

**U.S. Department of Education**  
**2009 No Child Left Behind - Blue Ribbon Schools Program**

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Type of School: (Check all that apply)  Elementary  Middle  High  K-12  Other  
 Charter  Title I  Magnet  Choice

Name of Principal: Mrs. Karen Smith

Official School Name: Mark Twain Elementary

School Mailing Address:  
8636 Litzsinger Road  
Brentwood, MO 63144-2423

County: St. Louis State School Code Number\*: 096-101

Telephone: (314) 962-0613 Fax: (314) 963-7724

Web site/URL: www.brentwood.k12.mo.us/marktwain/index.html E-mail: ksmith@brentwood.k12.mo.us

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

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

Name of Superintendent\*: Dr. Charles Penberthy

District Name: Brentwood Public Schools Tel: (314) 962-4507

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

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

Name of School Board President/Chairperson: Mr. Keith Rabenburg

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), 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.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aka Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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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 for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. 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.
9. 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.
10. 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:
- |          |                     |
|----------|---------------------|
| 2        | Elementary schools  |
| 1        | Middle schools      |
| 0        | Junior high schools |
| 1        | High schools        |
| 0        | Other               |
| <b>4</b> | <b>TOTAL</b>        |
2. District Per Pupil Expenditure: 15492

Average State Per Pupil Expenditure: 9338

**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. 7 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
<b>PreK</b>			0	<b>7</b>			0
<b>K</b>	17	13	30	<b>8</b>			0
<b>1</b>	14	14	28	<b>9</b>			0
<b>2</b>	20	17	37	<b>10</b>			0
<b>3</b>	13	7	20	<b>11</b>			0
<b>4</b>	11	9	20	<b>12</b>			0
<b>5</b>	9	9	18	<b>Other</b>			0
<b>6</b>			0				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							153

6. Racial/ethnic composition of the school:
- |  |
|--|
| <u>0</u> % American Indian or Alaska Native          |
| <u>7</u> % Asian                                     |
| <u>23</u> % Black or African American                |
| <u>2</u> % Hispanic or Latino                        |
| <u>0</u> % Native Hawaiian or Other Pacific Islander |
| <u>68</u> % White                                    |
| <u>0</u> % Two or more races                         |
| <b><u>100</u> % Total</b>                            |

Only the seven standard categories should be used in reporting 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.

7. Student turnover, or mobility rate, during the past year: 8 %

This rate is 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.	8
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	3
<b>(3)</b>	Total of all transferred students [sum of rows (1) and (2)].	11
<b>(4)</b>	Total number of students in the school as of October 1.	146
<b>(5)</b>	Total transferred students in row (3) divided by total students in row (4).	0.075
<b>(6)</b>	Amount in row (5) multiplied by 100.	7.534

8. Limited English proficient students in the school: 4 %

Total number limited English proficient 6

Number of languages represented: 6

Specify languages:

Spanish, Japanese, Russian, Urdu, German. Tamil

9. Students eligible for free/reduced-priced meals: 22 %

Total number students who qualify: 34

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 free and reduced-price school meals 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: 9 %

Total Number of Students Served: 14

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

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

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>1</u>	<u>0</u>
Classroom teachers	<u>9</u>	<u>0</u>
Special resource teachers/specialists	<u>3</u>	<u>7</u>
Paraprofessionals	<u>2</u>	<u>3</u>
Support staff	<u>2</u>	<u>0</u>
Total number	<u>17</u>	<u>10</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 12 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	96%	96%	96%	96%	96%
Daily teacher attendance	94%	97%	96%	98%	97%
Teacher turnover rate	5%	10%	25%	5%	5%

Please provide all explanations below.

In 2007-2008 our teacher attendance rate reflects one teacher on maternity leave and another whose husband was terminally ill. In 2005-2006 we had three teachers retire.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0	
Enrolled in a 4-year college or university	<u>0</u>	%
Enrolled in a community college	<u>0</u>	%
Enrolled in vocational training	<u>0</u>	%
Found employment	<u>0</u>	%
Military service	<u>0</u>	%
Other (travel, staying home, etc.)	<u>0</u>	%
Unknown	<u>0</u>	%
<b>Total</b>	<u><b>100</b></u>	<b>%</b>

## PART III - SUMMARY

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Mark Twain Elementary School, in the Brentwood Public School district, was built in 1934, and is considered by our community the “best-kept-secret” in St. Louis County. Located at the eastern edge of a 2.9 square-mile city in St. Louis County, Missouri, Mark Twain is rich in traditions of academic excellence and strong character development. We are economically and socially diverse, with 13% of our 153 students attending from St. Louis City through a voluntary desegregation transfer program instituted in 1986. Holding onto small-town traditions, Mark Twain is the center of our community, with the building occupied by a variety of activities from morning until night.

