**2003-2004 No Child Left Behind - Blue Ribbon Schools Program
Cover Sheet**

Name of Principal   **Mrs. Gwynne Gildow**

Official School Name   **Motley Elementary School**

School Mailing Address   **PO Box 268, Motley, MN 56466-0268**

Tel. 218-352-6315   **Fax 218-352-6508**

Website/URL www.isd2170.k12.mn.us   Email ggildow@isd2170.k12.mn.us
                    (In progress)
**I have reviewed the information in this application, including eligibility requirements on
page 2, and certify that, to the best of my knowledge, all information is accurate.**

_____ **Date** _____
(Principal's Signature)

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

Name of Superintendent   **Mr. Ken Scarbrough**

District Name Staples Motley Schools, ISD 2170   Tel. 218-894-2430

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

_____**Date** _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mike Hajek

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

_____**Date** _____
(School Board Chairperson's Signature)

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PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with the 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 2003-2004 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 1998.
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 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

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

1.   **Number of schools in the district:**   __2__ Elementary schools
                                                 __1__ Middle schools
                                                 _____ Junior high middle schools
                                                 __1__ High schools
                                                 __4__ Total

2.   **District Per Pupil Expenditure**   **$8,336**

     Average State Per Pupil Expenditure: **$7,759**

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
     (X)   Small city or town in a rural area
     ( )   Rural

4.   __10__   **Number of years principal has been in his/her position at this school.**

`   _____   **If fewer than three years, how long was the previous principal at this school?**

5.   **Number of students enrolled at each grade level or applying at this school:**

Grade	# of Males	# of Females	Grade Total
K	12	15	27
1	11	8	19
2	7	14	21
3	14	10	24
4	10	15	25
5	15	18	33
		Total Students in School	149

6. Racial/ethnic composition of the   __93__% White
students in the school: _____% Black or African American
                                        __6__% Hispanic or Latino
                                        _____% High schools
                                        __1__% American Indian/Alaskan Native

                                        100% Total

7. Student turnover or mobility rate, during the past year: __16.78__%.

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

8. Limited English Proficient students in the school: __4__%
                                        __6__Total number of LEP

Number of languages represented: __2__
Specify languages: <u>English, Spanish</u>

9. Students eligible for free/reduced-priced meals: __74__%
                                        _110_Total number who qualify

If this method is not a reasonable 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: __12.75_%
                                        __19__Total students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act:

_____	Autism	_____	Orthopedic Impairment
_____	Deafness	__1__	Other Health Impaired
_____	Deaf-Blindness	__2__	Specific Learning Disability
_____	Hearing Impairment	__9__	Speech or Language Impairment
__4__	Mental Retardation	_____	Traumatic Brain Injury
_____	Multiple Disorders	_____	Visual Impairment
__3__	Emotional Behavior Disorder		Including Blindness

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

	Number of Staff	
	Full Time	**Part Time**
Administrator(s)	_____	__1__
Classroom teachers	__6__	__2__
Special resource teachers/specialists	_____	__5__
Paraprofessionals	__3__	__3__
Support staff	_____	__4__
Total number	__9__	__15__

12. **Student – "classroom teacher" ratio** __24.8:1__

13. **Show the attendance patterns of teachers and students. 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 and drop-off rates.**

	2003-2004	**2002-2003**	**2001-2002**	**2000-2001**	**1999-2000**
Daily Student Attendance	99%	96%	97%	97%	96%
Daily Teacher Attendance	98%	97.5%	98%	97%	98%
Teacher Turnover Rate	16%	16%	0	0	0

PART III - Summary

Motley Elementary School is located in the north central part of Minnesota in the city of Motley, Population 585. The town of Motley is nestled between the Crow Wing and Long Prairie Rivers of Morrison County, Minnesota. Our town, briefly named Beaulieu, was established in 1872 and renamed Motley. It began as a lumber town because of its location on the Crow Wing River. The first children of Motley were taught in 1878 in a 'subscription' school. The Motley School continued as an independent school district until 1993 at which time it consolidated with the neighboring school district of Staples.

Motley Elementary has a student enrollment of 149 for the 2003-2004 school year. The students we serve consist of a population of differing races, religions, and socio-economic backgrounds. Our students live in Morrison, Todd, Cass, and Wadena counties and bring to our school a background of rural living. Currently, we have one classroom each of kindergarten through fifth grade students. The school's kindergarten program is all day, every day. We also offer an early childhood four year old program, Early Childhood Family Education classes (ECFE), and Head Start.

