

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 Mrs. Paula Q. Jones
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

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

School Mailing Address 11318 Showell School Road
(If address is P.O. Box, also include street address)

Berlin Maryland 21811-3250
City State Zip Code+4 (9 digits total)

County Worcester School Code Number* 0312

Telephone (410) 632-5350 Fax (410) 632-5359

Website/URL www.worcester.k12.md.us E-mail PQJones@mail.worcester.k12.md.us

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* Dr. Jon Andes
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Worcester County Tel. (410) 632-5000

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. Marion Butler
(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: 5 Elementary schools
 3 Middle schools
 _____ Junior high schools
 3 High schools
 3 Other

 14 TOTAL
2. District Per Pupil Expenditure: \$9,418.00

 Average State Per Pupil Expenditure: \$8,765.00

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. 4 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	25	14	39	7			
K	57	57	114	8			
1	48	51	99	9			
2	53	61	114	10			
3	60	58	118	11			
4				12			
5				Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							484

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

6. Racial/ethnic composition of the students in the school:
- 90 % White
 - 4 % Black or African American
 - 4 % Hispanic or Latino
 - 2 % Asian/Pacific Islander
 - 0 % American Indian/Alaskan Native
 - 100% Total**

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: 15 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	34
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	37
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	71
(4)	Total number of students in the school as of October 1	490
(5)	Subtotal in row (3) divided by total in row (4)	15%
(6)	Amount in row (5) multiplied by 100	15

8. Limited English Proficient students in the school: 4 %
21 Total Number Limited English Proficient

Number of languages represented: 3
 Specify languages: Spanish, Chinese, and Shona

9. Students eligible for free/reduced-priced meals: 26 %

Total number students who qualify: 125

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: 10 %
51 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>5</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>16</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>28</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	

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>2</u>	_____
Classroom teachers	<u>28</u>	_____
Special resource teachers/specialists	<u>12</u>	<u>1</u>
Paraprofessionals	<u>17</u>	_____
Support staff	<u>12</u>	_____
Total number	<u>71</u>	<u>1</u>

12. Average school student-“classroom teacher” ratio: 17:1

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	94 %	94 %	95 %	94 %	95 %
Daily teacher attendance	95 %	95 %	95 %	96 %	96 %
Teacher turnover rate	9 %	5 %	2 %	7 %	8 %
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III - SUMMARY

Showell Elementary School is located between the small town of Showell and the growing community of Ocean Pines, in the northern end of Worcester County on Maryland's Eastern Shore. Showell opened in 1976 as a result of the population explosion in Worcester County. The school currently enrolls 497 students in Early Intervention/Pre-kindergarten through third grade. Eight portable classrooms, along with the 52,610 sq. ft. school building, create the physical structure of our school. However, the learning environment extends beyond the school itself to include beautiful tree-covered lawns, several butterfly and botanical garden areas, a newly renovated playground, a quarter mile walking field, and a nature trail featuring an outdoor classroom area.

Seventy-two dedicated faculty and staff members work together to create an average pupil/teacher ratio of 17:1. The current faculty reflects a balance of seasoned and experienced teachers as well as beginning teachers, all with innovative ideas and enthusiasm. As the first Professional Development School in Worcester County, our partnerships with local universities have strengthened with teacher candidates enhancing our learning community. Showell's entire staff is committed to meeting the varied academic, emotional, intellectual, and physical needs of all students. Our student population is primarily white/non-Hispanic and is drawn predominantly from middle-income households.

Improving student performance in the areas of academics, character education, and technology continues to be our priority. Three standardized assessments are used at Showell to analyze data and track student performance: Maryland State Assessment (MSA) in reading and math for third grade; Comprehensive Tests of Basic Skills (CTBS/5) in reading and math for second grade; and the Gates-MacGinitie in reading for kindergarten through third grade.

