

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Mrs. Lisa Sibert

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

Official School Name Bush Elementary School

(As it should appear in the official records)

School Mailing Address 1832 East Laurel Road

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

City London State KY Zip Code+4 (9 digits total) 40741-8685

County Laurel County State School Code Number* 311030

Telephone 606-862-4618 Fax 606-862-4619

Web site/URL
http://www.laurel.kyschools.us/school_home.aspx?schoolID=5 E-mail lisa.sibert@laurel.kyschools.us

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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

Date _____

(Principal's Signature)

Name of Superintendent*Dr. Doug Bennett, Ed.D. E-mail:
(Specify: Ms., Miss, Mrs., Dr., Mr., doug.bennett@laurel.kyschools.us
Other) _____

District Name Laurel Tel. 606-862-4600

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

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Tommy Smith
(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 that it is accurate.

Date _____

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

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

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

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) 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, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
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 (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 11 Elementary schools (includes K-8)
 - 2 Middle/Junior high schools
 - 2 High schools
 - 0 K-12 schools
- 15 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 6 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	23	11	34
K	31	46	77
1	39	41	80
2	40	42	82
3	35	42	77
4	51	50	101
5	53	42	95
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 Students	272	274	546

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 2 % Asian
 - 1 % Black or African American
 - 1 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 95 % White
 - 0 % 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.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 20%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	62
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	43
(3) Total of all transferred students [sum of rows (1) and (2)]	105
(4) Total number of students in the school as of October 1	514
(5) Total transferred students in row (3) divided by total students in row (4)	0.204
(6) Amount in row (5) multiplied by 100	20

7. English Language Learners (ELL) in the school: 0 %
0 Total number ELL
 Number of non-English languages represented: 0
 Specify non-English languages:
8. Students eligible for free/reduced-priced meals: 53 %
 Total number students who qualify: 274

Information for Public Schools Only - Data Provided by the State

The state has reported that 53 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 21 %
116 Total number of students served

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

- | | |
|--------------------------------|--|
| <u>3</u> Autism | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>3</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>12</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>52</u> Speech or Language Impairment |
| <u>2</u> Hearing Impairment | <u>1</u> Traumatic Brain Injury |
| <u>19</u> Mental Retardation | <u>2</u> Visual Impairment Including Blindness |
| <u>2</u> Multiple Disabilities | <u>18</u> Developmentally Delayed |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	26
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	8
Paraprofessionals	6
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 21:1

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

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	95%	95%	95%	95%	95%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

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

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

Yes No

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: We believe ALL students can learn. We strive for our students to be life-long learners and successful citizens.

PART III – SUMMARY

Bush Elementary School, one of 11 elementary schools within the Laurel County Public School District, is located in London, KY. We currently educate 546 students, ranging from preschool through fifth grade. We have 46 staff members who go the extra mile to ensure that our school remains one of the top schools in the state of Kentucky. Bush is ranked the number five school, based on K-prep data, in our state. This puts us at the 99th percentile of all Kentucky schools. For the 2014-15 school year, we were honored to be one of two schools chosen as a National Title I School of the Year.

Bush School's population is predominately middle class. We feel we have a variety of socioeconomic backgrounds. Approximately 53% of our students receive free or reduced lunch. Our students differ in culture, also. About 95% of our students are white, 1% African American, 2% Asian, and 1% Hispanic. Our goal is to provide quality instruction and programs to ensure the needs of all our students are met.

Bush Elementary School's mission statement is: "We the Staff of Bush School accept the belief that ALL students can learn. Our purpose is to guide each child toward the highest level of achievement in order to be life-long learners and successful citizens." To accomplish our mission, Bush addresses the needs of all learners. Primary students who perform at a high standard are allowed to participate in the Primary Talent Pool enrichment program. Students in grades 4 and 5, who are accepted, participate in an organized gifted and talented program. This program, through projects and differentiated instruction, challenges our students to become distinguished learners.

