

U.S. Department of Education
2020 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 Mr. Jeff Jones
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Marie Gatton Phillips Elementary School
(As it should appear in the official records)

School Mailing Address 640 Main Street P.O. Box 288
(If address is P.O. Box, also include street address.)

City Sacramento State KY Zip Code+4 (9 digits total) 42372-9474

County Kentucky

Telephone (270) 736-2343 Fax (270) 736-5520

Web site/URL https://www.mclean.k12.ky.us/2/Home E-mail jon.farley@mclean.kyschools.us

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

Date _____

(Principal's Signature)

Name of Superintendent* Mr. Tommy Burrough E-mail tommy.burrough@mclean.kyschools.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name McLean County Tel. (270) 273-5257

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

Date _____

(Superintendent's Signature)

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

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

Date _____

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

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

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

PART I – ELIGIBILITY CERTIFICATION

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

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2020 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 2014 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: 2015, 2016, 2017, 2018, or 2019.
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

Data should be provided for the most recent school year (2019-2020) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

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. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
 Suburban
 Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	10	6	16
K	9	6	15
1	9	9	18
2	17	5	22
3	13	4	17
4	9	10	19
5	12	11	23
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
Total Students	79	51	130

*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
 - 0 % Black or African American
 - 2.3 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 97 % White
 - 0.7 % 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 2018 - 2019 school year: 17%

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

The mobility rate of 17% is made up of twelve (12) total students. Six (6) of these students transferred in and out of the school multiple times during the school year.

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, 2018 until the end of the 2018-2019 school year	9
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	13
(3) Total of all transferred students [sum of rows (1) and (2)]	22
(4) Total number of students in the school as of October 1, 2018	130
(5) Total transferred students in row (3) divided by total students in row (4)	0.17
(6) Amount in row (5) multiplied by 100	17

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

English Language Learners (ELL) in the school: 0 %
0 Total number ELL

7. Students eligible for free/reduced-priced meals: 62 %

Total number students who qualify: 81

8. Students receiving special education services: 9 %

12 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>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>0</u> Other Health Impaired |
| <u>4</u> Developmental Delay | <u>5</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>33</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</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 the nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	7
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	2
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	5
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	0

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 18:1

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

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	94%	95%	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 2019.

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 X No

If yes, select the year in which your school received the award. 2007

15. In a couple of sentences, provide the school’s mission or vision statement.

Our mission is to provide an excellent education based on top quality teaching, high expectations, and a culture that fosters effort, forward thinking, and success.

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

Sacramento, Kentucky is a small town of 431 people, located in western Kentucky in McLean County. It contains no industry, no services such as health care facilities, shopping or workout facilities, no real opportunities. It does, however, have a school of which it is very proud. The community is very well connected to the school since many residents walked these same halls and graduated from 8th grade or high school From Sacramento school. When the district closed two other small schools, Sacramento's school was facing the same demise. Fortunately, a major gift from a former graduate which guaranteed its survival and future. Hence, Marie Gatton Phillips, named after the donors sister who was also a former student and teacher at the school, began its rise again. Our students come from blue collar families who value education for their children. Our community is poor, as 62% qualify for free or reduced lunch fees, but it is also loyal, proud, and supportive of their school and their students. They expect our school to perform well and their students to behave, achieve and grow while under our tutelage. We strive daily to exceed those expectations.

Our teachers challenge our students academically by refusing to accept less than their best effort. Students are given challenging work in the classroom as the norm. A major benefit of this small community is a phone call can correct behavior issues, get information about the child's emotional and physical welfare and garner support for a cause or event the school is sponsoring. A new program, sponsored by the Kentucky State Police, is a computer application that is given to every law enforcement officer in the state. If the officer visits a home on a call that has school children, the officer uses the app to send an email to the school Principal, alerting them of the situation. This allows the school personnel to be prepared to care for the student emotionally, physically and mentally when they come to school. Additionally, we hold an entire school assembly prior to the start of classes every morning. The Principal leads the students and teachers in the Pledge of Allegiance and then makes important announcements, recognizes birthdays and announces two "Sayings of the Day", which are worn around his neck on a lanyard the rest of the day. The cool thing is the students supply the sayings and receive the credit and applause from the whole school. It allows us to set a positive tone for the school day.