Many school programs contribute to the overall academic success. Our all-day kindergarten and grades 1-3 utilize the Nation's Choice Houghton-Mifflin reading program. Students have the opportunity to participate in Accelerated Reader, a computerized reading comprehension program. First through third grade students demonstrating difficulty with reading skills receive tutorial services via Early Success and Soar to Success programs. Thousands of books are distributed annually to our students through Reading Is Fundamental. Our volunteer program contributes valuable expertise and individualized attention for both teachers and students.

The Instructional Consultation Team develops strategies collaboratively with classroom teachers to help individual students improve academic performance. Highly-able second and third graders are nominated, evaluated, and recommended for daily enrichment which includes critical and creative thinking skills. An After School Program provides extended childcare and features homework assistance and tutorial opportunities.

First through third grade students participate in CCC Success Maker Math Lab, an individualized program designed to reinforce and introduce sequential math concepts. Annually, Showell students complete individual, small group, or class Science projects for the Worcester County Science Fair. Involvement in the Worcester County Tech Fest produces award-winning computer graphics, Power Points, sequential skills, and photography. A full-time technology coach, with a 24 unit mobile computer lab, enhances our daily technological proficiency. Our child focused philosophy is summarized by the motto "TO DO IS TO BE". Showell was named a Character Education School in 2002 because of its school-wide Character Kids Program coordinated by the school counselor, 2003's Maryland State Elementary Guidance Counselor. Students are recognized weekly for acts of honesty, caring, respect, fairness, and responsibility.

The faculty and staff work together to provide a quality education and to establish an intrinsic sense of PRIDE for each and every child. As our child friendly version of our mission statement says: "Showell's mission is to encourage **P**roductive citizens who become **R**esponsible life-long learners, provide **I**nstruction that is challenging for all in a **D**iverse and safe environment, and share **E**xcellence in partnership with our school, our families, and our community."

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Description of the Maryland School Assessment

From 1993 until 2002, Maryland used the Maryland School Performance Assessment Program (MSPAP) to assess and monitor student and school progress. This program included performance tasks that assessed grades 3, 5, and 8 Maryland Learning Outcomes in reading, writing, language usage, mathematics, science, and social studies. The MSPAP measured the performance of Maryland schools by illustrating how well the students solve problems individually, their ability to apply what they have learned to real world problems, and how well students can relate and use knowledge from different subject areas. School achievement was measured on three proficiency levels: Excellent, Satisfactory, and Not Met.

In March, 2003 – in response to new requirements from the federal Elementary and Secondary Education Act of 2002 (ESEA, a.k.a. No Child Left Behind) – Maryland introduced the Maryland School Assessment (MSA). The MSA was administered to students in grades 3, 5, and 8 in mathematics and geometry in grade 10, and 3, 5, 8, and 10 in reading. Student, school, district, and state achievement is measured on three proficiency levels: Advanced (above grade level), Proficient (on grade level), and Basic (below grade level).

The MSA produces a score that describes how well a student masters the reading and mathematics content specified in the Maryland Content Standards and the Voluntary State Curriculum (VSC). MSA scores are criterion-referenced scores depicting student performance against the Maryland VSC. Test items consist of a mixture of selected response (multiple choice) and brief constructed response (open-ended short answer) items. All results are reported by the total student population and in the following subgroups: major racial and ethnic groups, special education students, English language learners, and economically disadvantaged students. Assessment results are communicated to parents through the use of the Maryland School Assessment Home Report. Additional information on the Maryland's assessment system can be found on: www.mdreportcard.org and www.mdk12.org.

Showell Elementary School has shown significant growth on the state assessment in all of the assessed sub-groups for both reading and math. Over the past three years the school has made at least a 34% increase on the required reading assessment and a 36% increase on the required math assessment of third grade students scoring at or above the proficient level (see attached charts). We feel our success is attributed to the various programs and activities addressed and supported in our School Improvement Plan. Some of the programs and activities include: a new Houghton-Mifflin reading program in grades K-3, SOAR and Early Success reading tutorial programs, the After School Program (enrichment and tutorial), individualized reading and math intervention plans, differentiated instruction, weekly brief constructed response questions reviewed and shared, individualized math lab (CCC lab), and etc.