Schoolwide regrouping for skills allows Bush Elementary to "meet the student's individual needs." We feel this strategy allows us to "meet the students where they are." For students who require extra academic assistance, we have researched based computer programs in place, such as i-Ready and Study Island. Small group instruction and morning/afternoon tutoring are also utilized. Our rigorous RtI program allows us to provide interventions to help struggling students.

Bush Elementary offers several school-wide activities and traditions that add to our strong curriculum. In September, we dedicate an entire day to study early American history. In years past, we have had Colonial American Day and Native American Day. During the month of October, we have Character dress-up day. This day allows students to dress up like a character from their favorite book. Also in October, our students decorate pumpkins to resemble book characters. In the month of November, we present a musical which allows students from every grade to enhance their performing arts talents.

Bush has earned several academic and extra curricular honors. Our academic teams consistently win awards. Most recently, they won the 108th District Governor's Cup. Our boys' and girls' basketball teams both won the county championship this year. In fact, our girl's team has won the county championship three years in a row. For two years in a row, our school's archery team has won the regional championship and has been one of the top 10 teams in Kentucky. Our students have also won individual honors. One 4th grade student won the Laurel County Spelling Bee this year and another 4th grader was featured in the Kentucky Traveling Art Show.

Bush has a strong parent support system that is willing to assist our staff and students, at any time. Our PTO raises approximately \$70,000 per year, to help meet the educational needs of our students. The funds raised by the Bush PTO have been used to provide resources such as; an additional computer lab, iPad labs, mobile laptop labs, extra playground equipment, instructional workbooks, and materials used to support our drama/musical club.

We are very proud of our continued success at Bush Elementary. We strive daily to enhance the lives of every student in our school. The majority of a student's life is spent at school and we take pride in the fact that our students' experiences at Bush are unforgettable!

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The main goal at Bush Elementary is for students to learn at the highest level of academic achievement possible, and one that will prepare students to become productive individuals in an ever changing world. Rigorous instruction is tied to Common Core Standards, KY Core Academic Standards, and Program of Studies, for all subject areas. Teachers are held accountable through daily walk throughs by administration, frequent monitoring of lesson plans, and weekly formative and summative assessment results.

Reading/Language Arts-

At Bush Elementary we believe reading is the foundation of all subjects, therefore, we integrate reading and writing in all subject areas. Teachers utilize a variety of resources to make sure the literacy program is administered with fidelity.

In the primary grades (P-3) the core program for our school, as well as the district, is SRA Imagine It! This program was implemented during the 2009-2010 school year and we have continuously made gains in each grade level's reading scores. The program focuses on the 5 main components: phonics, phonemic awareness, vocabulary, fluency, and reading comprehension. Students in the primary grades have a two-hour reading block, in which one hour is focused on whole group instruction, and the other is a small workshop group. During workshop, all staff members are used to lower the student-teacher ratio for more individualized instruction. Students are placed in flexible reading workshops based on similar RIT scores. Students who score below the 20% on the MAP test are required to have an additional hour of instruction using Reading Mastery.

Students in grades 4 and 5 receive instruction from Common Core Coach Books, DEA probes, i-Ready, ABC test prep books, and additional passages from on-line resources. The lessons are designed to enhance the four domains of reading/language arts. Students are placed in flexible groups based on individual assessments given at the beginning of the school year.

Assessment plays a major role and drives instruction at Bush Elementary. Teachers rely on pre-assessments and teacher recommendation to create skill groups. These assessments and groups allow our teachers to individualize instruction to meet student needs. Students who need additional help receive that through RtI and ESS.

Mathematics-

Mathematics instruction is guided by the enVision math series created by Pearson. We also use Simple Solutions (K-5) as a supplemental mathematics material. Common Core Coach Books and ABC Test Prep workbooks are used weekly, in assessed grade levels, to ensure essential mathematics skills are being mastered. Instruction is enhanced through our gifted and talented program, Dollars and Cents activities, and i-Ready.