It is our goal to provide an education that allows students to become productive, responsible citizens by meeting the needs of the whole child. The social, cognitive, emotional, and physical needs of every child are met through our core academics, fine arts, physical education classes, and extra-curricular activities, all of which are taught by highly qualified specialists.

Our staff consists of veteran teachers who draw upon a wealth of years of experience and expertise. The certified teaching staff is continually working on professional development through book studies, continuing education, workshops, and volunteer activities. Nurturing our students is a priority for the staff. For example, each family with a child in our kindergarten program has a scheduled home visit with our kindergarten teacher prior to the start of the school year.

Mission Statement:
Our *vision* is that the learner is the focus of all meaningful life-long learning. Therefore, our *mission* is to be committed to promoting positive self-esteem, academic and life preparation skills for all.

Belief Statements:
We believe that:
- Love and caring are the core of life.
- Respect and fairness have a beneficial influence on student self worth.
- As educators, parents and community members, we can assist students in gaining the skills and knowledge to make responsible decisions.
- The family unit is extremely important in the nurturing of its members.
- Positive participation in curricular and co-curricular activities builds self-esteem.
- Learning is a life long process.
- Our schools must pursue quality
- Education is learning, learning how to learn and learning how to live.
- Communication is an important factor in developing relationships.
- Access to and use of advancing technology is crucial for growth.
- The pleasure of reasonable and respectful humor has immeasurable value in one's life.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1.   **Describe in one page the meaning of the school's assessment results in reading (language arts or English) and mathematics in such a way that someone not intimately familiar with the test can easily understand them.**

In 1997 statewide testing law required the creation of a comprehensive assessment system and the use of statewide tests. These tests are part of the educational accountability system in Minnesota. Accountability calls for a results-oriented education system that focuses on continuous improvement, community involvement, and public reporting of results. These tests chart the progress of schools and districts over time, generate information for school improvement and school accountability, and allow for comparison of schools and districts in Minnesota. Schools use these results to make curricular and instructional decisions for all students. There are no required passing scores for students on this test. The state is using a scale score of 1420 as an AYP cut score (*No Child Left Behind* legislation), and a score of 1500 indicates above grade level performance. The tests are designed to give accurate information for students at all ability levels.

Grade 5 Reading Highlights
- In 2003, with 100% of total students tested, 73.33% of fifth grade students scored at or above proficient. Also, 72.23% of students in the Free/Reduced Eligible Subgroup scored at or above proficient. These percentages compare with the State Scores of 55.05% at or above proficient.

Grade 5 Math Highlights
- Motley Elementary's fifth graders increased their average math performance 75 points to 1519 from 2002-2003 in a school where 65 percent of the student body is eligible for Free/Reduced Lunch.

Grade 3 Reading Highlights
- Compared with State Scores of 59% at or above proficient, Motley Elementary students in the Free/Reduced Eligible Subgroup had 66.66% scoring at or above proficient.
- Motley Elementary third graders have consistently scored at or above the state scores in proficiency since 1999.

Grade 3 Math Highlights
- Compared with State Scores of 55.5% at or above proficient, Motley Elementary students in the Free/Reduced Eligible Subgroup had 61.11% scoring at or above proficient.

In order to better prepare students, our school has made programming changes. We are currently in our third year of math curriculum review, implementation, and resource selection. This work has resulted in new curriculum alignment and resource supplementation. Our staff participated in professional development by hosting a book study and discussion group on Math Investigations. This resulted in increased communication and awareness across grade levels. We also made a change in our daily schedule to devote more time to math instruction. Our math instruction includes the use of computer programs that reinforce computation and problem solving skills. Class sizes were reduced into smaller groups making the teacher-student ratio (on the average) 1:15.

2   **Show in one-half page how the school uses assessment data to understand and improve student and school performance.**

Our main goal in utilizing assessment data is to understand and improve student and school performance. This data is analyzed by highly qualified teaching staff regularly throughout the year to identify the strengths and weaknesses of our curriculum. We use this information to meet the needs of our students by individualizing instruction. Some forms of data used include the Minnesota Comprehensive Assessments (MCAs,) the Iowa Test of Basic Skills (ITBS,) Early Interventions in Reading (EIR), and Work Sampling Program.

The assessment data is used to place students in academic programs that are offered during and after the school day. Examples of these programs include our EIR program, Title I supplementary services, summer school, and after school targeted learning. The EIR program is taught during the school day in reading, grades K-3. Small group instruction is the priority in this program. Our summer school and after school programs focus on math, reading, language arts, and social skills. The after school targeted learning program primarily works with students identified by parents and staff as needing remediation in basic skills and extension activities. The implementation of these programs has resulted in the improvement of student test scores.

3.   **Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.**

Parents and students are informed of academic progress through frequent parent teacher conferences. Conference attendance is consistently high (over 95%). Parents receive work sampling data that has been collected and summarized several times per year. Upcoming tests and preparation suggestions are printed in our monthly elementary newsletter. Parents are also given assessment data during Individualized Education Plan meetings. Standardized test scores, such as the MCAs and ITBS, are shared with the parents via a formal test score results sheet.

The community receives information about our student performance in two forms. An annual District Report Card and individual School Report Card are sent to community members to inform them of the progress being made. This is a state assessment of our school's progress. In the 2002-2003 school year we received four out of five stars in both math and reading.

A Systems Accountability Report (SAR) is prepared annually that summarizes the goals of the district and various assessment data including grades three and five MCAs. The SAR is sent to every residence in the Staples Motley School District. Principals give periodic reports of test results at the Staples Motley School Board public meeting. Local, regional, and state newspapers also report school performance on state tests.

4.   Describe in one-half page how the school will share its successes with other schools.

We are very excited to share our success with other schools and educators. Our strategy for success is driven by our enthusiasm for meeting the needs of all our children. At Motley Elementary School we pride ourselves on the connections we have with our students and their families. Staff members from Motley Elementary School share these strategies for success with other schools in our district through staff development activities.

We also have connections with 26 neighboring school districts through local and regional consortiums. An example is staff who serve on committees such as Gifted Education and Technology in our schools.

Our staff participates in many professional growth activities that share successful strategies with other educators including:

- facilitating professional book study discussion groups for area educators.
- developing a web site that can be accessed by other schools and educators.
- training area educators in the use of Full Option Science Systems, (FOSS.)
- teaching continuing education courses through the University of St.Thomas-Minnesota.
- publishing writing in periodicals.
- applying for, receiving and implementing grant funds.
- teaching abroad.

Part V – Curriculum and Instruction

1. **Describe in one page the school's curriculum. Outline in several sentences the core of each curriculum area and show how all students are engaged with significant content based on high standards (this includes the art curriculum at the elementary level.)**

The Staples Motley curriculum focuses on essential student learning that will prepare each learner for a productive life in a rapidly changing global society. We use a formal, ongoing district-wide curriculum writing process to promote, instruct, and assess students' progress with state and national standards. The following briefly describes the major goals of each curricular area:

Science – The use of (FOSS) modules allows teachers to provide hands-on learning. The modules allow students to state a hypothesis, observe objects and events, test their hypothesis, and generate explanations of their test results. FOSS is a research-based, classroom-tested program allowing teachers to successfully use the inquiry approach to science. Students then are able to use the scientific methods they have learned through their participation in an annual science fair. In addition to demonstrating their knowledge of the scientific process, the science fair requires a written report of their steps and results.

Reading and Language Arts – Reading and language arts skills are essential for learning in all other areas. All students are exposed to a variety of reading and communications strategies, resources and experiences. Our outcomes are based on state and national standards. We provide many supplemental activities that engage student interest and inspire a love for reading, writing, listening and viewing.

Math – The mathematics curriculum is written based on state and national standards. Students will solve problems by thinking logically, communicating mathematically and working both individually and cooperatively. Students will be competent in the outcome areas of number sense, space, shape and measurement, patterns, relationships, and functions, and chance/data analysis.

Social Studies –The purpose of the social studies curriculum is to empower students to apply critical thinking skills in order to effectively participate in their community and the world. Focus areas include geography, history, civics, world cultures, economics, and current events.

Health/Physical Education – In the past year we have completed the aligning of the health and physical education curricula for the entire district. The core of this curriculum is to develop a lifetime of health, wellness, and physical fitness. Our elementary students receive instruction in health and physical education by a specialist daily for 25 minutes.

Art- The elementary art curriculum follows the National Art Standards and Minnesota State Art Standards. Areas included are the elements of design, art history, and cultural art. The structure of the curriculum is Discipline Based Art Education. Students receive art instruction by an art specialist every other day for 30 minutes. To encourage life-long interest in the arts, students are able to participate in the annual Rotary Art Show. We involve community volunteers in our art presenters program. Each year we participate in the Artist in Residency program. Artists present their work and share their enthusiasm with our students.