Our economically disadvantaged population has excelled in the "at and above proficient level" category with a 30% in reading and a 32% in math three years ago to a 94% in both reading and math on the 2003-2004 test. Our African American population scored a 63% in both reading and math for the "at or above proficient level" in 2001-2002 and on the 2003-2004 test they reached 100% in both categories. Our special education population scoring at the "at and above proficient level" did extremely well by scoring a 75 % in reading and a 58% in math which was an average growth of 37% in 2003-2004.

Showell Elementary School is exceptionally pleased with its successes on the Maryland State Assessment. Our school takes great pride in being one of the highest performing elementary schools in the state of Maryland. The Maryland School Assessment results contain a great deal of information which is reviewed frequently to assist us in making important decisions related to improving the quality of education for all students. Careful analysis of pertinent and appropriate data will promote better programs and improved student performance.

2. Show how the school uses assessment data to understand and improve student and school performance.

In order to truly understand and improve both student and school performance, instructional decisions must be data driven. For that reason assessment data plays an essential role in our daily instruction at Showell Elementary. The focus of our Strategic Planning effort is to consistently evaluate the goals and activities through formal (MSA, CTBS, Gates, County Reading Theme Skills Assessments) and informal (Informal Reading Inventories, weekly teacher created quick writes/BCR's, student checklists, teacher observations, and class work) assessments in order to decide whether or not we are meeting the needs of all of our students.

The classroom teachers share and analyze assessment data daily during team meetings with their grade level teammates and weekly with the Curriculum Resource Teacher and the administrators. Using school designed organizational charts to collect demographic and assessment data; the grade level teams disaggregate assessment information and make educational decisions concerning the different subgroups and areas needing instructional modifications. Examples of model student work are shared by teachers, helping students to strive for higher quality when responding to brief constructed response questions in all subject areas. In their way, grade level team meetings support the evaluating, pacing, and measuring of student performance and progress.

Low performing students at all grade levels are monitored every 6-8 weeks through the Individual Intervention Plans developed by the Academic Implementation Team. The students are identified through formal and informal assessments; and the classroom teacher, administrators, and the curriculum resource teacher meet to discuss strategies that can be used to ensure that all students are successful. If the identified low performing students are not finding success, the Instructional Consultation Team (ICT) is utilized to provide more one to one assistance to the classroom teacher.

The teachers of Showell Elementary School are committed to excellence and are continually making changes to their daily instructional strategies that will benefit the students in their classrooms. The utilization of their own expertise and resources offers the students of Showell Elementary School with the best educational program a school system can provide.

3. Describe how the school communicates student performance, including assessment data, to parents, students, and the community.

Showell Elementary School promotes school-home communication in an effort to strengthen the educational experiences of all students. Student performance, including assessment data, is disseminated to students, parents and the community in a variety of ways. Daily morning announcements highlight student achievements, including our “Character Kids” program. This program honors students in pre-kindergarten through grade three who have been nominated by faculty and staff for displaying positive behavior. Monthly grade level celebrations share academic, technological and character highlights. Bulletin boards throughout the school display students’ work. Our school marquee displays weekly highlights and announcements. The school’s newsletter, “The Exchange”, provides snapshots and articles of school/student related events and recognizes students’ performance in all grade levels. Formal and informal parent-teacher conferences are held throughout the year to provide feedback on student progress. Teachers consistently communicate with parents/guardians by way of phone, e-mail, midterms, progress reports, and quarterly report cards. Throughout the year parents have the opportunity to learn about testing procedures, classroom/school-wide expectations, parental responsibility, and curriculum when they attend our parent gatherings: Back-to School Night and Parent Orientation, grade level musicals, Maryland State Assessment Night, Bridging to Fourth Grade and Parenting Workshops. We encourage all families to attend.