Social Studies-

Social Studies instruction is guided by the KY version of the Harcourt textbook series. We also use Simple Solutions (5th grade) and ABC Test Prep workbooks to supplement the textbook. Instruction is enhanced through our multi-cultural day at Bush, mobile museums, Study Island, and guest speakers. Classroom teachers regularly collaborate with arts teachers to provide content related activities.

Science-

Science instruction is guided by the Harcourt textbook series. We also use a variety of resources obtained from on-line sources, Coach Workbooks, and other test prep materials to supplement the textbook. Instruction is enhanced through current events, visits from wildlife officers from the KY Department of Fish & Wildlife, community outreach individuals from our local college, and hands-on activities.

2. Other Curriculum Areas:

Bush Elementary takes pride in the diverse ways students are exposed to arts, both visual and performing. On a daily basis, students participate in Arts & Humanities classes. This includes music, drama, dance, and visual arts. These classes are on a rotating basis. Students also perform in grade level productions.

A major part of our schools' Arts & Humanities program is our drama productions. In partnership with the PTO and a local dance studio, over 100 students perform twice a year in a major drama/musical performance. This fall, our students performed "Frozen" in front of two sold-out crowds. All grade levels can participate. We also have students who are involved in the production through choir, stage crew, costume design, and prop art.

The art and music teachers collaborate to create cross-curricular experiences between content areas. For example, while learning about Native Americans in social studies, students will also make totem poles in art and create Native American instruments in music.

The student choir is a vital part of our school. Over 30 students in grades 4 and 5 are actively involved. The students perform at local parades, ballgames, and school assemblies. Being a part of this group teaches students self-confidence and responsibility.

Each year our students have an art exhibit open to the public. Students create works of art weekly in art class and display them for parents to view during parent-teacher conference night. This year, a 4th grade student was chosen by the state to participate in the Kentucky Traveling Art Show. Bush Elementary has hosted many musicians, dancers, ballet companies, university actors, and guest speakers.

In addition, our students are exposed to one week of West African dance. Our students learn customs from this unique culture. They are also exposed to one week of Native American customs. During this week a native, from the Kahnawake Reserve in Canada, works with our students. This study focuses on Native American culture. Students learn facts about Native Americans and participate in activities that allow them to perform Native American songs and ceremonial dances.

One to two days per week students attend a physical education class. Outside this block, students are also expected to have 20 minutes of physical activity per day. During the physical activity block, students work on both locomotor and nonlocomotor skills.

Each spring, students at Bush Elementary participate in track and field events in an Olympic style competition. During the events, students from all grade levels compete against students in their age category. This event is modified to meet the ability levels of all students, including students' with disabilities.

Bush Elementary is also the host of the Laurel County Schools cross country meets, for grades K-12. These events are after school activities where students from schools across our county compete in cross country style races. Students are divided into different divisions according to age.

3. Instructional Methods and Interventions:

Bush Elementary's instructional methods are designed to meet the academic needs of all students. The main goal of our teachers is to meet the students where they are with the instructional method needed.

Bush Elementary has an organized gifted and talented program. Students at the primary level are in a talent pool, while students in grades 3-5 are pulled out for weekly instruction. Students in all grade levels of the Gifted and Talented program are required to complete additional projects. Students are also grouped, by skills, to allow them to perform at the highest level.

Struggling students are provided additional help with certified ESS teachers during the day. These teachers collaborate in class with core teachers to provide extra assistance. Students who fall below the 20th

percentile on a universal screener enter into the school's TIES program. TIES (Targeted Instruction for Educational Success) is an integral part of the RtI process. The TIES program provides interventions and educational support to all students at increasing levels of intensity, based on individual needs. Bush utilizes i-Ready, a research based program, which is aligned to common core standards. This is an online tool that allows students to continually practice skills at an individualized level and pace. This program can be accessed at school or home. Students are administered two diagnostic tests during the year. i-Ready then creates a path that changes as the needs of the student changes.

