



## **Part I – Eligibility Certification**

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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. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2018 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
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 2012 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: 2013, 2014, 2015, 2016, or 2017.
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 has not been identified by the state as “persistently dangerous” within the last two years.
9. 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.
10. 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.
11. 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.
12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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Data should be provided for the most recent school year (2017-2018) unless otherwise stated.

### DISTRICT

1. Number of schools in the district (per district designation):
- 8 Elementary schools (includes K-8)
  - 2 Middle/Junior high schools
  - 1 High schools
  - 0 K-12 schools
- 11 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
  - Rural or small city/town
3. Number of students as of October 1, 2017 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
<b>PreK</b>	0	0	0
<b>K</b>	30	26	56
<b>1</b>	28	39	67
<b>2</b>	34	30	64
<b>3</b>	39	47	86
<b>4</b>	32	47	79
<b>5</b>	48	40	88
<b>6</b>	0	0	0
<b>7</b>	0	0	0
<b>8</b>	0	0	0
<b>9</b>	0	0	0
<b>10</b>	0	0	0
<b>11</b>	0	0	0
<b>12 or higher</b>	0	0	0
<b>Total Students</b>	211	229	440

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 0 % Asian
  - 4 % Black or African American
  - 2 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 90 % White
  - 4 % Two or more races
  - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2016 – 2017 school year: 16%

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

Looking at the geographical location of Spottsville Elementary within the Henderson County School district, Spottsville is located between the cities of Owensboro, KY and Evansville, IN. Both are two major cities with growing industries and increased job growth, which increases our transient student population as our families relocate for other job opportunities.

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2016 until the end of the 2016-2017 school year	39
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	36
(3) Total of all transferred students [sum of rows (1) and (2)]	75
(4) Total number of students in the school as of October 1, 2016	463
(5) Total transferred students in row (3) divided by total students in row (4)	0.16
(6) Amount in row (5) multiplied by 100	16

6. English Language Learners (ELL) in the school: 1 %  
5 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):  
Spanish, Russian

7. Students eligible for free/reduced-priced meals: 44 %  
Total number students who qualify: 195

8. Students receiving special education services: 15 %  
68 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 conditions. It is possible that students may be classified in more than one condition.

- |                                  |  |
|----------------------------------|--|
| <u>1</u> Autism                  | <u>2</u> Multiple Disabilities                 |
| <u>0</u> Deafness                | <u>0</u> Orthopedic Impairment                 |
| <u>6</u> Deaf-Blindness          | <u>2</u> Other Health Impaired                 |
| <u>0</u> Developmentally Delayed | <u>12</u> Specific Learning Disability         |
| <u>0</u> Emotional Disturbance   | <u>42</u> Speech or Language Impairment        |
| <u>0</u> Hearing Impairment      | <u>0</u> Traumatic Brain Injury                |
| <u>3</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 1
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	<b>Number of Staff</b>
Administrators	1
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	23
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	8
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	5
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

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 22:1

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

<b>Required Information</b>	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013
Daily student attendance	96%	96%	95%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2017.

<b>Post-Secondary Status</b>	
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. In a couple of sentences, provide the school’s mission or vision statement.

The mission of Spottsville Elementary School to inspire our students to live respectfully, lead with integrity, and achieve with excellence.

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

## **PART III – SUMMARY**

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Spottsville Elementary School is a K-5 school located in rural Northeastern Henderson County, Kentucky. The Spottsville community is a tight knit, family-oriented farming community passionate about building a brighter future for their children. Spottsville Elementary serves students and families not only from Spottsville, but also Beals, Baskett, and Reed.

The original Spottsville School served all grades and provided Henderson County's first school bus service in 1920. After a fire destroyed the original school in 1932, a new school was rebuilt in the same location on the banks of the Green River and served the Spottsville community until 1981, when a new school was built in the current location. We are anxiously awaiting the completion of our new state-of-the-art school building, which will allow us to educate approximately 700 students. Construction of the new building is occurring on the existing school property and is anticipated to be completed by the Fall of 2018. Many generations have attended Spottsville Elementary, and our stakeholders are excited to be able to maintain and preserve community traditions and culture. The new building will feature a modern media center with innovative technology features and will serve as the heart of the school. The gymnasium will include a stage that will be utilized for theater and school programs, as well as serving as a center for community activities.