Family involvement is strongly encouraged at Showell Elementary School. Parents serve on school committees, School Improvement Advisory Committee (SIAC), Parent Teacher Association (PTA) executive board and Accreditation for Growth (AFG) action teams and planning council. Informal communication occurs frequently, as Showell Elementary has a very effective and productive parent volunteer program that provides reading tutorial and mentoring services to students. As new data and information about testing is received, our administration and teachers inform the parents/community of student performance by articles in the newsletter, evaluation forms, checklists, home reports, etc. The MSA report card is also made available through press releases.

Students are provided immediate feedback as part of their lessons. For example, daily objectives, rubrics, and scoring tools are shared with the students before, during, and after instruction. This method helps the student to maintain focus, to know what is expected and how to succeed. Our school takes pride in the established communication links that highlight student performance to family and community.

4. Describe how the school has shared and will continue to share its successes with other schools.

Showell Elementary School has become a model school through the hard work of its dedicated staff. We are committed to sharing our students' successes as well as our professional knowledge for the benefit of all children. Our staff recognizes the importance of building upon the tradition of academic achievement in Worcester County. Successes include:

- Showell shares its accomplishments and successes with other schools in Worcester County through Administrators and Supervisors meetings, regional principals meetings, Board of Education meetings, county inservice meetings, the Accreditation for Growth brochure and billboard, and school newsletters. Press releases regarding Maryland School Assessment scores for our school are reported in school newsletters, local newspapers, through the Worcester County Board of Education website (www.worcesterK12.md.us), and the Maryland State Department of Education website (www.marylandpublicschools.org).
- Through the Accreditation for Growth process, Showell has had and will continue to have many opportunities to collect and share strategies and successes with the other schools seeking Middle States Accreditation.
- Faculty members annually attend state, national and international conferences to gather and share current educational strategies and trends.
- Our faculty plans, presents and participates in numerous ongoing Worcester County staff development days.
- Annually several of our first grade teachers have been invited to share their best practices at State of Maryland International Reading Association Council (SoMIRAC).
- Third grade teachers, special education teachers, guidance counselor, and curriculum resource teacher meet with teachers from the neighboring intermediate school to vertically articulate curriculum, students' successes and progress, and help ensure a smooth transition between the schools.
- In an effort to improve community outreach, Showell teachers partner with business people and retired teachers to host an afternoon of "Dr. Seuss" which focuses on the importance of reading.
- Showell is a Professional Development School with Salisbury University, the University of the Maryland Eastern Shore, and Wilmington College. We network with other schools on current and professional trends.

PART V – CURRICULUM AND INSTRUCTION

1. Describe the school's curriculum.

Maryland's Voluntary State Curriculum (VSC) has been adopted by Worcester County and each curriculum area is based on the State Content Standards and Learning Outcomes.

Reading/Language Arts: The five essential components of the Reading/Language Arts curriculum are phonemic awareness, phonics, fluency, vocabulary, and text comprehension. The VSC-based performance standards are met in a variety of ways: guided and independent reading, direct and differentiated instruction, technology/internet usage, daily writing/editing, instruction and reinforcement of the writing process, and systematic and explicit intervention strategies. The Houghton-Mifflin reading series is utilized in grades K-3. Additional resources include the Literacy Library (hundreds of leveled books in multiple copies), children's periodicals, and dictionaries/books donated by various community and service organizations. Our rigorous reading program is enhanced by participation in the Eastern Shore Reading Council's Young Authors' Contest, monthly reading calendars tracking individual time spent reading at home, "A Book in Every Book Bag" school goal, and other supportive activities. Showell's Accreditation for Growth Academic Reading objective is supported by a long term plan for maximizing reading instruction and student performance. Teachers utilize the Worcester County Reading/Language Arts checklist to document student progress.