Bush School also offers a MARS (Math and Reading = Success) Club after school. This club focuses on reading and math practice through a hands-on approach. Technology is a big aspect of the MARS Club. The club meets two days a week, for two hours each day, and is taught by certified teachers. This year, every student who participated in the club demonstrated improvement in reading and math.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Before comparing the data in our tables, it should be noted that the scores from the first 2 years are based on the Kentucky Core Content Test (KCCT) while the scores from the last 3 years are from the Kentucky Performance Rating for Educational Progress (K-PREP). Both tests reflect success for Bush Elementary in reading and math.

Last year Bush Elementary had an overall index of 86.1, which placed us in the 99th percentile of all Kentucky Elementary schools, this score also designated us as a School of Distinction. Schools could fall into one of four categories:

School of Distinction - 95th percentile and above

Distinguished - 90-94th percentile

Proficient - 70-89th percentile

Needs improvement - Below the 70th percentile

In the past 3 years, our K-PREP data has been some of the highest in the state. Our percent proficient and distinguished in reading averaged around 67%. Last year alone, our students scored 76.5% proficient and distinguished. Our test score percentage is considerably higher than our district and state, in advanced students in reading. All subgroups are scoring in this manner. This year our proficient and distinguished scores improved 20% and our novice was reduced by 6.9%. In the state of Kentucky, students receive a score of Novice, Apprentice, Proficient, or Distinguished. The lowest and highest cut scores are 100 and 300 respectively. However, for any test at any given year, grade, and subject, it is possible that the lowest scale score may be slightly higher than 100 due to the scaling process that year. The approximate cut scores for the 2013-14 K-PREP test were: Novice was 100 - 195, Apprentice was 196 -209, Proficient was 210 - 226, and Distinguished was 227 - 300. The goal for all Kentucky schools is that 100% of students are Proficient or Distinguished.

The 3 year combined percentage of proficient and distinguished scores in math is 66.5%. This is higher than both our district and state scores. In the past year (2013-14), our percentage of proficient and distinguished scores improved 14.4% and our novice rate was reduced by 7%. We are especially proud of how well our students with disabilities are scoring. Their scores compare and even surpass the general population in certain subjects. We feel we have many instructional strategies in place that allow for this continued success. For example, at Bush School we do 100% collaboration with regards to students with disabilities. We also assign every special education student a teacher mentor at the start of the school year. This teacher works with the student all year in order to establish a relationship in which the student feels comfortable. Through this process our gap scores have continued to close.

In our most recent year's data (2013-14), students in the subgroups of free and reduced lunch and African American had more than 10% achievement gap in grades 3 and 4 in math. Third grade free and reduced lunch students also scored more than 10% below the achievement gap. Although we cannot identify why these subgroups score lower than the other subgroups we are putting new strategies in place, especially in third grade where scores have consistently been our lowest. One reason could be due to the fact that this is the first year the students have been required to participate in K-PREP testing. The past two years, we have been administering weekly timed tests to allow the students to better prepare for the assessment. We are working hard to make sure the gap does not remain and that all students will score at a high level.

In order to close the achievement gap, an after school learning club has been established. In the MARS (Math and Reading = Success) club, students in grades 3 through 5 spend an additional two days per week, after school, focusing on reading and math skills. In this program, all lessons must be hands-on learning activities. This past year 30 students were in the club and 100% of the students made improvements in reading and math.

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

At Bush Elementary assessment drives all instructional decisions. Teachers use both formative and summative tests routinely to monitor and guide instruction.