Spottsville Elementary has approximately 450 students currently enrolled in grades K-5. Forty-four percent of students qualify for free or reduced meals allowing us to be considered a Title I school. Currently, there are 30 certified staff members, 23 classified staff, and seven part-time interventionists who are dedicated to the students of our school. The part-time interventionists are all retired Spottsville educators who are committed to the children and grandchildren of their own former students.

Students and staff begin each day by quoting our mission statement: "It is the mission of Spottsville Elementary School, to live respectfully, lead with integrity, and achieve with excellence". We strive daily to challenge all students to reach their fullest potential in all aspects of their lives by offering programs that foster social development, leadership, and academic success. Our Family Resource Center exhibits a strong community commitment by working closely with students and families to ensure our school provides the needed resources for families to be able to succeed academically and socially. We are a proud Leader in Me school that works to prepare our students to be successful members of their community. Leadership opportunities in our school such as Student Lighthouse, classroom jobs, and school-wide leadership roles provide students with experiences that ultimately help foster community leaders. Academic success is a top priority for each and every Spottsville student. Our staff strongly believes every child has the ability to learn and deserves an advocate to encourage them to become lifelong learners both in and out of the classroom. Our school offers programs such as academic team, Gifted and Talented, and Student Technology Leadership Program (STLP), which all enhance student learning. These programs provide opportunities for students to take their learning to a higher standard of excellence.

In 2016, Spottsville was recognized as a "Distinguished/Progressing" school, as well as a "School of Distinction" with an overall score of 82 on the K-PREP statewide assessment. We improved in all subject areas in 2017 scoring a 100 in Math, Social Studies, and Language Mechanics. Our school was first within our district in all areas of achievement including academic, gap, and growth. Spottsville Elementary School ranks 13th overall in the state based on elementary K-PREP scores. We provide a rigorous curriculum to prepare our students as 21st century learners for the world they will enter upon graduation. In order to maintain high academic success, we continually seek to improve upon current instructional practices and professional growth. We place a high emphasis on closing the instructional gap so all students can grow and succeed at high levels. Our grade level team meetings have become focused Professional Learning Communities (PLCs) over the last couple of years and are an integral part of our professional growth. Our PLCs meet weekly to analyze common formative assessments, essential skills assessments, as well as other data sources such as MAP and the Reading Inventory Curriculum (RIC) to drive instruction in the classroom. Based on analyzed data, we focus our efforts on increasing student achievement. We provide all students with differentiated learning by providing Tier II intervention blocks school-wide to ensure all students are working toward mastery and proficiency of Common Core State Standards (CCSS) in both reading and math.

Spottsville Elementary is fortunate to have strong parent involvement and an active Parent-Teacher Association. Our parents help strengthen the high value our staff places on education and works diligently to manage school-wide fundraisers, ensuring students have necessary resources and funds to reward their hard work and high achievement. Our PTA is hands-on and offers support for a variety of activities such as field trips, beginning of school activities, school dances, festivals, auctions, and Teacher Appreciation week. PTA members volunteer countless hours to show their commitment to the students and school. This strong sense of involvement leads to a high turnout for events such as open house, parent-teacher conferences, grade level performances, math, science and literacy family nights, and other events.

We strongly believe Spottsville Elementary School is well deserving of this prestigious National Blue Ribbon School award. Our commitment to our students and the community is clearly demonstrated by the high expectations we set for all students as we strive toward academic excellence.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum:**