Mark Twain staff, parents, and students are committed to creating a school environment where all children feel accepted and respected as individuals while eagerly engaged in cooperative learning with classmates. We believe it is our responsibility to model lifelong learning among the adult community at Mark Twain. Therefore, we continually strive to develop strategies and implement change to better meet our students’ needs. We know that we must continue to grow and learn as children grow and learn.

The voices of parents, teachers, and students are included in decision making and planning. Curriculum development arises from teacher study groups, trained in Emotional Intelligences and Best Practices models. Technology integration happens through collaboration from each member of the staff. Teachers collaborate within and across disciplines, meeting students’ individual needs through problem-solving and then designing a plan that works best for each child. The atmosphere at Mark Twain is collegial, both emotionally and academically.

Our efforts thus far have been rewarded. Mark Twain has continually met all AYP requirements on the state MAP assessment, being named a Top-Ten school in 2003, 2006, 2007 and 2008. In 2007 Mark Twain received the Promising Practice in Character Education award for its “Families” program, a multi-grade-level gathering focused on social skills development. The following year it was recognized as a Missouri School of Character.

Our daily community pledge ends with the statement, “I will work hard each day to grow and learn.” The focus is on our students as learners, and the use of strategies such as collaborative learning, differentiated instruction and inclusion, define our teaching practices. Inclusion at our school accommodates students with various needs, including twelve students from across St. Louis County from the auditory/oral, deaf and hard of hearing program. In 2004 Mark Twain received the Special School District Ambassador Award for our success in seamlessly integrating these students into our school community. Through supported inclusion into the general education classroom, we are able to prepare them to return to their home districts. Mark Twain is stronger because of the opportunity to work with all of our diverse learners.

Building relationships between adults and children is an important asset to learning at Mark Twain. Students are nurtured through a variety of adult mentoring programs including teacher provided Navigator Pals. Afterschool activities that are open to students and families include Stars Night, a once a quarter family reading night, a Spanish Club, and tutoring programs in Math and Reading. Healthy lifestyles are promoted through our “Enjoy the Game” sportsmanship program, DARE instruction, Read, Right and Run Program, and student service projects.

Mark Twain Elementary School is a unique place where individuals are provided with: the assistance needed to learn, varied modes of instruction to keep learning interesting, character development as a regular ingredient of every class, and a learning environment where students are affirmed, engaged, and challenged each and every day.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

Mark Twain Elementary in the Brentwood School District participates in the Missouri Assessment Program (MAP). The MAP is a criterion, referenced assessment with test questions consisting of multiple-choice, constructed response and performance items. The MAP assesses students at depths of knowledge above the literal levels, concentrating on application, synthesis and evaluation of information. Since 2006 students in grades three through five have been assessed in Communication Arts and Mathematics each spring using four achievement levels: below basic, basic, proficient and advanced. Prior to 2006, five achievement levels were applied as performance indicators with the addition of a nearing proficient measurement, and only Missouri third graders were assessed in Communication Arts and only fourth graders in Math. See <http://dese.mo.gov/divimprove/assess/> for additional information.

Over the past five years Mark Twain's MAP scores significantly surpassed both the state benchmarks and state averages. More importantly, our data tables illustrate steady increases that show we have evaluated our students' performance, intervened as needed with effective interventions, and improved our teaching practices to meet the diverse needs of our students.

A review of our subgroups in the areas of Disadvantaged Students, African American Students, and Students with Disabilities indicate that in most years we had fewer than 10 students in the subgroup cell. In the case of Disadvantaged and African American groups, where our students often overlap, it should be noted that although the total number of students tested is low, it often represents 20 to 30 percent of the grade level tested. Therefore, these two subgroups are well represented in the class totals listed under School Scores. Our subgroup for Disabilities has continued to decrease over the years. We believe the decline in referrals and students with IEPs is a result of our Problem-Solving Team's effectiveness in meeting the needs of our students.