Mathematics: The VSC-based performance standards are met in a variety of ways: through daily problem solving activities emphasizing real life situations, through computational practice, through emphasize on logical reasoning strategies and having students explain how they solve mathematical problems. Students keep journals and write constructed responses to higher order thinking questions. The resources utilized include Heath's Making Connections for grades K-3, Activities Integrating Math and Science (AIMS), trade books, CCC math lab, and math resource lab for grades 2 – 3. Showell's Accreditation for Growth Academic Math objective is supported by a long term plan for maximizing mathematical instruction and student performance.

Science: The VSC-based performance standards are met through activity and inquiry based learning. Thematic units include environmental, earth, physical, and life sciences, as well as the scientific processes. Students work individually, in pairs, and cooperatively to analyze, hypothesize, predict, conclude, and investigate science concepts. The resources utilized include Scott Foresman, MacMillan/McGraw-Hill, Holt Science, trade books, AIMS activities, and supplementary materials. Third grade students have hands on experimentation with the Maryland Agriculture in the Classroom Mobile Aquatics Laboratory. Students in all grades experience science-related field trips and guest speakers.

Social Studies: The VSC-based performance standards are taught through integrated lessons, literature, field trips, current events, and textbook series. Thematic units include: history, geography, map skills, communities, health, and cultural diversity. The resources utilized include MacMillan/McGraw-Hill, Social Studies Alive, children's periodicals and *The Daily Times*, "Ms. Betty's Trunk" (a collection of historical artifacts), field trips, guest speakers, and other supplementary materials. Every March Showell encourages participation in a Maryland essay, poem, and art contest, as well as a spring Geography Bee for all grades.

Specials: Showell develops the whole child by delivering art, music, physical education, media, technology, and character education. The Special Education team, including special education teachers, therapists (speech, occupational, and physical), and school psychologist and ELL departments provide valuable expertise in all curriculum areas.

2. Describe the school's reading curriculum.

The goal of the Worcester County Public Schools' Reading/Language Arts program is to develop competent readers and writers who will become life-long, articulate communicators. Showell Elementary's goal is to foster the love of reading and create life-long readers. The principal promotes her personal goal of "A Book in Every Book Bag" during daily announcements. There are many days when she will check book bags of students to see if they have a book to take home at night. All students are given opportunities to succeed and are provided with the skills and strategies needed to function in a literate and culturally diverse society.

In accordance with No Child Left Behind (NCLB) Legislation, Showell utilizes a scientifically research-based reading program. The Houghton-Mifflin Reading Program is used in Kindergarten through grade 3. It involves the learners in a wide range of experiences and a variety of genres, enabling them to use listening, speaking, reading, and writing skills proficiently. Grades 1 and 2 utilize 180 minutes of reading instructional time daily whereas grade 3 has a daily 150 minute block of instruction. Students are engaged in purposeful learning and ongoing assessment activities which monitor and guide instruction (County's Theme Skills Assessments every 6-8 weeks). Organization for differentiated instruction is a key element because teachers make instructional decisions based on individual student and group needs. Students are given the opportunity to read content-specific materials that reflect three reading purposes: reading to be informed (non-fiction), reading to perform a task (science investigations, how-to materials), and reading for literary experiences (fiction, plays, poetry). The teachers organize their daily reading lessons around the Worcester County Public Schools Daily Framework chart which divides the language arts block into interactive reading (whole group), guided reading (small group), writing/language (process and grammar), and remediation/enrichment.

Showell offers an extensive Literacy Library with multiple copies of leveled fiction and non-fiction books to supplement guided reading groups. Additionally, each grade houses its own grade-level libraries. Students are given an opportunity to self-select books through the Reading Is Fundamental program (RIF). Students are encouraged to participate in the Accelerated Reader program. Supplemental reading support services (Early Success for grades 1-2 and Soar to Success for grade 3) are provided by paraprofessionals through the reading recovery labs.