#### Reading

The rigorous core curriculum at Spottsville Elementary School is guided by the Common Core State Standards for English Language Arts. We strive to maintain rigor and consistency between grade levels by vertically aligning our reading content so that our students do not experience any gaps in instruction. Our ELA instruction consists of word work, which encompasses phonics and phonemic awareness, explicit vocabulary instruction, differentiated guided reading groups to support reading comprehension, independent reading, and writing. Primary teachers use Saxon Phonics curriculum in order to build a strong foundation in phonics and phonemic awareness. As a school, we value the importance of foundational reading skills in our primary grades in order to ensure that all students reach reading proficiency. Intermediate teachers, through grade level collaboration and vertical planning, create ELA units that are intentionally aligned with KCAS. Student engagement through a variety of teaching strategies is visible when visiting our classrooms. Teachers frequently integrate technology into our reading instruction to differentiate the needs of our 21st Century learners. We recognize that reading is extremely important to a student's overall academic success; therefore, a variety of educational programs are used to provide differentiated reading instruction. Programs such as Accelerated Reader, Compass, Reading A-Z, Headsprout, STAR, and Storyworks, along with novel studies and literature circles, are incorporated into our reading curriculum. Teachers and students were able to celebrate success when Spottsville had the highest reading MAP and K-PREP scores within the district, as well as a score of 100 in language mechanics in 2017.

#### Math

At Spottsville Elementary School, we follow the Common Core State Standards within the Math in Focus curriculum and Everyday Counts Calendar Math. Math in Focus provides our students with problem solving skills starting at the kindergarten level and continuously builds upon their understanding through their high school years ensuring mastery of all state standards. Concepts are taught with manipulatives and visual supports to aid progression through real world, hands on experiences. Many opportunities for differentiation and high student engagement are provided through our supplemental programs such as Accelerated Math. Accelerated Math is a critical component of Spottsville's math curriculum as well. This program allows students to work at their own pace mastering standards at each grade level. Teachers are provided critical feedback for individual students allowing them to intervene on specific standards when necessary and provide students with a reteach of the specific standards missed. Through diagnostic testing; high achieving students are able to move past grade level standards accelerating their learning, while students below grade level are able to focus on areas of growth. Other supplemental programs such as Compass Odyssey, FASTT Math, and Khan Academy are technology based and allow students to practice math skills in a fun and interactive way both inside and outside of the classroom. Spottsville was the first school in Henderson County to score a 100 in math on the K-PREP assessment in 2017. We were also ranked the highest in our district on the math MAP assessment among all elementary schools last school year.

#### Science

The teachers at Spottsville Elementary have fully integrated the Next Generation Science Standards (NGSS) at all grade levels. Teachers have been on the forefront of the new standards; integrating three-dimensional investigations and assessments. One of our fourth grade teachers is collaborating with professionals from the Kentucky Department of Education, PIMSER, the University of Louisville, and other Kentucky teachers on the ASSESS project. Not only does she present this information at the district level, she is able to assist teachers within our building to ensure that students are learning the material and that the high expectations are met. This project creates Classroom Embedded Assessments for teachers across the state to use in correlation with the Through Course Tasks. Our curriculum is taught through Science Fusion, Mystery Science, and Science Alive. Science Fusion is designed for building inquiry through STEM based lessons, while Mystery Science is a video based program that offers NGSS aligned, intriguing lessons that cultivate student thinking and problem solving. Students are becoming active learners through investigations, hands on projects, and bringing outside experiences into the classroom through phenomenon-based and task-oriented instruction.

## Social Studies

The purpose of the Spottsville Elementary social studies program is to help students develop a variety of insights over Geography, Economics, Government and Civics, Cultures and Societies, and Historical Perspectives. Spottsville Elementary uses a variety of teaching strategies and materials to ensure students develop the ability to become knowledgeable citizens who will make educated decisions, as well as contribute in our ever-changing democratic society. Social studies is taught across multiple content areas to ensure student engagement. Teachers utilize the Common Core Reading Standards to help reinforce the state social studies standards. Teachers employ a variety of resources including, but not limited to, Social Studies Weekly, History Alive by Teachers' Curriculum Institute, Kentucky Harcourt Social Studies, We the People by the Center of Civic Education, and Harcourt Brace Social Studies. By using these diverse resources, students at Spottsville Elementary are able to see a variety of viewpoints and develop their own understanding of the five concepts of social studies. Students and staff were able to celebrate once again by being the top in the district by scoring a 100 on the social studies K-PREP assessment.