Other trends in our scores which are even more significant are the longitudinal data that we see from cadres of students moving from third to fifth grade. Our third graders in 2004 in Communication Arts scored 57% Advanced and Proficient and in 2006 as fifth graders scored 61%, a modest increase. As a result of increasing focus on effective interventions, we see the third grade class of 2005 rising from 32% Advanced and Proficient to 69% in 2007, and the third grade class in 2006 going from 74% to 85 % in 2008. In mathematics we saw the same longitudinal trends as we follow cadres of students from third grade to fifth.

Following the progress of our students through the intermediate grades helps us to evaluate the effectiveness of our programs, including the integration of technology and, more importantly, the effectiveness of individual intervention plans. For us, following the grade-level cadres across three years of data has been more significant than comparing different groups of students each year.

Review of our test data illustrates a steady improvement of performance over the past five years. We attribute this to a variety of changes. We have worked diligently to align our curricula to grade-level expectancies as well as to articulate our K-5 curricula internally. We have reviewed our programs and teaching strategies and strengthened these to provide more flexibility in meeting the differing needs of our students. We have moved to an inquiry-based teaching design with the support of improved levels of technology integration. Professional development in differentiated instruction, technology integrations and character education has contributed to our successes.

## **2. Using Assessment Results:**

Mark Twain uses assessment data in three ways. We look at student performance to evaluate academic programs, to identify students falling below acceptable performance levels, and to inform instruction.

As we review longitudinal trends we evaluate the effectiveness of our reading, writing and math programs to promote student success. Based on our scores, we implemented 6+1 Traits of Writing assessment to help meet some specific deficiencies we were seeing in students' written expression. We have supplemented our Everyday Mathematics program for students who needed a more prescriptive approach to mastering math basics. We have expanded our Guided Reading program to encompass vocabulary development, spelling and writing. All of these program improvements were a direct result of analyzing student performance on Content Standards from the MAP.

Four years ago we implemented a problem-solving process to ensure that all students achieve academic success. We began using MAP data to identify students' deficit areas and then discuss possible interventions. We have the commitment of every staff member to help students be the best they can be. We therefore have designed, evaluated and tweaked the problem-solving process where we not only identify students with needs and determine interventions for each child through an Individual Growth Plan, but we also find the human resources to implement the interventions and evaluate their effectiveness. Assessment data also includes Discovery Learning On-line Assessments, AIMSweb probes and teacher-developed assessments. For students whose skills are beyond grade level expectations this same process may lead to cross-grade-level placement, accelerated afterschool programs or gifted classes.

By reviewing strand analysis provided in the reports from the MAP, we have been better able to evaluate instructional practices strengthening our academic programs and the delivery of targeted instruction. Differentiated Instruction occurs in every classroom but is only successful in as much as the information that is gathered and used by the classroom teachers is accurate. The teachers at Mark Twain are constant learners as they strive to find the best assessment tools and to employ these tools to meet the academic needs of all of our children.

## **3. Communicating Assessment Results:**

At Mark Twain we take pride in our students' achievements. They work hard each year to grow and learn. We celebrate with great enthusiasm small steps made by some children and giant leaps made by others. We recognize those successes and our students' desire to be responsible learners by spotlighting student work across the building, sending positive notes home to parents, and facilitating peer recognition. Furthermore, each intermediate student meets with the principal every year to set goals and celebrate successes.

Our school community reaches beyond the classroom walls into our surrounding neighborhood, and the neighborhoods of our Voluntary Transfer city students. Parents support us in many ways including working as tutors one-on-one with students, volunteering for projects in the classroom, working at home with their children, sending in a note of support when they see a need, and raising money to support advancements in programs and equipment. We communicate our successes with our parents with the knowledge that they will celebrate with us, and share our setbacks, knowing that they will roll up their sleeves when we need additional resources. Our community is our best ambassador, and we are committed to serve it by creating a successful learning environment for its children. We therefore keep our parents apprised of their children's and the school's assessment results through informative letters sent home with formal test results, through parent conferences and counselor-sponsored workshops, and when individual questions arise, through open access to teachers, counselors, and the principal.

At Mark Twain we also look for opportunities to share our growth and successes with the greater community through our website, our local paper, newsletters and meetings. Whether at an ESL dinner, Title I parent meeting, Parent Advisory Breakfast, parent conference or PTO meeting, we continue to share assessment results to indicate where we have been, where we are, and where we are going.

#### **4. Sharing Success:**

We have shared our journey, both successes and tribulations, in a number of ways. We have formally presented at the Show-Me Curriculum Administrators Association on Best Practices. We have presented at the Character Education conference in St. Louis and at the National Character Education Conference on the connections between character development and academic excellence. At the local level colleagues from other districts visit to see the innovative ways we integrate inquiry-based learning and technology into the curriculum. Our teachers serve as resident experts in several areas, including 6+1 Traits of Writing, SMART Board and SMART Notebook implementation, and Differentiated Instruction.

Cooperating School District, a consortium of districts in the St. Louis area, has sent teachers and administrators to Mark Twain to view practices that support student learning. These include student-led morning broadcasts, class meetings, cross-grade-level family meetings with staff and students, learning activities shared by older and younger student buddies, staff mentoring, parent volunteering and, innumerable activities beyond the classroom.

Time is provided during the school day, on a monthly basis, for colleagues to meet in Problem-Solving Teams to review students' progress with interventions. We have also invited other principals within the district to visit to share this process. We meet quarterly with our colleagues within the district at grade-level meetings to review curriculum, based on student performance and grade-level expectations.

As part of a mutual arrangement Fontbonne University teaches a practicum course on our campus for pre-teacher candidates with our teachers serving as mentors. They, in turn, provide mentoring and tutoring in an afterschool program for our students. This partnership allows us to attract new teachers to the field while adding to the resources we have available for our students.

If we should be fortunate enough to be selected as a Blue Ribbon School, we would continue to open our doors to colleagues wanting to visit and learn from our successes, as we continue to learn from colleagues around the world.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

Using teacher developed curriculum Mark Twain Elementary, a 2008 Missouri School of Character, has a proven record of student success in each core curriculum area. With a SMART Board and computers in every classroom including a third-fifth grade eMINTS (enhancing Missouri's Instructional Networked Teaching Strategies) program, students have the opportunity to engage in inquiry-based activities.

Our goal in communication arts is to prepare students with the tools they need to be informed, reflective and participatory citizens, using reading and listening skills to reach opinions and understand others, and using writing and speaking skills to communicate thoughts. Using Fountas and Pinnell's guided reading approach, students develop fluency and vocabulary and learn about text elements and literary devices, with differentiated instruction appropriate to each child's level. Using fiction and nonfiction literature sets, web-based programs and software, teachers lead discussions before, during and after reading for increased comprehension. Readers respond to texts through various forms, including expository paragraphs, journals, letters and online forums. In writing, teachers use mini-lessons created from research-based models, including Calkins's Writing Workshop and Culham's 6+1 Traits of Writing. Teachers use frequent varied assessments to inform small group and class mini-lessons or one-on-one conferences. Workshops include independent writing, partner discussion, whole-class sharing, revision and editing. Students study various texts as models for their writing. Beyond reading and writing, Mark Twain emphasizes the important skills of listening and speaking by providing opportunities for students to make their voices heard.

In mathematics, we balance teacher instruction with student practice and discovery. Our school chose Everyday Mathematics to deliver math instruction. Students develop mathematical thinking skills (number and operations, algebraic thinking, geometric and spatial relationships, measurement, and data and probability) by solving problems and discussing their thought processes with others. Beyond the classroom, students have the opportunity to participate in many math activities including: the Fontbonne University mentoring partnership, Gifted Council's Equations competition, and afterschool learning academies.

Exploration and application are both integral parts to our science and social studies curriculum. Students follow the scientific method to explore life, physical, and earth sciences. Students hypothesize and draw conclusions based on observations. In social studies, students research and discuss concepts such as economics, history, government, geography and diverse cultures. An appreciation of diversity and talents weaves throughout our entire curriculum.

Mark Twain's fine arts program provides enriching multicultural experiences through process-based learning. Because of its success, the fine arts program is strongly supported and valued by the community, staff and administration.

In the art room, students are taught using The Discipline Based Art Education approach, using equal amounts of art history, art criticism, art aesthetics and production in every lesson. Artwork is displayed in the hallways throughout the year to give students a feeling of ownership and satisfaction. A year-end celebration of art allows every student to proudly display his or her portfolio of work for the public to view.

Mark Twain's music program provides exposure to all forms of music and movement while incorporating instruments (including fifth-grade band) and vocal performance skills. Using character education as a foundation, the curriculum incorporates ensemble work that mirrors societal teamwork and teaches students the value our world places on music.

Enjoy the Game, a character education program, is the basis of our physical education curriculum. It teaches all students to respect teammates, peers, coaches and officials and promotes “doing the right thing.” These principles are encouraged in any school activity involving physical play.

## **2a. (Elementary Schools) Reading:**

Mark Twain Elementary believes that reading and writing are reciprocal. Working in one area will help children make gains in the other. Our staff collaborated and selected three research-based programs to help implement our beliefs about reading and writing: Guided Reading, 6+1 Traits of Writing and Writing Workshop. These programs promote the differentiation of instruction.

We believe that comprehension is essential in reading instruction. Meaning must drive the reading process. In order to determine a student’s reading level, we consider a child’s accuracy, fluency and comprehension.

To help students achieve and persist in all content areas, teachers use a variety of genres from our Guided Reading collection. National Geographic books and other trade books also further the goal of incorporating reading throughout the curriculum.

Student learning is a top priority. We have many programs and options in place to help meet the individual needs of our students. Guided Reading allows students to accelerate more effectively based on their needs. Additional support is provided in and beyond the classroom setting with Title 1 Reading, Reading Recovery and Accelerated Reader. Additionally, Tumblebooks and Study Island programs are made accessible online to parents. Students may also participate in an online book club or in afterschool enrichment programs. We assess all students in grade K-4 yearly using the Developmental Reading Assessment (DRA) and graph their progress to ensure they are making gains. Students in grade 5 are assessed using the Degrees of Reading Power (DRP). Student progress is regularly monitored through various assessments including Discovery Learning’s ThinkLink, running records and AIMSweb.

We also ensure all students are making gains through monthly problem-solving meetings. During these, individual plans are created to help all children access our curriculum successfully, whether through remediation or enrichment.

## **2b. (Secondary Schools) English:**

This question is for secondary schools only

## **3. Additional Curriculum Area:**

At Mark Twain technology is embedded into our classroom teaching practices. Teachers use technology daily to provide researched-based strategies to enhance instruction and learning. Our district instructional technology specialist collaborates closely with teachers to facilitate technology use –both hardware and software- in the classroom. Each classroom has access to a computer lab with 24 computers and a SMART Board. All classrooms have three internet-ready computers with usernames and passwords set up for all students and staff. The third, fourth, and fifth grades have eMINTS (enhancing Missouri’s Instructional Networked Teaching Strategies) classrooms whose teachers commit to over 175 hours of professional development to learn to use inquiry-based teaching in their classrooms.

Classrooms are provided with SMART Boards, scanners, printers, digital cameras and cable access. Daily the student Character Council uses the internal video broadcast system to make school announcements. Mark

Twain has Senteo Response Systems in the second through fifth grades and videoconferencing capabilities K-5. We have intentionally prioritized technology within our budget to strengthen project-based learning which contributes to increased student learning.

Mark Twain students write, create presentations, research and practice skills using the Internet and a variety of software programs. These programs include: Microsoft Office, SMART Notebook, Kidspiration, Study Island and Jump Start Phonics. On a regular basis students access web-based programs such as classroom Moodle sites, ThinkLink, Discovery Education, Discovery Science, Accelerated Reader and Tumblebooks. These programs enhance instruction and provide differentiated learning for students as technology is integrated into all areas of the curriculum.

Mark Twain maintains a website where parents have access to Grade Level Expectations, school calendars, handbooks, and available programs and services. For students who would benefit from extra math or language practice at home the school site also provides links to selected educational websites. Furthermore, each classroom teacher generates and maintains a website which parents can use to keep informed about specific classroom procedures and activities, schedules and other pertinent information.

#### **4. Instructional Methods:**

Differentiated Instruction, whether using traditional or non-traditional strategies, can be found in every classroom at Mark Twain. Parent volunteers, who are also part of our differentiated educational team, view diversified learning as an encouraging and motivating experience for their children. It is common to see a parent working with a group of students in the library or computer lab. Classrooms are often divided in two or more heterogeneous or homogenous groups with differentiation taking place within those groups, facilitated by teachers and parents. Several years ago teachers were interested in learning more about differentiated instruction. As part of its professional development, the staff began studying Howard Gardner's theory of multiple intelligences, followed by Daniel Goleman's Emotional Intelligence.

Collegial presentations are shared at each staff meeting as a way to support differentiation in our classrooms. In order to improve student achievement teachers proactively plan varying approaches to what students need to learn, how they will learn, and ways in which they can express what has been learned. Students use individual writing folders that allow them to express their thoughts at their own pace. In some classes bulletin boards allowing the students to move their name under the part of the writing process on which they are working help them keep track of their progress. Students are also assigned partners with whom to work from the pre-writing stages through the final draft stages.

Our building sets aside one hour each day for guided reading groups in which every child is functioning within reach of his or her zone of proximal development in word-reading and reading comprehension. Our afterschool programs differentiate to the needs of the participating students. A partnership with Fontbonne University pairs pre-service teacher candidates with our students for an accelerated math program, and our afterschool Mark Twain Academy pairs teachers with students who need support in math and reading.

#### **5. Professional Development:**

The Brentwood School District has a three-tier professional development system. At the district level teachers have been trained in social justice advocacy, differentiated instruction, and technology training. They have been trained in Understanding by Design to help write quality curriculum that will best ensure the success of all students. Five days throughout the year are devoted to building and district staff development.

Mark Twain has two teachers and one support staff member who serve as professional development representatives. These building reps ensure that every staff member in the building receives professional development that is beneficial to his or her ability to effectively serve our students. A needs assessment survey is taken by all staff to make this process effective. This helps to drive our school goals and our school plan every year. Teachers are also asked to evaluate the staff development to help plan for the next year based on the needs of both staff and students. All new staff members participate in a three year mentoring program. New teachers are paired up with an experienced staff member to meet with on a regular basis.

Each school year teachers create an Individual Professional Development Plan. This document demonstrates how the employee will advance professionally throughout the school year. Teachers are given release time to attend workshops to help meet their goals.

For the past 5 years, our staff has focused on Character Education. We have worked with our Principal, the Cooperating School District, and Dr. Marvin Berkowitz to promote class meetings, buddy activities and ways to decrease bullying in our school. The staff has completed book studies and discussions on ways to help improve students' self-esteem and actions. We found this to have increased our student achievement and created a caring learning community.

## **6. School Leadership:**

Mark Twain staff and students are empowered by a dynamic administrator. Karen Smith leads through a variety of roles: principal, business manager, disciplinarian, community builder and instructional leader. She encourages staff to take leadership roles through the development of "resident expert" areas of responsibility and peer-mentoring strategies. "Gradebook buddies" or "SMART Board buddies" match up staff users for collaboration in implementing new technologies; similar strategies are developed as new initiatives begin. Team-teaching between our Deaf & Hard of Hearing (DHH) program staff and classroom teaching staff ensures the best possible learning experiences for our DHH student population. These leadership approaches foster a school climate of community, collegiality and interdependence.

Mrs. Smith competently guides the Mark Twain community in identifying and achieving district and school goals. She has the ability to set a clear vision that involves all stakeholders. In her work with other administrators, teachers and parents on the Comprehensive School Improvement Plan, yearly goals are established and achieved through organized implementation. All staff members serve on district, building and curriculum committees. Site-based leadership builds our school's success by identifying professional development opportunities and resources needed for optimal teaching and learning.

Leadership is embedded in the Mark Twain school community. Student-oriented instruction and building a community of learners at the classroom, school, and community levels are our focus. Students' voices are heard through class meeting structures and student-elected representatives help guide school-wide decisions through the Character Council. Staff Problem-Solving teams meet monthly to discuss student achievement, analyze student data, and plan for student success by differentiating academic and social support for individual student needs. Parents in the Mark Twain community provide school leadership through a Parent Advisory group, meeting monthly to discuss school issues or areas of concern and then developing possible solutions. These cultural approaches support staff and student learning by communicating the belief that, regardless of our roles, be they staff, student, or family, we are all here to help each other learn.



# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Missouri Assessment Program

Edition/Publication Year: 1997

Publisher: CTB McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr		
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	71	57	67		
% Advanced	18	29	19		
Number of students tested	17	21	27		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	1	0	0		
Percent of students alternatively assessed	6	0	0		
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	3	4	6		
<b>2. Racial/Ethnic Group (specify subgroup): African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1	7	8		
<b>3. (specify subgroup): Students with Disabilities (IEP's)</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1	1	7		
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Prior to 2005-2006 the MAP assessment was not given to third grade students in the area of Mathematics.

