and keeping lines of communication open. Her passion for keeping the culture and climate positive for all permeates the Mann educational community.

The leadership team, which consists of the administrators, guidance counselor, instructional coach, and leader of each grade level team, meet monthly to review, plan, and implement progressive changes on behalf of the students. This leadership team also oversees the development and execution of the Comprehensive School Improvement Plan (CSIP).

Along with the monthly leadership team meetings, the administration meets with each grade level team, unified arts team, and special education team monthly. Again, each meeting is designed to keep students at the center of discussion. The programs and curricular needs are reviewed to determine what teacher support is needed in order for them to assist students.

Every eight weeks the leadership has advisory team meetings to review the progress and monitoring of the students that fall into the bottom 20% on benchmarking in reading and math. The Advisory Team includes all teachers at each grade level, instructional coach, guidance counselor, speech pathologist, reading/math specialist, administrators, and school psychologist when needed. Each person provides valuable input into the needs of each student in this category. Through the review of weekly progress monitoring data and quarterly assessments, decisions are made on specific interventions needed to help each child be successful.

The instructional coach, assistant principal, and principal meet at least once a week to discuss instructional needs and concerns. Instructional strategies and needed professional development is planned through these discussions. The training provided by the school district enables the instructional coach or principals to frequently provide embedded professional development for the staff.

Even though a comprehensive plan is in place to start the school year, the school leadership never loses sight of the fact that student needs change and develop throughout the year. This attitude of flexibility and students first is reflected not only in the leadership, but in every member of the staff.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Test: Kentucky Core Content Test/Kentucky Performance
 3 Rating for Educational Progress

Edition/Publication Year: 2007-2008/2011-2012 Publisher: State of Kentucky

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient/Distinguished	76	93	88	84	88
Distinguished	26	67	50	53	55
Number of students tested	144	138	153	130	140
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	0	1
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Distinguished	47	Masked	91	50	Masked
Distinguished	5	Masked	36	11	Masked
Number of students tested	19	8	11	18	8
2. African American Students					
Proficient/Distinguished	0	Masked	Masked	Masked	Masked
Distinguished	0	Masked	Masked	Masked	Masked
Number of students tested		1	1	1	1
3. Hispanic or Latino Students					
Proficient/Distinguished	Masked	Masked	Masked	Masked	0
Distinguished	Masked	Masked	Masked	Masked	0
Number of students tested	2	1	1	1	
4. Special Education Students					
Proficient/Distinguished	Masked	71	73	43	68
Distinguished	Masked	21	21	36	38
Number of students tested	6		28	13	16
5. English Language Learner Students					
Proficient/Distinguished	Masked	Masked	Masked	Masked	Masked
Distinguished	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	5	5	5	5
6. Asian					
Proficient/Distinguished	Masked	Masked	Masked	Masked	Masked
Distinguished	Masked	Masked	Masked	Masked	Masked
Number of students tested	6	8	6	7	5
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
Kentucky has been in a transition stage for the scope of the data listed above. In 2007 2008, the Kentucky Core Content Test (KCCT) was in place for grades 3 - 8. In 2009 legislative session, Senate Bill 1 altered the course of our accountability system. From 2009 to 2011, students were tested on the Kentucky Core Content and the ITBS. Senate Bill 1 mandated a revision of the					

Kentucky standards and a new assessment to be implemented in the spring of 2012. In 2011-12, Kentucky began implementing this new assessment system. These assessments are both criterion and norm referenced, and are the first in the nation to assess the Common Core Standards for Reading and Math.

13KY1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Test: Kentucky Core Content Test/Kentucky Preparation
3 Rating for Educational Progress