We have created a Maker Space table in our Cafeteria for students to explore after they finish eating their lunch. The space includes art supplies, building supplies, basic moving parts, etc. It has a one word theme on the board, such as garden, Earth, tower, flowers to inspire student creations. Some of the items created by the students are then put on display in the front office, the Principal's office and the Library. Additionally, prior to the morning assembly in the Gymnasium, students play physical activity games such as Color tag, cup stacking and soccer. These activities are healthy and serve as a good wake up preparation for the school day. Another effort to increase social skills and responsibility is our Clubs memberships. We have a variety of clubs such as the Safety Squad, Birthday choir, Compliments Club, School Sign team and so forth. Almost every student joins at least one club. The most important club, however, is the Student Voice roundtable. These students meet with the Principal monthly to discuss topics such as learning goals, personal goal setting, transitioning, being prepared, design thinking, just to name a few. The generation of ideas is a key component and can apply to any function of the school.

In 2007, our school was awarded the prestigious Blue Ribbon Schools designation. It was such a source of local pride for the community, the district and the school student. The designation is still mentioned today. Signs were erected along the roads entering Sacramento proclaiming the accomplishment. A large mural was painted on the side of a building that borders the parking lot and student drop off/pick up area. It remains there to this day. (We would love to add to it, by the way!) The most significant impact was it changed the culture of the school in terms of its long lasting effect. This school's students know expectations will be high and they do everything in their power to meet and exceed those expectations

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas

The one commonality that drives everything in our school is the quality of the teachers. A group that is driven to succeed and cares for every student. Seeking success for the students is the norm at Marie Gatton Phillips Elementary. Our educators are not shy in suggesting new ideas and approaches. They know failure is part of achieving success. One of the teachers said it best when interviewed by the newspaper when we received 5 Star status based on our state testing results. "I'm really proud of my kids. They worked really hard. We don't have a very diverse group, but we have high expectations for everyone. There's no excuse for anybody to be left behind. I think building relationships, letting kids know what we expect and we care, we just don't assess...we have those fun activities that come through learning that gets kids motivated to do well." (Messenger Inquirer, Oct 3, 2019) By pushing students hard all year long to be successful by, not just teaching them, but connecting and building relationships as well is the key to our success.

1b. Reading/English language arts

We adopted the EL curriculum this past school year. This is a national research based reading program. This program focuses on mastery of knowledge and skills, students becoming effective learners, and high quality student work. This curriculum addresses the idea that when students enter into adulthood they will be judged on the quality of their work as well as the quality of their character. The EL Education model focuses on the following 10 principles: self discovery, wonderful ideas, responsibility of learning, empathy and caring, success and failure, collaboration and competition, diversity and inclusion, the natural world, solitude and reflection, as well as service and compassion. In Reading, our scores of Proficient/Distinguished were 78.3%, compared to the State average of 54.6%. It is odd, we admit, but also in Reading scores at our school, our Economically Disadvantaged students scored higher, 87.6%, than our Non-Economically Disadvantaged students, 73.9%.

1c. Mathematics

In mathematics, we use Math In Focus as well as other supplemental resources to teach math at MGP. We focus on the standards and students are aware of the standards and how they are progressing towards mastering each one. We use several types of formative and summative assessments. One example is Compass Learning Assessments. We also use effective feedback, which is critical to students' understanding. Our district also provides specific math related professional development sessions which our teacher attended. In Math, our scores of Proficient/Distinguished were 84.8%, compared to the State average of 48.6%. It is an anomaly, but also in Math scores at our school, our Economically Disadvantaged students scored higher, 91.3%, than our Non-Economically Disadvantaged students, 78.3%..

1d. Science

Our teachers have been to several training sessions through a local coop over the Next Generation Science Standards. Through these training sessions we received a binder for science and it is divided up into units according to grade. These binders are used to teach science lessons. They contain vocabulary words, websites and links, supplemental materials, as well as many hands on activities for students to do that go along with each lesson. We also received leveled readers, supplemental resources, and many of the things needed to complete science experiments or hands on learning. All of these things are used to teach science along with the Chromebooks. Students often do research to find the answers to their questions and log their findings in their science journal. Since there are no text books that really go along with NGSS, we find ourselves conducting lots of research using various websites. Students learn to make a hypothesis and then prove it by completing experiments or watching videos of experiments and discussing with other students. In our Science state assessment scores we tallied 52.6% Proficient/Distinguished, compared to 31.7% for the

state average. This was our lowest score on the state assessment, however, we had the highest score in our 22 district region.

1e. Social studies/history/civic learning and engagement

Students are exposed to different events in history through a hands on learning approach. While learning about big events that impacted our country's history, students actually step back in time and reenact these events. They participated in the California Gold Rush, The Oregon Trail, The Boston Tea Party, Native American Day, as well as several others. The 5th grade students also designed, planned and performed for the annual Veteran's Day Appreciation assembly. Every aspect was student driven and created! In our state assessment scores, our students did the unthinkable. They scored 100.0% Proficient/Distinguished! This compares to the state average of 46.6%

1f. For secondary schools:

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

Our preschool is supported by the Audubon Area Head Start. The curriculum involves instruction on concepts such as analysis and reasoning, creating, integration and connections to the real world. Teaching strategies include scaffolding, feedback loops, prompting thought processes, providing information and encouragement and affirmation. Language modeling includes conversation frequency, open-ended questions, repetition, extension, self and parallel talk and advanced language skills. Classroom organization dimensions include behavior management, productivity and instructional learning formats. Kindergarten readiness testing is performed as well.

2. Other Curriculum Areas:

Our school teaches Art, Music, Library, Life skills and P.E./Health. All grades are involved, K through 5th. Each class is offered one day a week for 45 minutes. We share a Music and a Library teacher with the other 2 elementary schools in the district. Their rotation allows us to have Music classes on Wednesdays and Library on Fridays. On Tuesdays, the district's Family Resource Center director comes and teaches life skills to all of our students. Our P.E./Health and Art teacher are also the RTI teacher. They conduct P.E./Health classes on Mondays and Art class is on Thursdays. Each class follows a standard curriculum provided by the state Department of Education. Life skills classes cover topics such as nutrition, hygiene and leadership skills, to name a few. This schedule is designed to allow our grade level content teachers to have a planning period.

3. Academic Supports:

3a. Students performing below grade level

Students who are performing below grade level are placed into the Response to Intervention program. The RTI teacher works with these students weekly in small groups. They are assessed bi-weekly to monitor progress being made. If improvements are not made, students are generally referred to see if they have a learning disability. Students are also assisted two times a week for 30-45 minutes in the Extended School Service (ESS) daytime waiver program. If they show improvement based on assessments and teacher recommendation, they exit the program. Data collected also is used in determining a learning disability. A summertime Jump Start program is also planned each July to prepare students for the start of the school year.

3b. Students performing above grade level

Students who perform above grade level are identified for the Gifted and Talented program. They are often put into the role of student mentor in the classroom. They are used as leaders in small groups as well as leaders for the school. Currently, based on the most recent testing, we only have one student who qualifies for the Gifted and Talented program.

3c. Special education

3d. ELLs, if a special program or intervention is offered

3e. Other populations (e.g., migrant), if a special program or intervention is offered

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

We provide several theme days to break the monotony and motivate good attendance and effort. We also do challenge contests for attendance and classroom accomplishments. Our students are very competitive and they love a good battle. These things may seem simple, but they have a strong and enduring impact on our students. Additionally, we have a strong PTO that does an excellent job in raising money to be spent on resources for our teachers to use in their classrooms.

In the classroom, teacher expectations and classroom procedures rule the day. There are no limits to the expectations. We've seen our 3rd graders participate in a Socratic seminar activity. Peer tutoring, student to student feedback and groups working with assigned roles are the norm not the exception. We use a lot of project-based learning activities, especially in Social Studies. Additionally, small class sizes, positive office referrals and celebrating success throughout the year are important things we utilize to keep our students engaged.