The joy of reading is celebrated in many ways, including a special Dr. Seuss read aloud day. Local county commissioners, Board of Education members, attorneys, judges, and retired teachers spend the day sharing their favorite literature with the students. Annually a famous children's author visits the school to share his/her craft through music, drama, slides, and writing workshops. During daily team meetings and bi-monthly faculty meetings, the reading curriculum is continually evaluated and supplemented as teachers discuss how reading instruction can be enhanced.

3. Describe one other curriculum area and show how it relates to essential skills and knowledge based on the school's mission (Technology).

Technology is infused throughout the Pre-kindergarten through grade 3 curriculums, supporting Showell Elementary School's Mission. The technology initiative enhances a dynamic and evolving curriculum which promotes life-long learning skills. Showell's Accreditation for Growth Technological Proficiency objective is supported by a long term plan for both teacher and student growth. A Technology Proficiency Checklist is utilized in all grade levels to document student progress. The checklist includes the following technology skills: basic operations and concepts, productivity tools, and research. Our teachers are afforded the opportunity to earn technological proficiency certification via leveled summer Technology Institutes, weekly team meetings, and professional inservice days.

Showell's technology coach assists in direct technology instruction with students, the maintenance of equipment, technology support, and training for teachers. In the weekly grade level team meetings, the tech coach provides instruction and strategies for teachers to facilitate the use of technology throughout their curriculum. Teachers share successful technological applications during bi-monthly faculty meetings. Teacher candidates from the universities provide a fresh perspective and new ideas throughout the year. Continual communication of new activities and strategies encourages school-wide experimentation and growth in the field of technology.

The Worcester County Board of Education recently funded a 24 unit portable laptop computer lab with a mobile storage cart and laser printer which is utilized in classroom instruction. All teachers have classroom computers and can model computer skills for groups of students. Each classroom is equipped with a 27" television projection device which provides an opportunity for the teacher to display internet sites, word documents, Power Points, etc. Showell is wired for internet access which allows students and teachers to travel beyond the classroom walls.

Twice a week students in grades 1 through 3 attend the Computer Curriculum Corporation Lab (CCC) for individualized math instruction. Weekly Pre-kindergarten and kindergarten students attend a lab to learn computer components, practice keyboarding, and use skill based programs. Annually Showell has been well represented in the Maryland Tech Fest with students' original art, graphics, photography entries, and Power Points. Showell students and teachers are becoming proficient users of technology in our ever-changing society.

4. Describe the different instructional methods the school uses to improve student learning.

Teachers at Showell have a daily half hour team planning time that is primarily used for discussion about students' needs, Voluntary State Curriculum, resources needed or available, and the best instructional methods to attain objectives. Teachers analyze student work samples and plan cooperatively to develop meaningful activities. The special area teachers (music, art, physical education, and media) contribute their ideas and expertise to all teams. Once a week each grade level team meets with the technology coach for computer idea updates, hands on instruction, and sharing of best practices. In addition, the teams meet once a week with the curriculum planner, vice principal and/or principal to share news, review assessments, and to stay updated.

A wireless computer lab and new digital cameras are providing an assortment of differentiated instructional opportunities in all subject areas. Flexible, small, and large group instruction is made easier with Salisbury University, University of Maryland Eastern Shore, and Wilmington College method students and student interns. Our early intervention teacher and special education team share methods that work with our special education students and join teachers for inclusion sessions. The ELL teacher works hand in hand with classroom teachers. A gifted and talented teacher challenges highly able children and provides math resource assistance. Paraprofessionals have been trained to assist young readers in our SOAR/Early Success reading intervention program.

Low performing students at all grade levels are monitored every 6-8 weeks through the Individual Intervention Plans. An IC team, led by the guidance counselor, also assists teachers by offering ideas and suggestions to help provide instructional strategies for all students. Regularly scheduled follow up conferences are helpful for teachers with questions or concerns about youngsters. The enthusiastic students at Showell are highly motivated learners being served by dedicated professionals who are striving to develop every child's potential.