Edition/Publication Year: 2007-
2008/2011-2012

Publisher: State Of Kentucky

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient/Distinguished	74	97	94	86	91
Distinguished	40	48	25	24	25
Number of students tested	144	138	153	130	140
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	0	1
Percent of students alternatively assessed	0	0	0	0	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Distinguished	47	Masked	91	84	Masked
Distinguished	21	Masked	9	6	Masked
Number of students tested	19	8	11	18	8
2. African American Students					
Proficient/Distinguished	0	Masked	Masked	Masked	Masked
Distinguished	0	Masked	Masked	Masked	Masked
Number of students tested		1	1	1	1
3. Hispanic or Latino Students					
Proficient/Distinguished	Masked	Masked	Masked	Masked	0
Distinguished	Masked	Masked	Masked	Masked	0
Number of students tested	2	1	1	1	
4. Special Education Students					
Proficient/Distinguished	Masked	85	89	46	81
Distinguished	Masked	21	7	23	6
Number of students tested	6		28	13	16
5. English Language Learner Students					
Proficient/Distinguished	Masked	Masked	Masked	Masked	Masked
Distinguished	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	5	5	5	5
6. Asian					
Proficient/Distinguished	Masked	Masked	Masked	Masked	Masked
Distinguished	Masked	Masked	Masked	Masked	Masked
Number of students tested	6	8	6	7	5
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested. Kentucky has been in a transition stage for the scope of the data listed above. In 2007 2008, the Kentucky Core Content Test (KCCT) was in place for grades 3 - 8. In the 2009 legislative session, Senate Bill 1 altered the course of our accountability system. From 2009 to 2011, students were tested on the Kentucky Core Content and the ITBS. Senate Bill 1 mandated a revision of the Kentucky standards and a new assessment to be implemented in the spring of 2012. In 2011-12, Kentucky began					

implementing this new assessment system. These assessments are both criterion and norm referenced, and are the first in the nation to assess the Common Core Standards for Reading and Math.

13KY1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: Test: Kentucky Core Content Test/Kentucky Performance
4 Rating for Educational Progress

Edition/Publication Year: 2007-
2008/2011-2012

Publisher: State of Kentucky

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient/Distinguished	71	92	85	89	93
Distinguished	30	56	54	61	52
Number of students tested	139	156	139	157	124
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Distinguished	42	Masked	55	Masked	Masked
Distinguished	0	Masked	40	Masked	Masked
Number of students tested	12	7	20	9	3
2. African American Students					
Proficient/Distinguished	Masked	Masked	Masked	Masked	0
Distinguished	Masked	Masked	Masked	Masked	0
Number of students tested	1	1	1	2	
3. Hispanic or Latino Students					
Proficient/Distinguished	Masked	Masked	Masked	Masked	Masked
Distinguished	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	3	2	1	2
4. Special Education Students					
Proficient/Distinguished	40	79	47	68	67
Distinguished	10	37	27	32	13
Number of students tested	10		15	23	15
5. English Language Learner Students					
Proficient/Distinguished	Masked	Masked	Masked	73	Masked
Distinguished	Masked	Masked	Masked	60	Masked
Number of students tested	2	3	3	15	1
6. Asian					
Proficient/Distinguished	Masked	Masked	Masked	75	Masked
Distinguished	Masked	Masked	Masked	56	Masked
Number of students tested	7	5	8	16	4
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested. Kentucky has been in a transition stage for the scope of the data listed above. In 2007 2008, the Kentucky Core Content Test (KCCT) was in place for grades 3 - 8. In the 2009 legislative session, Senate Bill 1 altered the course of our accountability system. From 2009 to 2011, students were tested on the Kentucky Core Content and the ITBS. Senate Bill 1 mandated a revision of the Kentucky standards and a new assessment to be implemented in the spring of 2012. In 2011-12, Kentucky began					

implementing this new assessment system. These assessments are both criterion and norm referenced, and are the first in the nation to assess the Common Core Standards for Reading and Math.

13KY1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Test: Kentucky Core Content Test/Kentucky Performance
4 Rating for Educational Progress

Edition/Publication Year: 2007-
2008/2011-2012

Publisher: State of Kentucky

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient/Distinguished	67	91	91	85	83
Distinguished	32	29	50	31	18
Number of students tested	139	156	139	157	124
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Distinguished	50	Masked	90	Masked	Masked
Distinguished	8	Masked	40	Masked	Masked
Number of students tested	12	7	20	9	3
2. African American Students					
Proficient/Distinguished	Masked	Masked	Masked	Masked	0
Distinguished	Masked	Masked	Masked	Masked	0
Number of students tested	1	1	1	2	
3. Hispanic or Latino Students					
Proficient/Distinguished	Masked	Masked	Masked	Masked	Masked
Distinguished	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	3	2	1	2
4. Special Education Students					
Proficient/Distinguished	30	58	60	64	80
Distinguished	20	16	13	8	13
Number of students tested	10		15	23	15
5. English Language Learner Students					
Proficient/Distinguished	Masked	Masked	Masked	60	Masked
Distinguished	Masked	Masked	Masked	27	Masked
Number of students tested	2	3	3	15	1
6. Asian					
Proficient/Distinguished	Masked	Masked	Masked	63	Masked
Distinguished	Masked	Masked	Masked	25	Masked
Number of students tested	7	5	8	16	4
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested. Kentucky has been in a transition stage for the scope of the data listed above. In 2007 2008, the Kentucky Core Content Test (KCCT) was in place for grades 3 - 8. In the 2009 legislative session, Senate Bill 1 altered the course of our accountability system. From 2009 to 2011, students were tested on the Kentucky Core Content and the ITBS. Senate Bill 1 mandated a revision of the Kentucky standards and a new assessment to be implemented in the spring of 2012. In 2011-12, Kentucky began					