Various forms of summative assessments are used on a regular basis. Teachers in grades K-3 administer, via computer, the Measures of Academic Progress (MAP) reading and math tests 3 times per year in the fall, winter and spring. This test enables teachers to predict K-PREP scores, provide intentional instruction where needed, and place students in skill level groups. Students often change skill groups after the next test is administered. Students in grades 3 - 5 are given the Discovery Education Assessment (DEA), also via computer. This test is also administered 3 times a year and data is used to gauge the percent of students scoring proficient and to gain insight in areas of instruction students still need. Formative assessments are also used in the classrooms, in various forms, to track student progress. Students complete "tickets out the door," weekly timed tests, voters/buzzers, bell ringers, and benchmark tests from specific subject areas.

Before school starts, our principal meets with teachers to discuss the students that will be in their specific grade level. Students are grouped according to the previous spring's MAP/DEA data in order to provide equity among classes. The discussion centers around students' needs and how we as a staff can better meet the needs of all students.

Our district provides one professional day, in the fall of each year, where teachers can analyze the previous year's K-PREP data. This allows the staff to note which instructional strategies proved effective and successful and which ones may need addressed. These concerns and celebrations are presented to our SBDM council for discussion and, with their input, activities are placed in our Comprehensive School Improvement Plan (CSIP).

Bush School provides assessment results to parents and community members in a variety of different ways. First of all, scores are presented and explained to our local school board. As a school, we describe any areas of concerns or celebrations we have. We describe strategies we will implement to improve scores, or explain what strategies we would like to maintain. Scores are then presented to our staff through a faculty meeting, then published in local newspapers, on our website, and through parent newsletters. The principal also presents our data to the SBDM council. During parent-teacher conferences, parents are provided copies of all available assessment data.

Part VI School Support

1. School Climate/Culture

Bush Elementary believes one of the main reasons for our continued success is our positive school climate. We feel creating an atmosphere of collaboration and mutual trust between all stakeholders has a profound effect on our students. "It all starts with trust." We encourage all stakeholders to have a voice in all decision making processes within our school. That means students, as well as staff and parents, have a vote and play a vital role in what happens in our school. We also feel Bush Elementary has a shared vision. Everyone involved works hard for the greater good. We are a team and together we will succeed.

Motivation plays a huge part in school climate. We constantly try to encourage both students and staff. Each year, after the results of the K-PREP assessment are made public, we develop a "wall of fame." Every student who receives proficient or distinguished on the assessment gets a colored photo on our wall. Students anxiously await this day. These same students attend an award ceremony where they get to "walk the red carpet" and receive their medal for a proficient or distinguished score.

Teachers also need motivation. We provide gratitude boards in our lounge where people can post notes, expressing their gratitude for another person. Teachers, just like students, want recognition and praise. We also have a teacher spotlight board in the office where we showcase one teacher and their accomplishments.

Although it may seem like maintaining a strong school climate is a lot of work, the outcomes outweigh the effort required. At Bush Elementary, we want teachers and students to enjoy being at school and perform at a high level. When both are happy, success is inevitable.

2. Engaging Families and Community

Bush teachers and staff strive to involve families and community members through various events and activities. In cooperation with our Parent-Teacher Organization (PTO), every year we host olympic day, awards day ceremonies, Moms and Muffins, Dads and Donuts, Grandparent's Breakfast, Back to School Bash, Jump Rope For Heart, Thanksgiving Dinner and Auctions, Olympic Day, Sock Hops, Pumpkin Dress ups, Spelling Bee, and Awards Ceremonies.

All these activities are open to families of Bush Students, and many involve community members' support. We use the school marquee, weekly newsletters, school web page, and school one-call to inform parents of these event. We have a strong support system from families and many of these activities result in a high participation rate. This year, at Dads and Donuts, we had over 200 fathers show up. That's over 40%!

Members from our PTO work daily in the school. Several days per week they volunteer selling ice cream, helping with office work, and providing assistance in the library. We also have a small group of moms that offer home work assistance to struggling students before school. We feel we have some students who may not have the parental support at home, so we provide extra support for those students.