## 2. Other Curriculum Areas:

### Music

The general music classroom provides all students the opportunities to respond to the arts through singing, dancing, instrument playing, composing and technology. Cross-curricular content taught is aligned with state and national standards and integrates all of the arts. Students are given the opportunity to study and experiment with music of different styles, time periods, and cultures. K-5 grade level performances are held throughout the year, focusing on singing, drama, instrument playing, and movement. Students in grades K-5 participate in music one time a week for 40 minutes. Students in grades 3-5 are given the opportunity to participate in an after school choral program that travels throughout the community to perform. Students in grades 4-5 are also encouraged to participate in an after school percussion group. Throughout the school year, students attend arts performances of varying styles at the Preston Fine Arts Center and nearby cities.

### Physical Education

Students in grades K-5 participate in P.E. one time a week for 40 minutes. The district curriculum aligns with both the National Standards for Physical Education (NASPE), as well as the Society of Health and Physical Education (SHAPE). Each class requires all students to be physically active in a variety of ways. Students participate in both individual and team sports, dance, fitness activities, group games, and many other school-wide functions. Grades K-2 center on developing loco-motor skills, while grades 3-5 engage in many fitness activities. Grades 2-5 experience Fitnessgram testing twice a year, while also being offered after school opportunities like Zumba, Cross County, and Intramurals. As a school-wide community project, we participate annually in Jump Rope for Heart, having raised \$2,800 last year. Spottsville also participated in the Elks Hoop Shoot, the Tri-Fest Relay event, and Rotary Field Day. Overall, health and wellness have been a major priority of our physical education program at Spottsville Elementary. Healthy and active lifestyles are promoted and students are required to log a daily fitness calendar throughout the school year. We focus on our NASPE and SHAPE standards, culminating with a Health and Wellness Fair at the end of the school year.

### Technology/Library

We provide students with a variety of opportunities to learn and use technology. Each classroom is equipped with an Active Board that the teachers use to enhance lessons and engage students. Grades K-3 have access to desktop computers as well as a classroom set of iPads. Our fourth and fifth grade classrooms are 1:1 with Chromebooks. These Chromebooks are integrated into lessons and have become an important part of the student's education. We utilize many different programs to enhance learning and track progress including Accelerated Reader, Accelerated Math, STAR Reading, FASTT Math, Prodigy, Compass Odyssey and Headsprout. The school is equipped with two computer labs and students attend three scheduled class times a week. During these times, they complete lessons on Compass Odyssey, Headsprout, and FASTT Math. Teachers can also sign up to bring their class for enrichment activities during open times. The media center has nine workstations available for research or other academic activities. Students attend a scheduled library time once a week for 40 minutes, where they learn about using the Internet safely and finding reliable sources among other things. All students are in charge of checking their library books in and out using

Destiny and may free-flow to the media center at any time. Technology is integrated into our student's daily lives greatly enriching their education.

#### Guidance

Students at Spottsville Elementary participate in regularly scheduled guidance classes. The guidance curriculum consists of structured developmental topics presented through classroom and small group activities for all students, K-5. The purpose of this curriculum is to promote positive mental health and to assist them in acquiring and using life skills. Our counselor also secures the help of community agencies to enhance students learning in topics such as internet safety and personal safety. Some other topics the counselor covers with students are substance abuse prevention, nutrition, bullying, financial literacy, and career exploration. Our classroom guidance classes improve our school climate, which in turn, impacts student achievement. Through this program, our students are better equipped to resolve emotional, social, and behavioral problems and develop a clearer focus and sense of direction.

### **3. Instructional Methods, Interventions, and Assessments:**

The staff of Spottsville Elementary follows a rigorous core curriculum based on the Common Core Standards. In order to engage students and create active learners in the classroom, we implement activities that promote practice and problem solving to meet the needs of all levels of learners, as well as all types of learners. Examples of effective instructional practices used that ensure student learning are modeling think alouds, explicit instruction, and activating prior knowledge. Our classrooms are student centered where teachers are frequently conferencing with students, collaborating with other instructional staff and expecting their students to collaborate with each other. These techniques are used to promote higher level thinking skills and provide differentiation for all students. Our staff is constantly looking for new and innovative ways to increase student achievement. Continually expanding the use of integrated technology for all students is a top priority for Spottsville Elementary.

