

REVISED - MARCH 29, 2005

**2004-2005 No Child Left Behind - Blue Ribbon Schools Program**

---

U.S. Department of Education

**Cover Sheet**

Type of School:  Elementary  Middle  High  K-12

Name of Principal Miss Jane F. Walter  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Jefferson Elementary  
(As it should appear in the official records)

School Mailing Address 37614 US Hwy 136  
(If address is P.O. Box, also include street address)

Conception Jct. Missouri 64434-0112  
City State Zip Code+4 (9 digits total)

County Nodaway School Code Number\* 074-195

Telephone ( 660 ) 944-2316 Fax ( 660 ) 944-2315

Website/URL www.jc123.k12.mo.us E-mail ytk008@mail.connect.more.net

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\* Mr. Rob Dowis  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Jefferson C-123 School District Tel. ( 660 ) 944-2316

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

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

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

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

---

## **PART I - ELIGIBILITY CERTIFICATION**

**[Include this page in the school's application as page 2.]**

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. 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 the OCR has accepted a corrective action plan from the district to remedy the violation.
7. 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.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

---

All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:       1   Elementary schools  
    Middle schools  
    Junior high schools  
   1   High schools  
    Other
- 2   TOTAL
2. District Per Pupil Expenditure:      \$9483
- Average State Per Pupil Expenditure:  \$7394

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city  
 Suburban school with characteristics typical of an urban area  
 Suburban  
 Small city or town in a rural area  
 Rural
4.   11   Number of years the principal has been in her/his position at this school.
- \_\_\_\_\_ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	4	6	10	7			
K	5	6	11	8			
1	5	8	13	9			
2	6	4	10	10			
3	6	3	9	11			
4	3	9	12	12			
5	5	7	12	Other			
6	6	4	10				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>87</b>

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- |                   |                                |
|-------------------|--------------------------------|
| 98.75 %           | White                          |
| 0 %               | Black or African American      |
| 0 %               | Hispanic or Latino             |
| 1.25 %            | Asian/Pacific Islander         |
| 0 %               | American Indian/Alaskan Native |
| <b>100% Total</b> |                                |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 2.5 %

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

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	2
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	0
<b>(3)</b>	Subtotal of all transferred students [sum of rows (1) and (2)]	2
<b>(4)</b>	Total number of students in the school as of October 1	80
<b>(5)</b>	Subtotal in row (3) divided by total in row (4)	.025
<b>(6)</b>	Amount in row (5) multiplied by 100	2.5

8. Limited English Proficient students in the school: 0 %  
0 Total Number Limited English Proficient  
 Number of languages represented: \_\_\_\_\_  
 Specify languages:

9. Students eligible for free/reduced-priced meals: 35 %  
 Total number students who qualify: 30

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 14 %  
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.

<u>    </u> Autism	<u>  1  </u> Orthopedic Impairment
<u>    </u> Deafness	<u>  2  </u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u>    </u> Specific Learning Disability
<u>    </u> Hearing Impairment	<u>  9  </u> Speech or Language Impairment
<u>    </u> Mental Retardation	<u>    </u> Traumatic Brain Injury
<u>    </u> Multiple Disabilities	<u>    </u> Visual Impairment Including Blindness
<u>    </u> Emotional Disturbance	

11. Indicate number of full-time and part-time staff members in each of the categories below:

**Number of Staff**

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>    </u>	<u>  1  </u>
Classroom teachers	<u>  7  </u>	<u>  1  </u>
Special resource teachers/specialists	<u>    </u>	<u>  7  </u>
*Note - half-time Art, Music, Library, P.E., Speech, Title I, Special Ed.		
Paraprofessionals	<u>    </u>	<u>  2  </u>
Support staff	<u>    </u>	<u>  3  </u>
Total number	<u>  7  </u>	<u> 14  </u>

12. Average school student-“classroom teacher” ratio:   8

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	98%	97%	98%	98%	98%
Daily teacher attendance	97%	98%	98%	98%	99%
Teacher turnover rate	91%	86%	86%	86%	86%
Student dropout rate (middle/high)	n/a	n/a	n/a	n/a	n/a
Student drop-off rate (high school)	n/a	n/a	n/a	n/a	n/a

\*Note - Due to the small number of teachers, the turnover rate was rather low despite what the percentage indicates.