One of our largest community/school programs is our yearly drama production. In a joint effort with a local dance studio in our town, we team up to perform a musical. During this musical members from the dance studio work with our students after school in order to perform a major production. This year over one hundred students from our school and around twenty from other schools performed two shows. For the two night total we had over seven hundred viewers.

We feel very blessed to have such a strong support group. Our PTO raises and spends over forty thousand dollars per year on the students of Bush School. Without their help, many of the programs and educational needs of our students could not be met. For example this past year our PTO bought two mobile computer labs and an iPad lab. This is in addition to funding several field trips, educational programs, and rewards for our students.

We believe that to be the best it takes an effort from all stakeholders. With families, community members, and staff working together to provide for the needs of our students, we feel reaching our goal of becoming the top performing school in the state is very possible.

3. Professional Development

The Laurel County School District requires all certified teachers to acquire 24 hours of professional development per year. There are many opportunities for teachers to obtain these hours. This past year our teachers attended a PD academy that was held in the summer. During the academy, teachers were given the freedom to choose which PD most fit their needs. Instructors were obtained by the district and all were either experts in their fields, team leaders, or instructional coaches.

PD credit is designed to fit individual teacher needs. For example, a primary math teacher would attend, "Math Made Easy." Some teachers attend PD and then come back and train other teachers during PLC's (Professional Learning Communities) or after school during faculty meetings. A teacher who attends a writing workshop may be asked to provide training to the entire staff or just to appropriate grade levels.

At Bush Elementary, we feel on-going professional development is a way to ensure our teachers are up-to-date on new and effective strategies. We feel in order to meet the common core demands and high standards we place on ourselves, we must be current and knowledgeable about all methods of teaching. We spend many hours researching new teaching strategies.

We believe our students benefit from what we learn in professional development. We also feel that our teachers are constantly refining their style and bettering themselves to engage students in higher learning.

4. School Leadership

In July of 2009, a new principal was appointed at Bush Elementary. She took over a school already at the forefront of all other elementary schools in our county. To remain a successful school, and become one of the top schools in the state, would be her priority. One of the first tasks was to meet with parents and community members to learn about expectations from all. After several meetings and discussions with stakeholders, it was evident that all would play an active role in making sure the students of Bush Elementary were held accountable.

Another task on hand was to make sure her staff shared an equal vision. She knew without the help of her colleagues, reaching proficiency and staying there would not be possible. She created a school leadership team to work with the Site Base Decision Making Council so that every aspect of decision making would truly be teamwork. The leadership team was composed of grade level chairs who brought ideas for discussion at monthly meetings. This leadership team would also help with day to day decisions that the principal felt needed more input than just one person. For example they helped create a plan for morning drop offs when parents voiced concerns regarding the old procedure.

The school principal and her assistant principal work closely together to maintain high levels of academic achievement. They both believe in being visible throughout the day. Daily walk-throughs are conducted and teachers are provided weekly feedback in PLC meetings. Teachers are required to submit two sets on graded papers per week to either principal and feedback from the administrative staff is provided. This has proved to be a very successful strategy. Students and teachers realize they will be held accountable for high quality work.

Both principals are data driven. They spend endless hours working with current data from teachers, computer programs, and diagnostic tests. They feel it is of the utmost importance to keep checking to see if what is happening in our school is successful. Changes are made, if needed, however they feel the best approach is to fix the problem without changing the course.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>K-PREP, KCCT</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>Pearson/Measured Progress</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	64	53	44	87	97
Distinguished	30	15	14	50	61
Number of students tested	98	92	80	70	77
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	5	2	4	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	43	38	30	74	98
Distinguished	14	6	9	30	45
Number of students tested	49	50	46	27	40
2. Students receiving Special Education					
Proficient and above	74	54	47	80	100
Distinguished	47	8	13	20	69
Number of students tested	19	13	15	4	10
3. English Language Learner Students					
Proficient and above					
Distinguished					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above	100	67		0	100
Distinguished	100	0		0	100
Number of students tested	1	3	0	1	2
5. African- American Students					
Proficient and above	0			100	100
Distinguished	0			100	100
Number of students tested	1	0	0	2	1
6. Asian Students					
Proficient and above	80	50	100	100	100
Distinguished	20	25	0	75	100
Number of students tested	5	4	1	4	1