As a school, we believe that knowing our students academically and personally is crucial for high levels of achievement; therefore, flexible groups are not based solely on assessment data but also student interest and choice. Meeting weekly in data driven Professional Learning Communities, we are able to analyze data from multiple sources including K-PREP, MAP, AIMSweb, STAR Reading, Accelerated Reading, Accelerated Math, district common assessments, essential skills assessments, school common assessments, Reading Inventory Continuum (RIC) and Math in Focus Assessments. Our 2016-17 K-PREP data indicated that we needed to reduce the percentage of students scoring novice in reading and math. A novice reduction plan was put into action where those students were identified, their past academic data was reviewed, and then a plan of action was put into place for these students to move to academic success. Academic expectations are at an all-time high for both students and teachers. As educators, we know that students who fall behind early on in school and fail to make the catch up growth they need each year, will only get further and further behind over time. To ensure the academic success of all students, our school has been focused on identifying essential skills at each grade level and being intentional about teaching to mastery of those essential skills so that our students can achieve and make growth at high levels. Based on the 2017 Spring K-PREP scores, our percentage of students scoring novice in math decreased from 6.7% (2016) to 3% and our percentage of students scoring novice in reading decreased from 10% (2016) to 8.5%. We will continue to focus on reducing the number of students scoring novice, especially with students with disabilities in the areas of reading and math.

All students in our district take the Measures of Academic Progress (MAP) assessment three times per year (fall, winter and spring). As a result of analyzing MAP data, we are able to identify students who need to be benchmarked with AIMSweb to determine the need for Tier II and Tier III services. All students receive Tier II intervention and/or acceleration services throughout the school year, but students scoring at or below the 50% in reading and/or math are benchmarked using AIMSweb. Once those two pieces of data are complete, members of the RTI team will meet with teachers to discuss each student's need for intervention services. Students scoring below 25% in reading and/or math on the MAP will be targeted for Tier III services. These students receive 30 minutes of additional instruction five days a week. Students who receive Tier III intervention services are progress monitored bi-weekly using AIMSweb. Fluency and comprehension is measured for reading and computation and applied application is measured in math in

grades 1-5. Grades K-1 are monitored using letter naming, letter sound, oral counting, number identification and quantity discrimination. Students who score below their targeted goal on three consecutive probes, may be moved to a different tier status. Additionally, the newly developed Reading Inventory Continuum (RIC) is used to identify specific basic reading needs for all K-3 students and those students receive instruction on those identified isolated skills during Tier II intervention.

## PART V – SCHOOL SUPPORTS

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### **1. School Climate/Culture:**

Through Kentucky Center for Instructional Discipline (KYCID) and Positive Behavioral Interventions and Supports (PBIS), our teachers and staff are encouraged to establish a culture and climate in which all students can be successful. This program helps us to implement positive, proactive, and instructional strategies to help students become responsible, self-disciplined, and productive members of society.

We want to ensure that our students become responsible, well-rounded individuals. Positive reinforcement from our staff to our students is utilized to create a warm and inviting atmosphere. We teach and hold students accountable to the expectations of our school rules. We promote positive behavior through a variety of avenues such as verbal praise, positive phone calls, positive notes to parents, classroom rewards, and celebrations throughout the year. Each nine weeks, students work toward a behavior goal and are rewarded for demonstrating good behavior if the goal is met.

Spottsville Elementary is a Leader in Me school and follows the seven habits of highly effective students as the basis of our school leadership philosophy. We strive to ensure that every Spottsville student believes they can be a leader. Spottsville has embraced the Leader in Me program by creating leadership roles both in the classroom and school wide for our students to take ownership of. Students at Spottsville Elementary lead morning assembly and afternoon announcements, can become a part of our student lighthouse team, and they are given many other opportunities throughout the school year to let their leadership shine. Our students earn leadership tickets when they are displaying the qualities taught through the 7 Habits of Happy Kids. We have monthly Leader in Me ceremonies to recognize a student in each homeroom and special area who embodies the habit we are focusing on for that month.

Spottsville students in grades K-5 take ownership of their own academic achievements, Wildly Important Goals (WIGs), personal and academic celebrations, behavior, and classroom progress by tracking their growth within their leadership notebooks. These notebooks travel with students from Kindergarten through 5th grade and demonstrate the students overall achievement in their elementary school careers. Intermediate grades use the leadership notebooks to have student-led parent-teacher conferences where the students can inform their parents/guardians of their achievements.

Spottsville Elementary creates an atmosphere where teachers' opinions and professionalism are valued. The administrative staff is transparent and staff members are comfortable voicing opinions and suggestions. Holding weekly staff meetings to discuss a variety of topics keeps all staff members informed.

### **2. Engaging Families and Community:**

Spottsville Elementary School utilizes a variety of approaches in order to maintain and improve relationships within the community and our families. Spottsville uses a democratic approach to gain input from the community, families, and students to ensure that we as educators do everything within our capabilities to maximize involvement and student success. As a staff, we believe that having parents and the community involved, working side by side with our school and their children, not only improves rapport, but also the overall achievement of our school. By letting our community, parents, staff, and students' voices be heard, we are able to use the data to better our school community as a whole. Spottsville also uses Facebook, Twitter, Class Dojo, Parent Link, email, newsletters from individual teachers, as well as a school wide newsletter to help communicate with our families to keep them involved and informed. Along with newsletters, parents have access to Infinite Campus, which is our grading portal for grades 3-5. This program allows parents/guardians to see their child's successes as well as their struggles. By keeping this system open, parents are never caught by surprise when progress reports or marking period grades are sent home. Our school also holds three parent teacher conferences each school year to give staff and parents the opportunity to discuss their children's progress, as well as areas of improvement.

Other opportunities at Spottsville to get parents involved are literacy night, math and science night,

Popsicles on the Playground, Home Blitz, music programs, fall festival, and our annual back-to-school swim party. We also hold a Leader of the Month ceremony where a child from each homeroom is chosen, parents receive a letter from the principal regarding this achievement, the child is recognized during our morning assembly, and then they all enjoy a small breakfast to celebrate. All the above mentioned activities help keep the lines of communication between staff, PTA, parents, and students open in order to aid in building a sense of community within our school.

### **3. Professional Development:**

Professional development over the last couple of years has been focused on reading strategies, Math In Focus (MIF) curriculum, the PLC process, and integration of technology into our classrooms throughout the school.

Our district focus has shifted to reading when it became evident that not all teachers had a clear understanding of the five dimensions of reading - vocabulary, phonological awareness, phonics, oral reading fluency and reading comprehension. The district began to explore the five dimensions of reading, eventually putting together a reading PLC made up of representatives from all of our elementary schools. This PLC focused on developing a process where we could assess and then monitor primary students in the areas of phonemic awareness, phonics, high frequency words, and reading fluency. The PLC eventually created an assessment document, Reading Inventory Continuum (RIC), which is used with kindergarten through third graders, and struggling fourth and fifth graders, a minimum of three times a year. Our Spottsville grade level PLCs have taken the data ascertained from the RIC and worked individually with students.

Nine years ago, our district made the decision to purchase Math In Focus curriculum. Our district asked that teachers, kindergarten through sixth grade, teach the curriculum with fidelity. Being that this was a completely different way of teaching math, the majority of district and school PD time was dedicated to MIF. Our Spottsville staff became very accomplished with these math strategies; however, we continue to keep MIF at the forefront of our PD planning.

In 2012, several of our district instructional coaches attended a training based on the book, “The Data Teams Experience”. This professional development gave our instructional coaches a more defined way of looking at student data. The experience led to Spottsville’s staff embracing the process of Professional Learning Communities. A large amount of our PD budget was used to send staff members to a Solution Tree’s PLC conference. The knowledge gained from attending these conferences was shared and put into practice in our grade level PLCs. Teachers take an active role in analyzing their student data, as well as their grade level data.

Each year, Henderson County staff members are given the opportunity to attend Kentucky Society for Technology in Education (KySTE) conference, allowing them to attend a variety of sessions related to educational technology. These technology experiences are brought back to our district and shared in PD called “Tech-spiration” presented by attendees. Participating in Tech-spiration has given our staff new and innovative ways to integrate technology while also allowing our own teachers to present ideas learned at the conference.

### **4. School Leadership:**

At Spottsville, we strive to provide extraordinary educational opportunities for all students while emphasizing accountability and results for student achievement through the empowerment of staff. We have a nurturing, collaborative culture with common goals that allow teachers to be innovative, while continuously seeking opportunities to meet the needs and challenges of our students. Our ultimate goal is to equip our students with the core academic skills and the essential 21st century skills necessary for the rapidly changing world that they will graduate into after high school.

Our leadership team consists of the Principal, Instructional Coach, Guidance Counselor, and the Lighthouse Committee. The Principal is committed to building a trusting culture where academic excellence is a

constant priority. She ensures that learning is the center of all daily activities. The Principal and Instructional Coach are both part of our professional learning community that holds weekly grade level meetings to discuss student data, which drives instruction in the classroom. The Instructional Coach attends many hours of professional development funded by the district, and then is tasked with bringing it back to our staff by way of mini PD sessions during staff meetings, grade level team meetings, or by modeling. District instructional coaches meet weekly to analyze district data noting successes of individual teachers and finding ways to mimic these in less successful classrooms. The district curriculum initiatives and vision are disseminated to the staff at Spottsville through the Instructional Coach.

The Guidance Counselor focuses on supporting our students, teachers, staff, and parents in all capacities. She works with students and parents to help guide their academic, behavioral, and social growth. In addition to teaching weekly guidance classes, she works closely with teachers and school psychologists during weekly Academic and Behavior RTI meetings, chairs the Culture Action Team to guarantee student successes are being celebrated, and collaborates with teachers, families, and community partners to ensure students' needs are being met. The Lighthouse Committee is made up of one leader from each of our sub-committees (Culture, Academic, Leadership), along with the Principal, Instructional Coach, and Guidance Counselor. The Lighthouse Committee meets monthly to share out progress from each sub-committee meeting, to discuss student achievement and progress, to implement any revisions necessary to aid in student growth, and to plan future school wide events. We believe that collaboration and communication are key to continuously improving our practices and processes for our students, staff, and community.

## **Part VI – STRATEGIES FOR ACADEMIC SUCCESS**

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At Spottsville Elementary School, Professional Learning Communities are valued as an integral part of our past academic achievements. PLCs at Spottsville meet once a week for 40 minutes and consist of grade level teams, the Instructional Coach, and Principal. Our PLCs focus on data analysis of District Common Assessments, MAP testing, benchmarks, RIC, essential skills assessment and K-PREP, identifying Tier II and Tier III intervention groups, discussing RTI concerns, and professional development.

In the 2017-2018 school year, Spottsville Elementary has made it our mission to continue to increase student growth in both reading and math with the implementation of school-wide Tier II interventions. Our goal is to increase the combined percentage of proficient/distinguished students in both reading and math from 78.6% to 83.1% by 2019. In order to obtain this goal, the implementation of Tier II interventions for reading and math have been developed in order to aid in student progress. Professional Learning Communities play a vital role in the school-wide implementation of Tier II interventions. PLCs structure the data analysis and identification of student intervention groups in each grade level.

During our weekly meetings, teachers and administrators analyze student data and then make determinations as to what each student needs. From that point, an action plan is put into place allowing teachers to implement explicit instruction to all students. These interventions are determined using data from our newly developed Reading Inventory Continuum (RIC) created by our district, MAP scores, and student achievement in the classroom. One goal we hope to obtain from the implementation of interventions is to increase the percentage of students who are transition ready by the end of the school year. Currently 85.5% of our students are transition ready based on previous MAP data. We would like to increase that percentage to 88% by 2019.

Professional Learning Communities at Spottsville allow teachers and administrators to dig deep into our students' learning in the classroom. It allows us to give each child individualized learning goals tailored to their needs. By being intentional in PLCs, we are able to meet each student at Spottsville where they are at in their learning and inspire them to learn and grow to their highest potential.