2. Engaging Families and Community:

We are truly a community school. Our campus includes two baseball fields that summer baseball leagues use. Our playground is considered by many to be a common use space for local residents. We host several special nights and events each year that are very well attended by the students and their families as well as other stakeholders. For example, on Halloween costume day, several area businesses from adjacent locales come in and hand out candy during the costume parade at the end of the day. These social gatherings give the Principal and staff the opportunity to connect and bond with the student's families. These bonds grow stronger with every interaction we have. The Principal uses OneCall to notify our student's parents and guardians of upcoming events, changes in policy, key dates and as a general information stream to keep them informed. Every teacher has a classroom FaceBook page which is constantly updated and shared. The K-2 classes also have a weekly newsletter.

The best activity we host is the annual Veteran's Day appreciation assembly. This event is planned, designed and performed by the 5th grade class. They do the escorting, the speaking, the singing and the honoring of the veterans. The veterans are appreciative of the acknowledgement and also make comments regarding how impressed they are with our students.

3. Creating Professional Culture:

Due to the small size of our school, we only have one teacher per grade. Our small staff is a close knit group who rely on each other for support and help. The Principal uses a servant leadership approach. He visits all classrooms nearly every day and provides feedback and assistance to teachers as needed. Additionally, after formal observations, the Principal meets with the teachers to discuss the observation, go over lesson plans, personal professional goals, upcoming classroom curriculum, as well as any resources they need. Teachers' voices are heard and respected. They are able to focus on their strengths and improve on weaknesses through different professional development opportunities throughout the year. Their voice is also heard when they are expressing what changes need to be made to improve student learning.

The majority of the professional development plan for our teachers is dictated by the district. Professional development days are embedded in the school calendar. We hold two faculty meetings a month, with the second being a professional development session. Topics of interest are chosen from teacher survey and by the principal. Topics include a wide variety of subjects. We also have a regional educational cooperative that offers a wide range of excellent professional development sessions both online and at their facility. Several of our teachers have gone to sessions there to meet their professional development requirements

4. School Leadership:

The school has one Principal who wears a lot of hats. He is also the Building Assessment Coordinator, manages the Title I and ESS programs and often serves as a counselor for students and staff. The Principal models a servant leadership style approach in all that he tries to accomplish. The philosophy the Principal holds is that the most important thing in education is relationship building, followed by setting high expectations, celebrating successes and accomplishments, say yes until you have to say no and in all things you do, try to be like Fred Rogers, Leo Buscaglia or Dr. Jane Goodall.

Our Site Based Decision Making council (SBDM) is composed of teacher and parent representatives with the Principal chairing the council.. They meet monthly and ensure all policies, procedures and functions of the school are met and followed. They also approve changes to policies and programs. Many of these actions are related to student achievement and resources supporting student efforts. An example of their leadership is the approval of changes made in the teaching assignments for the staff members heading into the next school year. This idea was brought about by teacher suggestions and cooperation. It has been a positive morale boost for all teachers involved. An additional example was the choice to departmentalize the 3rd through 5th grades by content areas. One upper grade teacher now teaches 3rd through 5th graders in English language and writing, one teaches Math and language mechanics and one teaches Social Studies and Science. We, of course, will continue to use project-based learning activities for all grades.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

There may be multiple ways to approach this section, however, the glaringly obvious practice that sets this school apart from others in our district, region and state is in its relationship building skills. It is an innate quality for all of the teachers on staff at Marie Gatton Phillips Elementary. They develop the relationships in the classroom on multiple levels. These relationships, with their students, their colleagues and their Principal equate to the academic and assessment successes they have enjoyed. They call parents frequently. They assure students they will be successful as long as they are willing to work at it. Then they motivate them to work and never give up. They laugh, cry and worry over them. They cheer for them, praise them and congratulate them. These strong relationships create a belief system in our students that they can do all things, be successful in anything they put forth the effort to achieve and that success is an expectation not a pipe dream that can't be reached. One may wonder if this is a teachable skill. I believe it is. It takes time and commitment and a philosophy that has empathy, caring and respect at its foundation.