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
7. American Indian or Alaska Native Students					
Proficient and above	100				
Distinguished	0				
Number of students tested	1	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above	100				
Distinguished	0				
Number of students tested	1	0	0	0	0
9. White Students					
Proficient and above	65	55	62	83	95
Distinguished	27	15	25	45	56
Number of students tested	89	80	78	66	73
10. Two or More Races identified Students					
Proficient and above	0		0		
Distinguished	0		0		
Number of students tested	1	0	1	0	0
11. Other 1: Other 1					
Proficient and above					
Distinguished					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Distinguished					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Distinguished					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>K-PREP, KCCT</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>Pearson/Measured Progress</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	77	60	65	95	96
Distinguished	39	17	29	68	65
Number of students tested	93	78	76	82	78
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	6	3	0	0	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	65	54	58	89	92
Distinguished	23	8	10	43	46
Number of students tested	52	48	31	37	40
2. Students receiving Special Education					
Proficient and above	94	75	42	92	92
Distinguished	47	15	14	69	42
Number of students tested	17	20	7	13	8
3. English Language Learner Students					
Proficient and above					
Distinguished					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above	100	50	50		100
Distinguished	0	0	0		100
Number of students tested	1	2	2	0	1
5. African- American Students					
Proficient and above		0	100		
Distinguished		0	50		
Number of students tested	0	1	2	0	
6. Asian Students					
Proficient and above	75	0	100		100
Distinguished	25	0	100		100
Number of students tested	4	1	4	0	1
7. American Indian or Alaska Native Students					
Proficient and above					
Distinguished					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Distinguished					
Number of students tested					
9. White Students					
Proficient and above	77	61	62	94	85
Distinguished	39	18	25	72	43
Number of students tested	88	74	68	72	76
10. Two or More Races identified Students					
Proficient and above					
Distinguished					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Distinguished					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Distinguished					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Distinguished					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>K-PREP, KCCT</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>Pearson/Measured Progress</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	78	66	59	90	84
Distinguished	31	36	23	53	59
Number of students tested	85	80	83	78	70
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	7	0	0	1	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	77	49	39	78	82
Distinguished	25	23	15	30	45
Number of students tested	53	35	47	36	27
2. Students receiving Special Education					
Proficient and above	100	71	64	89	0
Distinguished	65	29	13	46	73
Number of students tested	17	7	14	9	11
3. English Language Learner Students					
Proficient and above					
Distinguished					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above	100	0	0	100	
Distinguished	50	0	0	100	
Number of students tested	2	2	1	1	0
5. African- American Students					
Proficient and above		50			100
Distinguished		50			100
Number of students tested	0	2	0	0	1
6. Asian Students					
Proficient and above	100	100	100	100	100
Distinguished	100	100	100	100	100
Number of students tested	1	3	2	2	2
7. American Indian or Alaska Native Students					
Proficient and above					
Distinguished					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Distinguished					
Number of students tested					
9. White Students					
Proficient and above	80	67	68	85	84
Distinguished	30	34	22	51	57
Number of students tested	82	73	80	75	67
10. Two or More Races identified Students					
Proficient and above					
Distinguished					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Distinguished					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Distinguished					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Distinguished					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>K-PREP, KCCT</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>Pearson/Measured Progress</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	77	47	54	91	87
Distinguished	48	16	18	24	26
Number of students tested	98	92	80	70	70
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	5	4	4	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	63	34	52	78	70
Distinguished	30	10	13	15	26
Number of students tested	49	50	46	27	40
2. Students receiving Special Education					
Proficient and above	79	46	77	100	100
Distinguished	57	9	15	0	50
Number of students tested	14	12	13	3	10
3. English Language Learner Students					
Proficient and above					
Distinguished					
Number of students tested	0	0	0	0	0
4. Hispanic or Latino Students					
Proficient and above	100	66		100	100
Distinguished	100	0		0	50
Number of students tested	1	3	0	1	2
5. African- American Students					
Proficient and above	100			100	100
Distinguished	50			50	50
Number of students tested	1			2	1
6. Asian Students					
Proficient and above	80	50	0	100	100
Distinguished	80	25	0	25	0
Number of students tested	5	4	1	4	1
7. American Indian or Alaska Native Students					
Proficient and above	100				
Distinguished	100				