Music-Students receive a variety of music education experiences that enhance the core curriculum. Music specialists provide instruction in vocal and instrumental music.

2. Describe in one-half page the school's reading curriculum, including a description of why the school chose this particular approach to reading.

Motley Elementary has developed a strong reading curriculum based on the philosophy that reading is essential for success in all other curricular areas. Our current curriculum is multi-faceted as it includes Silver Burdett Ginn basal readers (used at every grade level) as well as other unique and effective strategies. The elementary has been using basal readers for many years. This series was chosen because of its inclusion of good quality literature, literature arts, and rigorous vocabulary and decoding skill activities.

Our staff has a strong interest in reading and imparts enthusiasm by developing activities such as read along story time, small group discussion, EIR, literature circles using trade books, and Drop Everything and Read time. In an effort to enhance our K-5 reading curriculum, all elementary students participate in the Accelerated Reader program, extensive library use, Book-It reading, the Reading is Fundamental (RIF) program and Read Across America.

At the first grade level the Running Start (a component of RIF) program was developed to encourage first graders to read at least 21 books during a ten week challenge period. Students who meet this goal receive a book of their choice to take home and keep. In the nine years of using Running Start we have had 100% student participation. The average number of books read is 75 books. Another national program called Early Interventions in Reading (EIR) is implemented in grades K-3. We implement EIR 20 minutes each day and it is a supplement to our reading curriculum. Research shows that on average 80% of at-risk first grade children in the EIR program are reading independently at the end of first grade.

3. Describe in one-half page one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.

In order to have students who can solve problems mathematically in our changing world we use a variety of approaches. Teaching with different techniques has produced greater results in student success. Therefore, we use Math Investigations (an in-depth problem-solving curriculum) combined with traditional methods and textbooks. The traditional methods include teaching basic facts in computation as taught in our textbooks and with technology. We currently incorporate Math Facts in a Flash computer software to utilize our technology in the math program. This incorporated technology and our striving for quality fits our school's mission statement.

Math concepts that are included in our curriculum are number sense, shapes, space, and measurement, patterns, relationships and functions, and chance/data analysis. Methods of instruction used by teachers include cooperative grouping and individualized learning. Regular assessments are made via timed computation tests, textbook tests, and teacher observation.

A vital component of our math curriculum is homework. One example of a homework assignment is a third grade robot creation. The project requires students to construct a robot demonstrating their knowledge of shapes, space, and measurement and the functions of flips, turns and slides. Because of strong parental support, 100% of our students have successfully completed this project.

4. Describe in one-half page the different instructional methods the school uses to improve student learning.

Our curriculum goals and outcomes are based on best practices strategies and research-based instructional techniques. Some of the strategies used include cooperative learning, small groups, hands-on learning, and individualized instruction. To improve student learning teachers utilize resources available such as Title I teachers, support staff, special education staff, and parent/community volunteers.

One instructional method used to improve student learning is our English Language Learners (ELL) program. Four percent of the K-5 student population in Motley Elementary are English Language Learners who speak Spanish at home. These students and their families have been welcomed and embraced by the teaching and support staff over the last 10 years. The teacher of these learners has found the staff to be cooperative and open to suggestions when discussing the needs of and services available to these students.

The preschool screening process and the parent involvement component Early Childhood Family Education (ECFE) offered in our school allows us to identify special needs students prior to their entry into the kindergarten program. Once a student qualifies, special services are given to the children in preparation for what is to come in kindergarten. The kindergarten program is an all day, everyday program. The increased amount of student contact time has helped our students to achieve greater learning.

5. Describe in one-half page the school's professional development program and its impact on improving student achievement.

The professional development program in our school district consists of a district-wide committee and building level committees. Professional development is governed by a committee of teachers and para-professionals.

The vision of our staff development committee is continuous improvement in teaching and learning through high quality professional development. It supports all staff and enhances good teaching, develops positive attitudes and improves student learning. All staff development activities align with the following goals:

- Provides opportunities based on research, expertise, or curriculum relevancy.
- Encourages cooperation and support for ALL District 2170 employees.
- Creates a workplace environment based on concern for others.
- Works collaboratively toward a common goal, supported by time and resources.
- Serves the individual professional development needs of all employees.
- Improves teacher effectiveness.
- Increases student achievement.
- Meets the needs of a diverse student population with respect to academic and social behavior.

Motley Elementary School - Grade 5 Reading

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	**March**	**March**	**March**	**March**	**March**
School Scores					
% at or above basic	10.00%	22.86%	33.33%	31.58%	63.63%
% at or above proficient	73.33%	65.71%	40.74%	68.43%	36.36%
% at advanced	16.77%	11.43%	25.93%	0%	0%
Number tested	30	35	27	19	22
% of total students tested	100%	100%	100%	95%	97%
# of students excluded	0	0	0	1	1
% of students excluded	0%	0%	0%	5%	3%
Subgroup Scores					
1. Free/ Reduced Eligible					
% at or above basic	11.11%	26.92%	36.84%	37.50%	66.66%
% at or above proficient	72.23%	65.39%	36.84%	62.50%	33.34%
% at advanced	16.67%	7.69%	26.32%	0%	0%
Number of students tested	18	26	19	16	18
State Scores					
% at or above basic	19.42%	25.23%	26.23%	33.14%	40.86%
% at or above proficient	55.04%	49.39%	49.67%	50.93%	47.87%
% at advanced	25.18%	25.38%	24.08%	15.93%	11.27%

Motley Elementary School - Grade 5 Math

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	**March**	**March**	**March**	**March**	**March**
School Scores					
% at or above basic	100%	100%	100%	100%	100%
% at or above proficient	60.00%	51.43%	48.00%	55.00%	21.74%
% at advanced	20.00%	2.86%	0%	5.00%	0%
Number of students tested	30	35	25	20	23
% of total students tested	100%	100%	93%	100%	100%
Number of students excluded	0	0	2	0	0
% of students excluded	0%	0%	7%	0%	0%
Subgroup Scores					
1. Free/ Reduced Eligible					
% at or above basic	100%	100%	100%	100%	100%
% at or above proficient	61.11%	46.15%	38.89%	47.06%	15.79%
% at advanced	16.67%	3.85%	0%	5.88%	0%
Number of students tested	18	26	18	17	19
State Scores					
% at or above basic	100%	100%	100%	100%	100%
% at or above proficient	59.18%	56.22%	54.19%	49.34%	46.01%
% at advanced	17.56%	14.02%	13.14%	12.34%	5.61%

Motley Elementary School – Grade 3 Reading

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	March	March	March	March	March
School Stores					
% at or above basic	100%	100%	100%	100%	100%
% at or above proficient	59.09%	80.00%	66.66%	50.00%	60.87%
% at advanced	22.73%	10.00%	25.00%	7.14%	4.35%
Number of students tested	22	30	24	28	23
% of total students tested	96%	97%	100%	100%	100%
Number of students excluded	1	1	0	0	0
% of students excluded	4%	3%	0%	0%	0%
Subgroup Scores					
1. Free/ reduced eligible					
% at or above basic	100%	100%	100%	100%	100%
% at or above proficient	66.66%	78.94%	76.92%	43.48%	52.94%
% at advanced	16.67%	10.53%	15.38%	4.35%	5.88%
Number of students tested	18	19	13	23	17
State Scores					
% at or above basic	100%	100%	100%	100%	100%
% at or above proficient	59.00%	50.59%	50.99%	50.03%	48.32%
% at advanced	17.31%	16.17%	16.15%	11.52%	7.80%

Motley Elementary School – Grade 3 Math

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	**March**	**March**	**March**	**March**	**March**
School Scores					
% at or above basic	100%	100%	100%	100%	100%
% at or above proficient	56.52%	51.61%	50.00%	53.57%	52.17%
% at advanced	21.74%	22.58%	29.17%	10.71%	0%
Number of students tested	23	31	24	28	23
% of total students tested	100%	100%	100%	100%	100%
Number of total students excluded	0	0	0	0	0
% of students excluded	0%	0%	0%	0%	0%
Subgroup Scores					
1. Free/Reduced Eligible					
% at or above basic	100%	100%	100%	100%	100%
% at or above proficient	61.11%	50.00%	46.15%	47.83%	47.06%
% at advanced	22.22%	20.00%	23.08%	8.70%	0%
Number of students tested	18	20	13	23	17
State Scores					
% at or above basic	100%	100%	100%	100%	100%
% at or above proficient	55.50%	54.06%	51.89%	55.70%	49.58%
% at advanced	18.98%	11.02%	13.62%	8.96%	8.93%