Subject: Reading

Grade: 3

Test: Missouri Assessment Program

Edition/Publication Year: 1997

Publisher: CTB McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	65	76	74	32	57
% Advanced	41	48	33	3	3
Number of students tested	17	21	27	33	34
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	6	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced				21	20
% Advanced				0	0
Number of students tested	3	4	6	10	14
<b>2. Racial/Ethnic Group (specify subgroup): African American Students</b>					
% Proficient plus % Advanced				25	18
% Advanced				0	0
Number of students tested	1	7	8	12	11
<b>3. (specify subgroup): Students with Disabilities (IEP's)</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1	1	7	4	9
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

From 2006 to the current spring testing cycles MAP scores are reported in four categories: Advanced, Proficient, Basic, and Below Basic. Prior to 2006 MAP scores were reported in five categories: Advanced, Proficient, Nearing Proficient, Basic and Below Basic. For reporting purposes we are only reporting Advanced and Proficient in all data listed.

Subject: Mathematics

Grade: 4

Test: Missouri Assessment Program

Edition/Publication Year: 1997

Publisher: CTB McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	75	73	58	33	50
% Advanced	30	35	26	9	3
Number of students tested	20	26	31	33	34
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced			46		0
% Advanced			15		0
Number of students tested	5	5	13	4	10
<b>2. Racial/Ethnic Group (specify subgroup): African American Students</b>					
% Proficient plus % Advanced			58		
% Advanced			25		
Number of students tested	7	8	12	4	6
<b>3. (specify subgroup): Students with Disabilities (IEP's)</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1	6	4	6	4
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

From 2006 to the current spring testing cycles MAP scores are reported in four categories: Advanced, Proficient, Basic, and Below Basic. Prior to 2006 MAP scores were reported in five categories: Advanced, Proficient, Nearing Proficient, Basic and Below Basic. For reporting purposes we are only reporting Advanced and Proficient in all data listed.

Subject: Reading

Grade: 4 Test: Missouri Assessment Program

Edition/Publication Year: 1997

Publisher: CTB McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr		
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	75	69	53	0	0
% Advanced	25	39	20	0	0
Number of students tested	20	26	31	0	0
Percent of total students tested	100	100	97	0	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced			23		
% Advanced			7		
Number of students tested	5	5	13	0	0
<b>2. Racial/Ethnic Group (specify subgroup): African American Students</b>					
% Proficient plus % Advanced			50		
% Advanced			17		
Number of students tested	7	8	12	0	0
<b>3. (specify subgroup): Students with Disabilities (IEP's)</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1	6	4	0	0
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Prior to 2005-2006 the MAP assessment was not given to fourth grade students in the area of Communication Arts.

Subject: Mathematics

Grade: 5 Test: Missouri Assessment Program

Edition/Publication Year: 1997

Publisher: CTB McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr		
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	82	75	58		
% Advanced	36	28	17		
Number of students tested	28	32	36		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced		71	17		
% Advanced		21	0		
Number of students tested	5	14	12		
<b>2. Racial/Ethnic Group (specify subgroup): African American Students</b>					
% Proficient plus % Advanced		77	17		
% Advanced		31	8		
Number of students tested	7	13	12		
<b>3. (specify subgroup): Students with Disabilities (IEP's)</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	6	5	7		
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Prior to 2005-2006 the MAP assessment was not given to fifth grade students in the area of Mathematics.

Subject: Reading

Grade: 5 Test: Missouri Assessment Program

Edition/Publication Year: 1997

Publisher: CTB McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr		
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	85	69	61	0	0
% Advanced	37	34	39	0	0
Number of students tested	27	32	36	0	0
Percent of total students tested	100	100	100	0	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced		57	25		
% Advanced		21	17		
Number of students tested	4	14	12		
<b>2. Racial/Ethnic Group (specify subgroup): African American Students</b>					
% Proficient plus % Advanced		69	25		
% Advanced		31	17		
Number of students tested	7	13	12		
<b>3. (specify subgroup): Students with Disabilities (IEP's)</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	6	5	7		
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Prior to 2005-2006 the MAP assessment was not given to fifth grade students in the area of Communication Arts.

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