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	1	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above	100				
Distinguished	50				
Number of students tested	1	0	0	0	0
9. White Students					
Proficient and above	71	48	55	90	89
Distinguished	48	18	18	24	22
Number of students tested	88	85	78	63	73
10. Two or More Races identified Students					
Proficient and above	100		0		
Distinguished	100		0		
Number of students tested	1	0	1	0	0
11. Other 1: Other 1					
Proficient and above					
Distinguished					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Distinguished					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Distinguished					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>K-PREP, KCCT</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>Pearson/Measured Progress</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	82	60	79	76	95
Distinguished	32	17	41	27	23
Number of students tested	93	78	76	77	78
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	6	3	0	0	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	75	55	71	96	93
Distinguished	28	18	36	27	10
Number of students tested	53	48	31	37	40
2. Students receiving Special Education					
Proficient and above	82	61	100	100	100
Distinguished	45	11	57	23	33
Number of students tested	11	19	7	13	12
3. English Language Learner Students					
Proficient and above					
Distinguished					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above	0	50	50	100	100
Distinguished	0	0	0	0	100
Number of students tested	1	2	2	1	1
5. African- American Students					
Proficient and above		0	100		
Distinguished		0	50		
Number of students tested	0	1	2	0	0
6. Asian Students					
Proficient and above	75	0	100	100	100
Distinguished	50	0	100	50	0
Number of students tested	4	1	4	2	1
7. American Indian or Alaska Native Students					
Proficient and above					
Distinguished					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Distinguished					
Number of students tested					
9. White Students					
Proficient and above	83	57	78	92	95
Distinguished	32	19	38	25	23
Number of students tested	88	74	8	72	76
10. Two or More Races identified Students					
Proficient and above					
Distinguished					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Distinguished					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Distinguished					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Distinguished					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>K-PREP, KCCT</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>Pearson/Measured Progress</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	78	75	60	91	81
Distinguished	33	33	18	27	27
Number of students tested	85	80	83	79	70
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	7	0	0	1	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	79	66	53	76	34
Distinguished	36	26	9	22	4
Number of students tested	53	35	47	37	27
2. Students receiving Special Education					
Proficient and above	89	71	57	78	91
Distinguished	50	71	14	33	18
Number of students tested	18	7	14	9	11
3. English Language Learner Students					
Proficient and above					
Distinguished					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above	100	100	0	100	
Distinguished	50	0	0	0	
Number of students tested	2	2	1	1	0
5. African- American Students					
Proficient and above		100	0		100
Distinguished		100	0		100
Number of students tested	0	2	0	0	1
6. Asian Students					
Proficient and above	100	100	100	100	100
Distinguished	100	0	100	100	100
Number of students tested	1	3	2	2	2
7. American Indian or Alaska Native Students					
Proficient and above					
Distinguished					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Distinguished					
Number of students tested					
9. White Students					
Proficient and above	76	55	60	93	85
Distinguished	26	15	18	26	28
Number of students tested	82	73	80	74	67
10. Two or More Races identified Students					
Proficient and above					
Distinguished					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Distinguished					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Distinguished					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Distinguished					
Number of students tested					

NOTES: