



## **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. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2019 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration 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.
4. The school has been in existence for five full years, that is, from at least September 2013 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2014, 2015, 2016, 2017, or 2018.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. 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 (2018-2019) unless otherwise stated.

### DISTRICT

1. Number of schools in the district (per district designation):
- 3 Elementary schools (includes K-8)
  - 1 Middle/Junior high schools
  - 1 High schools
  - 0 K-12 schools
- 5 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, 2018 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	17	28	45
1	19	13	32
2	22	17	39
3	22	18	40
4	22	18	40
5	28	20	48
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 or higher	0	0	0
<b>Total Students</b>	130	114	244

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

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
  - 0 % Asian
  - 1 % Black or African American
  - 3 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 93 % White
  - 3 % Two or more races
- 100 % Total**

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

5. Student turnover, or mobility rate, during the 2017 – 2018 school year: 4%

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

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2017 until the end of the 2017-2018 school year	4
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	6
(3) Total of all transferred students [sum of rows (1) and (2)]	10
(4) Total number of students in the school as of October 1, 2017	244
(5) Total transferred students in row (3) divided by total students in row (4)	0.04
(6) Amount in row (5) multiplied by 100	4

6. English Language Learners (ELL) in the school: 2%  
4 Total number ELL

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

7. Students eligible for free/reduced-priced meals: 66%  
Total number students who qualify: 161

8. Students receiving special education services: 31 %  
76 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>0</u> Autism                  | <u>0</u> Multiple Disabilities                 |
| <u>0</u> Deafness                | <u>1</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>15</u> Other Health Impaired                |
| <u>12</u> Developmental Delay    | <u>22</u> Specific Learning Disability         |
| <u>1</u> Emotional Disturbance   | <u>21</u> Speech or Language Impairment        |
| <u>1</u> Hearing Impairment      | <u>0</u> Traumatic Brain Injury                |
| <u>5</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: 8
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.	12
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.	0
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

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 20:1

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

<b>Required Information</b>	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	96%	96%	96%	96%	97%
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 2018.

<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 Perryville Elementary School is to provide a student centered environment empowering students to reach proficiency through high expectations and shared responsibilities by students, parents, staff, and community.

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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Perryville Elementary is a school steeped in tradition, school culture, and academic success. The school has been around since 1915, when it housed “Bulldogs” from 1st through 12th grade. Since 2001, only K-5th grade students have been served in this building. Since PES has been around for so many years, the community sees it as a pillar of what defines Perryville. The rural community rallies around its students, giving monetarily and of their time to support school activities. For example, the Mayor of Perryville, Mrs. Ann Sleet, has presented a dedicated banner in honor of Perryville Elementary School’s K-PREP (Kentucky Performance Rating for Educational Progress) success multiple times, placing an emphasis on the great success of the school, staff, and students. The community supports school activities such as Reading Nights and many families use the school for recreational activities, like intramural sports and as a playground and walking track.

Parental involvement is a huge part of the success here at Perryville Elementary. The Parent Teacher Organization is active, making great efforts to better our school and our students. Parents and teachers work together to raise money for specific needs on the classroom, school, and student level. Just this year, the PTO has raised enough money to purchase needed curriculum support for literacy teachers across the building as well as throw an end-of-year dance for students. Perryville’s Site-Based Decision Making Council is also active and comprised of teachers, parents, and the principal. Community members are invited to all meetings, and these are posted on the school’s website each month. The SBDM council meets regularly to meet the needs of students and teachers in areas of staffing, budgeting, scheduling, and policy revision. An open door policy allows the community transparency when it comes to the school, which makes them more eager to support it.

The city thrives off of the school, which brings families of all kinds together for the betterment of their children. About 20% of Perryville lives below the poverty line and about 97% of the city is comprised of Caucasian residents, with a total population of about 762 in 2017 (according to WorldPopulationReview.com). Most students live in the rural areas of the county and agriculture is a huge part of their lives. Our families come from many backgrounds, some having only lived in the district for a short period of time and others having deep familial roots in Perryville history. Nonetheless, the statistics can be daunting. Some may assume these poverty numbers will reflect low scores in a poor performing school. However, Perryville Elementary school has overcome these odds and become one of the leaders in academics over the years.