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13KY1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: Test: Kentucky Core Content Test/Kentucky Performance
5 Rating for Educational Progress

Edition/Publication Year: 2007-
2008/2011-2012

Publisher: State of Kentucky

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient/Distinguished	69	82	91	77	89
Distinguished	33	46	62	36	50
Number of students tested	154	133	155	141	132
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Distinguished	72	47	80	Masked	Masked
Distinguished	27	18	50	Masked	Masked
Number of students tested	11	17	10	8	6
2. African American Students					
Proficient/Distinguished	Masked	Masked	Masked	Masked	0
Distinguished	Masked	Masked	Masked	Masked	0
Number of students tested	1	1	2	2	
3. Hispanic or Latino Students					
Proficient/Distinguished	Masked	Masked	Masked	Masked	0
Distinguished	Masked	Masked	Masked	Masked	0
Number of students tested	4	2	1	2	
4. Special Education Students					
Proficient/Distinguished	35	18	57	44	69
Distinguished	7	0	22	0	15
Number of students tested	15	15	17	20	13
5. English Language Learner Students					
Proficient/Distinguished	Masked	Masked	100	Masked	Masked
Distinguished	Masked	Masked	75	Masked	Masked
Number of students tested	6	2	12	4	1
6. Asian					
Proficient/Distinguished	Masked	Masked	100	Masked	Masked
Distinguished	Masked	Masked	79	Masked	Masked
Number of students tested	7	8	14	7	5
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested. Kentucky has been in a transition stage for the scope of the data listed above. In 2007 2008, the Kentucky Core Content Test (KCCT) was in place for grades 3 - 8. In the 2009 legislative session, Senate Bill 1 altered the course of our accountability system. From 2009 to 2011, students were tested on the Kentucky Core Content and the ITBS. Senate Bill 1 mandated a revision of the Kentucky standards and a new assessment to be implemented in the spring of 2012. In 2011-12, Kentucky began					

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13KY1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Test: Kentucky Core Content Test/Kentucky Performance
5 Rating for Educational Progress

Edition/Publication Year: 2007-
2008/2011-2012

Publisher: State of Kentucky

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient/Distinguished	65	90	92	75	90
Distinguished	33	53	51	11	20
Number of students tested	154	133	155	141	132
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Distinguished	63	82	90	Masked	Masked
Distinguished	45	35	40	Masked	Masked
Number of students tested	11	17	10	8	6
2. African American Students					
Proficient/Distinguished	Masked	Masked	Masked	Masked	0
Distinguished	Masked	Masked	Masked	Masked	0
Number of students tested	1	1	2	2	
3. Hispanic or Latino Students					
Proficient/Distinguished	Masked	Masked	Masked	Masked	0
Distinguished	Masked	Masked	Masked	Masked	0
Number of students tested	4	2	1	2	
4. Special Education Students					
Proficient/Distinguished	28	45	76	44	77
Distinguished	14	0	18	0	0
Number of students tested	15	15	17	20	13
5. English Language Learner Students					
Proficient/Distinguished	Masked	Masked	67	Masked	Masked
Distinguished	Masked	Masked	50	Masked	Masked
Number of students tested	6	2	12	4	1
6. Asian					
Proficient/Distinguished	Masked	Masked	71	Masked	Masked
Distinguished	Masked	Masked	57	Masked	Masked
Number of students tested	7	8	14	7	5
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested. Kentucky has been in a transition stage for the scope of the data listed above. In 2007 2008, the Kentucky Core Content Test (KCCT) was in place for grades 3 - 8. In the 2009 legislative session, Senate Bill 1 altered the course of our accountability system. From 2009 to 2011, students were tested on the Kentucky Core Content and the ITBS. Senate Bill 1 mandated a revision of the Kentucky standards and a new assessment to be implemented in the spring of 2012. In 2011-12, Kentucky began					

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