## **PART III - SUMMARY**

---

“The Jefferson C-123 School District is dedicated to understanding the past and building for the future of our students. In accomplishing this endeavor, our mission is to develop students with a healthy physical, emotional and intellectual balance that will prepare them to become lifelong learners and productive, enlightened members of a diverse society.” This mission statement has been the guiding light when decisions are made in curriculum, purchases, hiring, policies, and more. The school district wants its students to have the best there is in every aspect of the learning environment.

Jefferson Elementary is part of a small rural district in northwest Missouri surrounded by three communities: Conception Jct., Conception, and Clyde. There are 86 students in prekindergarten through sixth grade who are served in one building for all grades, pre-k through 12<sup>th</sup>. These students come from the surrounding communities and dozens of small farms. Area businesses include an MFA, the Printery House at the Abbey, an altar bread department and nursing home at the Convent, a convenience store, and a car and farm equipment repair shop. Many parents also work at factories just minutes away in Maryville such as Energizer and Kawasaki.

Despite its small size, the school has been known for its excellence in academics. The school board, administrators, teachers, and parents all have high expectations when it comes to student performance and it shows in the Annual Performance Report. This report assesses points for the Missouri Assessment Program (MAP) test, student attendance, college and vocational placement, ACT scores, and dropout rate. The school district expects nothing less than 100% of the points possible on this report and has done so for the past three years. This in turn has allowed Jefferson to be recognized as Distinguished in Performance for the same number of years and for in the years it has been reviewed for accreditation.

Jefferson Elementary services pre-k through 6<sup>th</sup> grade students with one classroom teacher per grade level, one elementary principal who also teaches Title I Communication Arts half-time, and a three-quarters time Title I Aide. Jefferson Elementary has special classes of music, art, library, keyboarding, physical education, guidance, special education, and Spanish by teachers that the elementary shares with the high school. Jefferson acknowledges that learning does not begin just in the classroom so there is a very successful Parents as First Teachers (PAT) program. Over 90% of the district’s families participate. Jefferson also offers a program for 3 and 4-year-olds and their parents with evening activities.

Walking into the elementary one notices the technology-rich environment. The third through sixth grades incorporates the eMINTS (enhancing Missouri’s Instructional Networked Teaching Strategies) program with one computer for every two students at their desks. A SmartBoard is located at the front of the room, and students have access to digital cameras and scanners. Teachers use an inquiry-based instructional program with students becoming responsible for their own learning and the teacher as the facilitator. Students make PowerPoint presentations after gathering their research. Some classrooms have students at their desks typing their work into Palm handhelds, another way to have computer access for every student. One of them is the second grade, which also has an interactive white board in the classroom. All classrooms have Internet access.

Students are very active in the many extra-curricular and co-curricular programs. Sixth graders meet after school once a quarter to work on a newspaper, kdg.-6<sup>th</sup> grade students participate in the annual Library Sleep-over, 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> graders participate in Academic Team, and 5<sup>th</sup> and 6<sup>th</sup> graders participate in the Stock Market Game. There are many other academic contests such as the Spelling Bee, National Geography Bee and the Reader’s Digest Word Power. Students participate in the Winter Music Program and Spring Music Program performances. Fifth and sixth graders play basketball in weekend tournaments. Boy Scouts and Girl Scouts also take place at the school in the evenings. Volunteers help with the Readers’ Carnival and Read Across America.

The excellence in education at Jefferson is possible due to the hours of dedication by the students, faculty, support staff, school board, parents, and community members of Jefferson C-123.

## PART IV – INDICATORS OF ACADEMIC SUCCESS

---

### 1. Jefferson Elementary’s assessment results in reading and mathematics.

The Jefferson C-123 School District uses the state assessment system, the Missouri Assessment Program (MAP). It is based on the state standards known as the Show-Me Standards, to determine student achievement and whether the school’s curriculum is providing adequate instruction for students to achieve at a satisfactory level. The test includes multiple choice questions, short answer or constructed responses, and performance events. Communication Arts is administered in third grade and Math is administered in fourth grade.

The MAP classifies student results into one of five performance levels. These five levels are: Step 1, Progressing, Nearing Proficiency, Proficient, and Advanced. Proficient is considered the desired achievement level demonstrating knowledge and performance from the Show-Me Standards. Student scores are expected to move from the bottom two quintiles (Step 1 and Progressing) into the top two quintiles (Proficient and Advanced).

Source: Missouri Dept. of Elementary and Secondary Education – Missouri Assessment Program (MAP); available on the web at <http://dese.mo.gov/schooldata/four/074195/mapmnone.html>.

Jefferson Elementary has attained consistently high scores over the past five years of administering the MAP. In third grade Communication Arts the five years of data show that at least 63% of Jefferson Elementary students have scored at or above the Proficient level in four out of the five past years. The school’s five-year average of students scoring Proficient or Advanced in Communication Arts is 57.4%, compared to only 33.5% statewide. In fourth grade Math the data shows that at least 60% of the students have scored at or above the Proficient level in all five years, with 91% of the students scoring at or above Proficient last school year. Plus there has been consistent growth three times out of four within the five-year span. The district five-year average of students scoring Proficient or Advanced in Mathematics is 77.0%, compared to only 37.9% statewide.

Additionally, students in disaggregated subgroups have performed well. Because of Jefferson’s small enrollment, the only subgroup that can be statistically considered is that of low socio-economic status. The school’s three-year average of students in this subgroup scoring Proficient or Advanced in Communication Arts is 76.9%. In Mathematics the school’s three-year average of students in this subgroup who scored Proficient or Advanced is 77.8%. Last year 100% of this subgroup attained Proficient or Advanced in Mathematics. Overall, the MAP test results demonstrate the excellence in performance of the students in Jefferson Elementary.

Missouri releases an annual Top Ten list showing which schools have persistently high scores (percent of students scoring at Proficient and Advanced levels) during a five-year average. Jefferson Elementary has been listed in the Top Ten of schools with less than 250 students in Math every year from 2001 to 2004 and in Communication Arts in 2003.

Jefferson Elementary also uses the Terra Nova, a nationally normed achievement test developed by CTB/McGraw-Hill, to assess student achievement. The Terra Nova is administered in grades kindergarten through sixth grade and assesses the areas MAP doesn’t in third and fourth grades. In comparing test results from 2000 to 2004 the average grade level National Percentile scores have shown a steady increase from 73% to 76% in reading and from 80% to 84% in math. In 2003, Jefferson Elementary students scored higher than the national average on 59 out of the 62 reading and math objectives tested. The three that were below were lower by only one to four percentage points. In 2004, the students scored higher than the national average on every single objective tested in reading and math. Terra Nova test results have consistently demonstrated excellence in student performance year after year.

## **2. Using assessment data to understand and improve student and school performance.**

Jefferson Elementary uses a variety of assessment data to improve student performance and achieve excellence. Examples include using Crystal Reports to interpret MAP test results, Terra Nova test results, Standardized Test for Assessment of Reading (STAR), and student work.

The Crystal Reports are used to help with updating curriculum, which in turn drives lesson planning. Areas that show a need for improvement are highlighted by the collaboration of the school counselor and elementary principal. This information is shared with the teaching staff in meetings. The school holds curriculum camps and has early dismissals for teachers to work collaboratively on their curriculum.

Teachers use the STAR reading test results to establish reading goals for the Accelerated Reader program. Students are tested at least three times during the year and reading goals are updated accordingly. Elementary teachers use running records, reading conferences, and one-on-one student-teacher time to determine student needs.

The Jefferson Professional Development Committee has been on the cutting edge when it comes to the professional growth of the teaching staff. For the past several years the faculty has been involved in study groups. The study groups take place about once a month on days when school dismisses early. The first two years included work on improving reading. One study group used the information from *Strategies That Work* by Harvey and Goudvis and saw improvements with students making connections while reading. The teachers are also sharing new strategies in teaching writing skills and have been using student work to share during study groups to show progress. Some writing strategies include Four-Block and Six Traits.

## **3. How Jefferson Elementary communicates student performance to parents, students, and community.**

Jefferson Elementary communicates its student performance in a variety of ways to its parents, students, and community. Examples include grade cards, mid-quarter grade sheets, MAP and Terra Nova test results, and the District Report Card.

Parents receive their children's grade cards quarterly. Kindergarten, first, and second grade have objectives listed in the curricular areas on the grade sheets. Each objective is to be mastered by the students at 80% or above. If they do not master a skill, the teacher does a re-teaching session with students before the test is administered again. The students are shown the results of their test over the objective. Third through sixth grade are given grades for each subject area. This information is entered in the Lemberger computer program system and printed out for parents. The parents of these students also receive Friday letters and mid-quarter grades to keep them informed of their child's progress.

Students frequently see the results of their work and grades. Papers are checked and returned right away so as to make corrections. Upper elementary students are shown their weekly progress with one-on-one sessions with their classroom teachers.

For the past few years the Jefferson Elementary has shared test results with parents during an evening soon after the test results have arrived. In the past the results were shared at Parent-Teacher Conference time, making it difficult for the teacher to share information when the test was given by a teacher from the previous school year. Now the teacher who administered the test meets with the child's parents soon after the following school year starts to go over the test results and can give more detailed information on how their child did on the test.

Test results are not only shown annually to school board members but also to the community through the District Report Card. This information is sent out to every household with a post office mailing address. The information is also given to area newspapers for publication. Jefferson Elementary takes pride in the publication of its test results as it demonstrates the excellence in student performance.

#### **4. How Jefferson Elementary has shared and will continue to share its successes with other schools.**

As Jefferson Elementary strives for excellence, it has also shared its successes in achievement, curriculum, and technology on numerous occasions. Teachers, administrators, college students and professors, and state legislators have all toured our school, met with teachers and students, and observed the learning process. The classroom teachers have also made presentations at conferences and professional development days.

When Jefferson C-123 School District completed its 2001 MSIP review (an accreditation process) and received a “strength” for its curriculum, many other schools called asking to borrow the curriculum. It was difficult for the teachers to be without their curriculum since they use it often for lesson planning, but they were pleased to share it with others.

Jefferson Elementary implemented the eMINTS (enhancing Missouri’s Instructional Networked Teaching Strategies) style in the 2001-2002 school year. Teachers in grades three through six participated in 200 hours of professional development within three years to learn the inquiry-based style of teaching. The junior high is presently in its first year of the eMINTS program. The school district also partnered with SuccessLink to implement Palm handhelds in some of the classrooms. Once schools heard about Jefferson’s technology, several teachers and administrators from area schools came to observe and ask questions on how to write the grant and start the program in their schools. Professors and college students in the education department of NWMSU in Maryville, Missouri, (with whom Jefferson C-123 is partnered for practicums and observations) visited recently to observe Jefferson’s eMINTS program in third through eighth grades and the Palm handhelds.

Classroom teachers have shared their teaching strategies in presentations such as conferences and professional development days. At conferences the primary grade teachers shared their successes of their WriteNight program, where children author their own books with their parents’ help. College professors interviewed the teachers and observed the program so as to write an article on the successes of the program. The second grade teacher, who has a Masters in Reading, gave a presentation on teaching reading strategies to other teachers in break-out sessions on a professional development day for area schools. On the same day the administrators gave a presentation on preparing for MSIP reviews.

Jefferson Elementary will again share any information on its successes whether in technology, teaching strategies, or curriculum. The district just installed an ITV room, which could be used for interviewing the teachers and principal. The faculty can also be e-mailed or called for information. On-site observations are always welcome. The teaching staff at Jefferson Elementary feels fortunate to have so much in its program and wants to share its successes with others.

## **PART V – CURRICULUM AND INSTRUCTION**

---

### **1. Jefferson Elementary’s curriculum.**

In 1996 Missouri adopted a new set of standards to guide schools in planning their curriculum. The Show-Me Standards include knowledge and performance standards that are assessed through the Missouri Assessment Program (MAP). Jefferson Elementary teachers attended curriculum camps to revise the school’s curriculum according to these new standards. The curriculum is presently being revised now that Missouri is in the process of adding Grade Level Expectations (GLE’s).

Jefferson Elementary’s curriculum includes Communication Arts, Math, Science, and Social Studies based on the Show-Me Standards. The curriculum is enriched with inquiry-based strategies with the teacher as the facilitator, technology-based strategies, cooperative learning, and hands-on learning. Students become responsible for their own learning by conducting research and making presentations

through the use of technology. The “backward design” strategy is used for lesson planning by keeping the assessment in mind then building backward from there. Spanish is also taught on a weekly basis.

The Communication Arts curriculum develops students’ skills in reading, writing, spelling, and oral presentation. It is important for students to demonstrate the ability to locate, decode, analyze, explain and apply the ideas and information needed for their success. Daily practice and application of these skills will help students extend their critical thinking processes, while the connection of literature will enable students to apply these strategies every day. Phonemic awareness is an important component of the prekindergarten program, and Saxon Phonics is taught in kindergarten through second grade. “Best Practices in Reading,” by Options Publishing, is used in grades one through six to link fiction with non-fiction and practice skills such as making connections, questioning, inferring, and visualizing. Similar to the “Best Practices in Reading” is the “Pair-It” books, by Steck-Vaughn, which is used in kindergarten through fourth grade. The upper grades use literature sets to pull in Communication Arts skills.

The Math curriculum is designed to motivate the student into developing mathematical skills to use today and in the workplace. Students develop and expand their understanding of numerical relationships, patterns, mathematical operations, measurement, graphic organizers, and problem solving strategies. The use of the Saxon Math program in fourth, fifth, and sixth grade incorporates a spiraling curriculum so skills are repeatedly addressed and kept in students’ long-term memory. Second and third grade use the “Math Advantage” series by Harcourt Brace, and kindergarten and first grade incorporate a hands-on concept with manipulatives to teach math skills.

Students need to develop their citizenship skills and knowledge of the United States government and geography, which are addressed in the Social Studies curriculum. Students will learn these skills to maintain a place within their community, state, country, and the world as consumers and producers and to solve problems with civic pride in a diverse, ever-changing world population. Geography, economics, cultural traditions, transportation, Missouri history and government, United States history and government, world history, ancient civilizations, current events, and more are covered in the curriculum. Grades two through six supplement their program with the Harcourt Brace Social Studies.

To become scientifically literate citizens, the Science curriculum engages students actively in constructing their own knowledge through concrete experiences of inquiring, exploring, experimenting, and explaining results, thus gaining an understanding of the scientific world around them. Students learn about matter and energy, force and motion, interactions of living things, ecosystems, the Earth’s processes and atmosphere, the universe, scientific inquiry, and natural resources. The elementary uses the Discovery Words series published by Harcourt Brace in grades kindergarten through sixth.

Elementary Art is taught by the K-12 Art teacher, who is shared with the high school half-time. The curriculum contains instruction in production of visual art, the principles and elements of different art forms, and the historical and cultural contexts of visual arts. Students are given instructions requiring them to see beyond preconceived thought and stretch their imagination while they develop their artwork. This in turn relates to their regular classes in achieving higher-order thinking skills.

## **2. Jefferson Elementary’s reading curriculum.**

Jefferson Elementary incorporates many strategies to help students read, and not to just read the words but also comprehend and make connections to what they read. Typically, students “learn to read” in the primary grades and “read to learn” after that. For the past several years Jefferson Elementary has been using the balanced reading approach to teach reading in all the grade levels. This approach was selected after learning through state-sponsored workshops on the researched-based balanced reading approach and the successes other schools have had with this style of teaching.

Instructional methods to teach reading in the elementary are included in five areas: (a) Skills Instruction and Practice, (b) Oral Reading, (c) Instructional Level Reading, (d) Independent Reading, and (e) Developmental Writing.

- a. Skills Instruction and Practice includes phonemic awareness, Saxon phonics instruction, inquiry-based questioning, and reading conferencing.

- b. Oral Reading includes the teacher read aloud, choral reading, student read-aloud, shared reading, and Buddy Reading (pairing a younger student with an older student). On Read Across America Day, students read one-on-one with volunteers from the community.
- c. Instructional Level Reading is comprised of guided reading with small groups, paired reading, reading centers, book clubs, genre presentations, word walls, and “Pair-It” books and “Best Practices in Reading” workbooks to make comparisons of fiction and non fiction.
- d. Independent Reading includes Drop Everything And Read (DEAR) time every other week, reading centers, Roaming Readers (classes finding a new spot to read in or outside the building), writing on sticky notes the connections made while reading (text-to-text, text-to-self, or text-to-world), and Accelerated Reader. Accelerated Reader is incorporated in grades one through six to increase reading levels more than one grade level a year.
- e. Developmental Writing has students making their own books, share writing experiences, and brainstorming through large group and small group activities.

### **3. Math: how it relates to essential skills and knowledge based on the school’s mission.**

The curriculum area of Math was selected to show how it relates to essential skills and knowledge based on the school’s mission. The school district’s mission states: “The Jefferson C-123 School District is dedicated to understanding the past and building for the future of our students. In accomplishing this endeavor, our mission is to develop students with a healthy physical, emotional and intellectual balance that will prepare them to become lifelong learners and productive, enlightened members of a diverse society.” According the rational stated in the elementary math curriculum “Students use math in their daily lives. The Math Curriculum is designed to motivate the student to develop mathematical skills to use today and in the future as a life-long learner.”

The acquisition of math skills will prepare the students to be productive members of society. These skills are needed as members of the workforce and as they maintain a budget based on their income. Even though technology has made math computations easier to complete, all students need to know the basic understanding and deductive reasoning as to how the computations were completed.

Jefferson Elementary begins instruction in the basics of math in prekindergarten with hands-on manipulatives. Kindergarten and First Grade continue this practice with the addition of simple computations, measurement, geometric shapes, time, and concepts and problem solving. Second and third grade build upon previous skills through the use of the “Math Advantage” math series published by Harcourt Brace. Math facts are memorized, students learn to interpret charts and graphs, and they are introduced on how to apply the skills in performance events. When students are in fourth, fifth, and sixth grade they use the Saxon Math series that spirals skills learned so as to keep the newly taught skills in student’s long-term memories. Teachers pull in supplemental materials to continue giving students opportunities to perform their skills in performance events.

### **4. The different instructional methods Jefferson Elementary uses to improve student learning.**

Jefferson Elementary promotes the partnership of the student, teacher, and parent when it comes to student success. This partnership begins early in a child’s education with the Parents as Teachers (PAT) program for parents of children birth to age three. It continues into the Early Childhood program for three to four year olds and prekindergarten. An early beginning with readiness skills heightens a child’s success in school.

While a child is enrolled in Jefferson Elementary he is exposed to a wide range of instructional methods to help him learn. Students are actively engaged in their learning with the use of technology and inquiry-based instruction that teachers in the eMINTS program were taught. Examples include WebQuests, scaffolding, and graphic organizers using Kidspiration or Inspiration software. This style of learning has been proven to raise the achievement levels of even the reluctant students. Techniques teachers learned and applied from *Strategies That Work*, students have learned how to visualize, question,

predict, and infer while reading. Students make connections of text-to-text, text-to-self, and text-to-world. To improve writing skills teachers incorporate Four-Block and Six Traits. The Four-Block method helps students to organize the components of a paragraph or essay. Six Traits incorporates ideas, organization, voice, sentence, fluency, word choice, and conventions. To increase student test-taking skills “Comprehensive Math Assessment” and “Comprehensive Reading Assessment,” published by Options, is used. Other strategies to improve student learning include cooperative learning, flexible grouping, re-teaching, additional help through Title I, and before and after-school tutoring. Accelerated Reader is used to meet individual needs of students to increase their reading levels.

Supplemental programs are used to promote the enjoyment of learning. Students have the opportunity to participate in Write Night (primary students author their own books with help from their parents), Children’s Book Week with a Library Sleepover, Read Across America, and academic competitions for the upper elementary (such as Poetry Contest, American Legion Essay Contest, Thinking Cap Quiz Bowl, Academic Team, Spelling Bee, National Geographic Bee, Reader’s Digest Word Power Challenge, Math Contest, Stock Market Game, Science Fair, and Middle School Design and Build).

##### **5. Jefferson Elementary’s professional development program and its impact on improving student achievement.**

The purpose of the Jefferson Professional Development Committee (PDC) is to “stimulate and encourage the professional growth of both new and experienced teachers,” as stated in the PDC’s mission statement. It also states that professional development “should be viewed as a continuous process of refining skills and keeping abreast of new developments in the field of education.” In its commitment to attain excellence, the PDC has kept abreast of the latest trends and has moved from the tradition of sending teachers to workshops to an in-house based program. The PDC requested and was given approval to have once-a-month professional development time by dismissing school two hours early in order for teachers to collaborate in various areas of study. This collaborative grouping gave teachers the opportunity to meet with those of similar interests (such as reading strategies or the use of technology). This style of professional development led to changes in instruction and made a bigger impact in student learning than attending workshops with no follow-up or support.

