



KENTUCKY SCHOOLS TO WATCH SCHOOL PROFILE

McGuffey Sixth Grade Center



Lincoln County Schools

Designated 2008

Lloyd B. McGuffey Sixth Grade Center

- Lincoln County Public Schools, Kentucky
- Principal: Michele Reynolds
- School Address: 342 Education Way
Stanford, KY 40484
- Phone: 606-365-8272
- E-mail: michele.reynolds@lincoln.kyschools.us
- School Website:
<http://www.lincoln.kyschools.us/lloydmcguffey/default.htm>

2005-07 School Statistics

Community: Small high-poverty rural town in Central Kentucky, little diversity

Enrollment: 309

Grade Level: 6

School Schedule: 7-period day

Student Demographics

1.3%	Hispanic
94.8%	White
2.3%	African American
1.6%	Other
58.9%	Free/Reduced Lunch
1.0%	English Learners

2005 AYP: NA

2006 AYP: NA

2007 AYP: 11/12

School Characteristics and Replicable Practices

Academic Excellence

- Teachers use a variety of instructional strategies to engage students (i.e., Thoughtful Classroom, Classroom Instruction that Works, Results Now)
- Teachers implement a common school-wide lesson plan structure based on current educational research
- Instruction and assessment are formally analyzed and adjusted to meet the needs of students
- Common assessments are used and analyzed for instructional implications
- Formative assessments are used daily in all classrooms to inform instructional practice and to identify struggling students
- Word walls are used in classrooms, reading and vocabulary strategies are part of instruction, and correct use of vocabulary is stressed

- Book studies keep teachers abreast of the most current and effective educational research and practices
- Positions of assessment coordinator and academic coordinator have been created to provide direction and support for teachers
- Rubrics reflect both content and product criteria
- Time has been scheduled both after school and during school for teacher dialogue focused on improving student learning

Developmental Responsiveness

- Pyramid of Intervention is intentionally designed to meet academic and behavior needs of at-risk students
- Student work is posted in the hallways
- A collaborative, safe learning community has been created for all students
- Student schedules are adjusted and changed as needed
- An assessment calendar is maintained so that students will not have multiple assessments on the same day
- Day Camps, tours, and transition days are scheduled to prepare students for the transition to middle school
- Student accomplishments are honored and celebrated in numerous ways (e.g., Funky Friday celebrations, notes home, cafeteria bulletin board, announcements, Wall of Fame)
- An interdisciplinary team structure is utilized
- Proactive interventions during the school day are provided to identified struggling students (i.e., Lunch Bunch, Daytime ESS, Breakfast Club)
- Respectful attitudes and positive work ethic are publicly recognized and celebrated
- Before school club-time allows students to participate in enrichment and co-curricular activities
- Staff members are committed to high expectations for all students through a process of rigorous instruction, consistent monitoring and systematic intervention

Social Equity

- A positive, welcoming supportive learning environment has been created for all students
- Consistent school-wide rules are fair and equitably enforced
- Many and varied means of communication with parents and families are used
- Thursday Folders keep parents and families regularly informed of student progress
- Pyramid of Interventions allows adults to proactively intervene with academic and behavior concerns
- Parents are comfortable talking to the principal, if needed
- Art and music curriculum based on multi-cultural thematic units
- Annual Arts Gala
- High school students present cultural awareness lessons

Organizational Support

- School operates as a Professional Learning Community
- Mission statement guides decisions and actions
- Master schedule allows for both interdisciplinary team and department planning time within the school day
- Faculty meetings are designed to provide on-going professional development and to support school initiatives
- Team and department meetings are structured with specific goals and tasks
- A discipline coordinator works with students and teachers to provide behavioral interventions
- Administrative watch list identifies struggling students for monitoring
- Teams, content areas, SBDM committees, and the leadership communicate by sharing meeting minutes
- The school is a community of learners
- Data and student needs are the foundation for all decision-making