Perryville Elementary has been named a “School of Distinction” in the state of Kentucky for the past 8 out of 9 years. In order to receive such high marks, students across the tested grade levels must meet proficiency according to standards set by the state. In 2018, Perryville Elementary was also named a National ESEA School of Distinction, an honor bestowed on less than 100 schools nationwide that year. PES has such academic success because of initiatives like an intervention block, Intermediate and Primary Reading nights, Review Day Blueprints, and a district-wide literacy policy.

Student expectations are high at Perryville Elementary School. Students are held to high standards when it comes to academic success and are rewarded greatly for their efforts. However, they aren’t expected to do it all alone. During the block mentioned above, students are given either enrichment or intervention based on multiple points of data collected by the content teacher. This same content teacher then provides the intervention needed, which has proven to be very successful in closing the academic gaps in the school. Students are also called to be Bulldog “CHAMPs,” an initiative that promotes compassion, unity, and hard-work. Being a “CHAMP” includes being Cooperative, Honest, Accountable, Mannerly, and Positive. Students are given CHAMP cards when seen exhibiting these behaviors and are announced during morning assembly. This assembly includes the entire student body, as well as the classroom teachers. It takes place in the gym every morning to ensure students are accounted for before class and so that morning announcements don’t interrupt class time. These are the unique school day features that set Perryville Elementary apart.

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

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

#### **1a. Reading/English language arts:**

Perryville Elementary operates under the district’s commonly adopted Systematic Literacy Instruction, following the Common Core State Standards of Kentucky. It provides everything needed for teachers to structure their classroom delivery model, gather the needed data, and individualize learning in a way that will impact student reading abilities. Teachers are given the needed guidance in order to achieve district “non-negotiables.” These include a mesh of two existing models and the Boyle County Blueprint for instruction. Daily 5, which consists of a series of reading tasks (reading to self, reading with someone, writing, word work, and listening to reading) is one of the adopted models paired with Reader’s Workshop, which devotes an extended block of time to reading, discussing, and writing about reading. Both of these meshed models help provide students the opportunity to develop strong reading skills through mini-lessons, shared reading, read-alouds, conferencing, individual reading, and small group instruction. Perryville also utilizes a strong co-teaching model that allows teachers to work together with groups of students sharing planning, organization, delivery, and assessment of instruction. Students are formatively assessed during and after each lesson through exit slips (both digital and print), informal reading records, conferences, and teacher observations. Summative assessments are also given through district common assessments after each unit, MAP (Measures of Academic Progress) testing three times per year, and Diagnostic Reading Assessments at least three times per year. This data is used to determine further instruction in lesson planning and intervention blocks.

#### **1b. Mathematics:**

Mathematics instruction is similar to literacy in that assessments and exit slips are the same throughout the district and are revised and edited each summer to ensure quality. Perryville follows the Common Core State Standards of Kentucky in mathematics instruction. Mathematics is taught in every grade level K-5 with scheduled instructional time in every grade level. Instruction is scaffolded and formative assessments are done daily to check on student learning. Student formative assessment data is analysed daily by the content teacher. Teachers use the analysed formative student data to differentiate future instruction or provide intervention during scheduled grade level intervention times. This means teaching students more strategies like number modeling and number bonds. As well as having students use hands-on methods that allow students of all learning types to succeed. Mathematics teachers also utilize co-teaching, which allows for common planning, working together with groups of students, and more effectively monitoring student success. Students are formatively assessed using daily exit slip data, individual student conferencing, and small group data. Math teachers at Perryville use the station teaching model to maximize instructional time. This means that students are grouped by ability and rotate in stations with teachers, technology, and individual math work. Co-teaching makes this possible even in high-need classrooms because of the availability and scheduling of multiple assistants and teachers in the room at the same time. Summative assessments are given with district common assessments and MAP data.

#### **1c. Science:**

Science is taught as a scheduled content class in third through fifth grades. However, Science instruction is utilized throughout the building, either in a stand-alone class in the Intermediate grades, or during scheduled theme classes in Kindergarten through second grade. Theme classes are scheduled for K-2nd grade classes daily and are used for Science and Social Studies instruction. Perryville uses the NGSS (Next Generation Science Standards), which are adopted by the state of Kentucky. Teachers who teach this every day as a core subject use daily flashbacks and exit slips to track student data similarly to math and reading. Science instruction in all grades utilizes inquiry based learning. Teachers utilize phenomena based curriculum units that are congruent to the NGSS standards. Phenomena designed lessons and units take observable events in nature and have students use their Science knowledge to explain or predict the natural phenomena. During the Science instruction classes the standards are taught and are aligned with district created common

assessments for each unit. In addition to scheduled Science instruction, teachers throughout the building in all grade levels teach science through the reading curriculum, which includes reading scientific and technical texts. Teachers monitor student ability through traditional formative assessment and observable student work during class periods, as well as through state mandated performance events. These performance events are called Through Course Tasks, or TCTs. Every teacher in the building facilitates and teaches at least two of these per year to ensure that students receive a superior amount of science instruction.

#### **1d. Social studies/history/civic learning and engagement**

Perryville Elementary uses the Kentucky Core Academic Standards for Social Studies to direct instruction. Social studies is taught in every grade level Kindergarten through fifth grade. Fifth grade teachers use the same basic instructional methods in order to ensure student success. Curriculum is based on the standards and units are drafted in the summer professional development days. Social Studies teachers across the district work to create assessments that are aligned with the Core Academic standards and are quality controlled by curriculum specialists in the district. Kindergarten through second grade classes utilize scheduled Theme class time to teach Social Studies and Science standards multiple times a week. Third through fifth grades have a scheduled Social Studies content time. Social Studies is also taught through project based learning units. These PBL units require the students to research real world scenarios and to base decisions on future actions on students' research of primary and secondary historical documents. Teachers use formative assessment data to drive instruction with daily exit slips and tracking of student mastery. Intervention blocks are utilized for these students to get additional instruction as necessary.

#### **1e. For secondary schools:**

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

Perryville Elementary does have a preschool that shares the same physical site. However, Perryville preschool has their own administrative department, and Perryville Elementary has no administrative oversight of the preschool.

#### **2. Other Curriculum Areas:**

All non-core subjects are referred to as “specials” classes throughout the school. Physical Education is offered to all grades K-5th. This class is taken once per week for approximately 45-55 minutes. Students learn motor skills appropriate to their individual grade level and learn sportsmanship through the participation in team sports.

Spanish class is also offered to grade K-5th once per week for 45-55 minutes. Students in Spanish learn essential communication skills through the acquisition of a second language, which is essential for students wanting to enroll in college later in life.

Music class is a special offered to all student grades K-5th for 45-55 minutes per week. In this class, students develop motor skills while playing instruments, learn how to read music on a staff, and are enriched with information about famous musicians and musical numbers throughout history.

Art is offered to grades K-5th for 45-55 minutes per week. In art class, students develop knowledge of artistic elements, create art in various mediums, and learn to harness their creativity in the form of expression.

Grades K-3rd also have a special class called library. This class lasts about 45-55 minutes as well and is taught by our librarian. The students participate in shared reading, read-alouds, and get to check out their own books to take home and read. This class fosters a love of reading from an early age.

In grades 4th and 5th, students have a slightly different Related Arts schedule because of a two hour

scheduled related arts block. This block consist of two fifty minutes Specials classes, and is known as SuperBlock. During the SuperBlock time, students are scheduled a Specials rotation, and Intervention. Students are assigned intervention daily based on the most current formative assessment data, student intervention is provided by the student's content teacher. If a student's formative data shows that intervention is not needed the student will be assigned our computer applications class rather than an intervention rotation for their second Specials rotation during the SuperBlock time. Computer Application meets every day for 50 minutes. Again, all 4th and 5th grade students will attend Computer Application, unless they have been targeted for Intervention based on their formative data. During Computer Application students learn essential computer skills needed in a 21st century classroom. They learn how to research topics effectively and cite sources clearly as well as take a Digital Citizens Course, which teaches about the dangers of internet browsing and how to effectively navigate the web in an unsafe world. One day a week, students in 4th to 5th grade get to take a Fitness course, which focuses on stretches, exercises, and knowing how to keep your body fit through games and general exercise. This class is offered as a Specials rotation during SuperBlock for 45 minutes.

### **3. Special Populations:**

The major student populations at Perryville Elementary School are students with IEPs (special education population) and the students who qualify for free or reduced lunch. Special Education students make up about 31% of the student population, with needs ranging from Developmental Delay to Specific Learning Disability. These students are also considered gap students, because they have something which affects their day-to-day ability to learn in a regular setting. In order to meet the needs of these students, accommodations are in place according to each student's Individualized Education Plan. These accommodations are carried through with the classroom teacher as well as the co-teacher in that room. Every student with an IEP also has access to a classroom environment with a co-teacher. This ensures that all accommodations are followed through and that these students receive additional support where needed. Perryville Elementary follows a Shared Learning Model for our co-teaching classrooms. In this Shared Learning Model both the content teacher and the Special Education teacher are responsible for the direct instruction of all students. In our Shared Learning classrooms students are leveled according to an analysis of formative data and are grouped with students that have similar needs.

Each student will then visit three stations during content instruction. One station will be with the content teacher, this is the learning target station. During this station the content teacher will review and instruct students on the current learning target. The content teacher will differentiate instruction for each student group and guide the students to content understanding. The next station is led by the Special Educator and this station is either a prerequisite skills station or a target underpinning station. An underpinning target is a target that students need to understand to be successful on the current learning target. The third station is either a further skills practice station for students who have demonstrated target understanding on their daily formative assessment or advanced students, or an intervention station. If a student is struggling with the daily learning target the third station is an intervention station for students who need additional instruction on an underpinning target or a prerequisite skill. The value of the Shared Learning Model classrooms is the ability to differentiate to meet the daily needs of the students. Another population of students is our free and reduced lunch population. These students may or may not also have academic needs. Students who qualify for these services also receive additional support through the Family Resource Center. They may receive assistance with school fees, field trips, and other expenses that are generally related to school. All measures are put in place to make sure that students are given the same opportunities as their peers, regardless of income or academic plan. Gifted and Talented identified students receive services through our district's Gifted and Talented program. Services provided to Gifted and Talented identified students include academic field trips, artistic expression opportunities, and Literature lunches. Artistic expression opportunities are available to all students grades third through fifth as an after school program. Literature lunches are available to all students grades third through fifth based on teacher recommendations and formative assessment data. Literature lunches are book discussions that are led by students during their lunch periods and facilitated by Language Arts staff member.

## PART V – SCHOOL SUPPORTS

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### 1. School Climate/Culture:

Perryville Elementary has developed a unique culture which consists of a balance of academic success, compassion, and rigor. Students are expected to do their best in all aspects of school, from regular class work and assignments to after-school activities. Support is given through actively teaching classroom expectations and guidelines at the beginning of the year and re-teaching as needed. Teachers and staff support these expectations through the school-wide initiative of “CHAMP” guidelines (see summary above) and students are engaged in these practices to become not only high achievers but also positive citizens. This past school year, the psychologist paired up with the teachers in order to determine student needs socially, emotionally, and physically through the use of teacher and student surveys. This new initiative has made it easier to fully meet the needs of students, which directly correlates to their improvement in the classroom. Teachers and staff are fully supported in this culture and have many avenues to seek guidance in teaching and mentoring the young students at Perryville Elementary. With resources close by like the school psychologist, principal, and outside mentoring agencies, staff have ample opportunities to get students the help they need. Teachers are supported throughout the year. An example of this support are the calendar embedded Staff Development days. Three days per school year are used for staff development. These days are for the teachers to receive additional training and development during the school year. These days are in November, January, and March and the theme or goal of these days are controlled by the building administration. This allows the building administration to truly focus the staff development days to meet the needs of the teachers.

### 2. Engaging Families and Community:

At Perryville Elementary, the community and families are the backbone of the school. Numerous groups and organizations allow for engagement between family, school, and the community, which allows students to feel connected on multiple levels, increasing achievement. The Site Based Decision Making Council is an active and strong necessity at Perryville and consists of the principal, three staff members, and two parents. The members are elected to a two year term by parent and teacher nominations. The school’s SBDM council is responsible for approval of the school’s budgeting, scheduling, hiring, and policy revision. Community members are invited to join every SBDM council meeting, with dates and times of those meetings posted on the school website.

Additionally, the Parent Teacher Organization is thriving because of the heavy involvement by both teachers and parents. PTO provides much needed services as requested by teachers and students, like supplementary curriculum, seat sacks, and student activities. Perryville also has a very active Family Resource Center where families can receive additional assistance outside of the academic boundaries of the school building. Eligible families can receive backpacks of food for the weekend to keep their children full and healthy, assistance during the holidays to ensure every child has a gift at Christmastime and can even receive educational opportunities in order to better themselves as parents and leaders in the community. Educational opportunities offered are evening parenting classes, Born Learning Classes, which is a parent and child development program that teaches parents how to prepare their child for school readiness, and a Grandparents raising Grandchildren support group.

Perryville also opens their doors multiple times a year to invite families to school to participate in functions that benefit their children. Intermediate and Primary Reading Nights take place in the fall and spring and consist of students wearing pajamas and eating snacks while guest readers from the community read aloud some popular books in various classrooms around the school. Students get a meal provided by the FRC and also receive a free copy of one of the books they listened to that night. Students get to hear role models reading aloud and parents get access to resources to help their young readers succeed. PES also invites all parents to tour and visit their child’s classroom during the Back to School Fair the week before school begins. Parents get to meet their child’s teacher, ask questions about enrollment, drop off supplies, receive access to signing up for additional assistance, and feel at ease knowing exactly where their child is during the day.

Lastly, teachers contact every student's parent or guardian to set up a parent-teacher conference at least once per year. These conferences help build relationships with PES families, ensure transparency in educating their child, and provide time to give feedback on academic, social, and emotional progress of the student. These support systems are in place because Perryville Elementary realizes the importance of community. The community needs PES and PES needs its community in order to raise up the next generation of successful citizens.

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

As a district, Boyle County participates in shared planning and creation of common assessments and exit slips among teachers in the same content area and grade level. These professional development hours are done during the summer in a time allotted for teacher collaboration before the next school year. The work put in for these assessments ensures that students are given the highest quality summative and formative assessments, which will give teachers a better idea of which standards are truly mastered and which need additional work. Perryville teachers take this PD back to school and apply it throughout the year with their students. Teachers from around the district often communicate about these assessments throughout the year to ensure quality and correctness as they are given. Throughout the year, Perryville staff attend regular meetings, Professional Learning Communities, and designated days for curriculum work. These meetings ensure that teachers are utilizing all district policies, are learning from each other, and are collaborating effectively with co-teachers and across grade levels. PLCs provide teachers with the opportunities to share and analyze data collected from formative and summative assessments with their grade level and administration. These activities all directly affect the student achievement at Perryville Elementary through the consistent and guided professional development utilized by the school. The school's Site Based Decision Committee approves the school's professional development plan yearly. The SBDM builds the professional development plan based on input from the teachers as well as the school's administration. Teachers provide their professional development needs to the SBDM and the school administration through PLC conversations and student data analysis.

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

Perryville Elementary school's success is not dependent on any one person or group of leaders within the school. However, the leadership of all staff promotes a well-balanced school that is successful and thriving. The leadership begins with our classroom teachers. Every teacher participates in professional learning communities, professional development hours, and staff meetings to stay informed and up-to-date on the best teaching practices available. Without the consistency of our teaching staff, the students would not be able to benefit from maintained and dependable teaching practices. After our teachers, our principal and correlate/committee system work hard to ensure that all policies are upheld and that the students benefit from excellence in every area. Teachers make up these correlates and are active participants at least once a month. Active correlates are the Climate of High Expectations (ensures that students follow CHAMP guidelines and receive praise for attendance and excellent behavior), Positive Home and School Community Relations (develops ways for teachers to communicate effectively with families through newsletters and technology like Remind), Safe and Orderly Environment (maintains safety protocols throughout the school in regard to emergency situations and everyday procedures), Frequent Monitoring of Student Success (tracks data closely to analyze trends and make suggestions in regard to gap groups), and Strong Instructional Leadership (assists in the development of student and teacher leadership opportunities). In addition to these groups, the SBDM Council also plays a huge role in leading Perryville Elementary to academic success in all the ways previously mentioned.

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

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The single most important factor in the success of Perryville Elementary School is the Super Block enrichment/intervention time. Classroom teachers track student data daily, with personal checklists that ensure that each child is monitored closely for success. If a child does not master the learning target during class that day, the teacher may keep them for intervention during the scheduled time allotted. Children who do not need additional instruction on that target go to enrichment blocks that extend their learning in various subjects, like computer science and library. Students may also be kept for intervention on a regular basis based on four points of data: previous year's K-PREP scores, MAP data, reading level, and common assessment data. These students benefit from extra practice regardless of their performance in the lesson that day. Content area teachers keep students from their content classes that they monitored themselves, which gives them an advantage in knowing exactly what the student struggles to master. Student who receive this extra instruction have shown to have fewer gaps in academic success when compared with their peers. This is one of the ways that Perryville Elementary has developed success in recent years.