One of the first study groups, which included elementary teachers, selected *Strategies That Work* by Harvey and Goudvis to read. Teachers would read one or two chapters before hand, discuss the strategies in their group, apply the strategies in the classroom, and during subsequent sessions discuss their observations. Teachers began to notice a change in student performance in daily reading. Success also began showing in the Communication Arts MAP test scores. The elementary study groups are now focusing on improving writing skills by sharing strategies from Four-Block and Six Traits.

The PDC also supported the application for the eMINTS grant. Teachers in third through sixth grade participated in nearly 200 hours of training to improve classroom instruction. The continuous training, support and follow-up by the eMINTS Instructional Specialist have insured a successful transition from teacher-led instruction to inquiry-based learning.

Table 1

State Criterion-Referenced Test  
 Jefferson Elementary  
 Conception Jct., MO 64434

Subject Communication Arts Grade 3<sup>rd</sup> Test Missouri Assessment Program (MAP)

Edition/Publication Year revised annually Publisher CTB-McGraw Hill

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	April	April	April	April	April
<b>SCHOOL SCORES</b>					
% At or Above Nearing Proficient	90.9%	100%	100%	76.9%	100%
% At or Above Proficient	63.6%	63.6%	70%	23.1%	66.7%
% At Advanced	9.1%	0%	10%	0%	0%
Number of students tested	11	11	10	13	15
Percent of total students tested	100%	100%	100%	93%	100%
Number of students alternatively assessed	0	0	0	1	0
Percent of students alternatively assessed	0%	0%	0%	7%	0%
<b>SUBGROUP SCORES</b>					
<u>Socioeconomic Status</u>					
% At or Above Nearing Proficient	100%	100%	100%		
% At or Above Proficient	75%	55.6%	100%		
% At Advanced	0%	0%	0%		
Number of students tested	4	9	3		
<b>STATE SCORES</b>					
% At or Above Nearing Proficient	74.4%	73.6%	73.8%	71.4%	69.9%
% At or Above Proficient	34.6%	34.1%	35.4%	31.6%	31.7%
% At Advanced	1.4%	1.4%	1.8%	1.0%	1.6%

Note - Due to the small enrollment, the only subgroup that can be statistically considered is that of low socioeconomic status. No other subgroup is large enough to be statistically significant.

Table 2

State Criterion-Referenced Test  
 Jefferson Elementary  
 Conception Jct., MO 64434

Subject Math Grade 4<sup>th</sup> Test Missouri Assessment Program (MAP)

Edition/Publication Year revised annually Publisher CTB-McGraw Hill

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	April	April	April	April	April
<b>SCHOOL SCORES</b>					
% At or Above Nearing Proficient	100%	100%	100%	100%	90%
% At or Above Proficient	90.9%	81.8%	66.7%	85.7%	60%
% At Advanced	27.3%	45.5%	16.7%	42.9%	20.0%
Number of students tested	11	11	12	14	10
Percent of total students tested	100%	100%	92%	100%	100%
Number of students alternatively assessed	0	0	1	0	0
Percent of students alternatively assessed	0%	0%	8%	0%	0%
<b>SUBGROUP SCORES</b>					
<u>Socioeconomic Status</u>					
% At or Above Nearing Proficient	100%	100%	100%		
% At or Above Proficient	100%	83.3%	50%		
% At Advanced	25%	33%	0%		
Number of students tested	8	6	6		
<b>STATE SCORES</b>					
% At or Above Nearing Proficient	82.4%	79.7%	78.9%	79.6%	77.7%
% At or Above Proficient	40.4%	37.2%	37.6%	37.7%	36.7%
% At Advanced	7.9%	6.6%	7.7%	8.2%	8.0%

Note - Due to the small enrollment, the only subgroup that can be statistically considered is that of low socioeconomic status. No other subgroup is large enough to be statistically significant.