5. Describe the school's professional development program and its impact on improving student achievement.

Professional development is ongoing at Showell. Faculty and staff avail themselves when the county provides and funds workshops for technical training, inservicing on new textbook adoptions and curricula. Individual and groups of teachers propose summer staff development based on current needs and are submitted yearly to the Board of Education for funding. Teachers who attend conventions and/or workshops are provided opportunities to share best practices. Several teachers are annual presenters at the SoMIRAC spring conference. The Pre-kindergarten and kindergarten teachers have been able to participate in MMSR training. Many faculty and staff are active members of the Eastern Shore Reading Council and the Eastern Shore Writing Project and participate in conferences and activities. Professional journals, magazines, videos and texts are housed in our media center to lend support when necessary.

Through the Accreditation for Growth process, the 12 Middle States standards survey helped Showell identify needs and concerns of our paraprofessionals, faculty, staff and administration. Action and implementation teams were formed to address the identified needs in the areas of: academics, character education, and technology. Our subsequent professional development sessions for the year focused on the identified needs. Annual updates of the school improvement plan will help the schools Planning Council to develop yearly professional activities/workshops that will promote student progress.

As the original Professional Development School in the county, and in association with Salisbury University, we continue to host teacher-candidates both in methods observations and internships. The co-teaching model provides students more individual attention while supporting varied learning styles. Planning is a continuous conversation between the two parties characterized by energetic brainstorming, innovative thinking and ongoing reflection. Interns and mentors collaborate and share coordinated instructional roles with each other. It is a win-win situation impacting student achievement.

Blue Ribbon School: Showell Elementary School

Maryland School Assessment (MSA)

Content: Reading Grade: 3 Publisher: Harcourt

Maryland School Performance Assessment Program (MSPAP)

Content: Reading Grade: 3 Publisher: CTB McGraw-Hill

Test	MSA	MSA	MSPAP
Year	2003-2004	2002-2003	2001-2002
Testing Month	Feb/March	March	May
SCHOOL SCORES			
% at Basic	8%	19%	35%
% at or Above Proficient	92%	81%	65%
% at Advanced	32%	16%	8%
Number of students tested	107	146	125
Percent of total students tested	100%	100%	95%
Number of students excluded	0	0	3
Percent of students excluded	0%	0%	2%
SUBGROUP SCORES			
1. African American			
% at Basic	0%	38%	25%
% at or Above Proficient	100%	63%	76%
% at Advanced	20%	25%	13%
Number of students tested	5	8	8
2. White			
% at Basic	9%	17%	36%
% at or Above Proficient	92%	83%	65%
% at Advanced	34%	17%	8%
Number of students tested	94	132	120
3. Special Education			
% at Basic	42%	50%	50%
% at or Above Proficient	58%	50%	50%
% at Advanced	17%	10%	14%
Number of students tested	12	10	14
4. FARMS			
% at Basic	6%	31%	67%
% at or Above Proficient	94%	69%	34%
% at Advanced	12%	4%	4%
Number of students tested	17	26	27
STATE SCORES			
% at Basic	29%	42%	66%
% at or Above Proficient	71%	58%	31%
% at Advanced	13%	9%	4%

Blue Ribbon School: Showell Elementary School

Maryland School Assessment (MSA)

Content: Math Grade: 3 Publisher: CTB

Maryland School Performance Assessment Program (MSPAP)

Content: Math Grade: 3 Publisher: CTB McGraw-Hill

Test	MSA	MSA	MSPAP
Year	2003-2004	2002-2003	2001-2002
Testing Month	Feb/March	March	May
SCHOOL SCORES			
% at Basic	5%	12%	31%
% at or Above Proficient	95%	88%	69%
% at Advanced	47%	34%	10%
Number of students tested	107	146	130
Percent of total students tested	100%	100%	99%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%
SUBGROUP SCORES			
1. African American			
% at Basic	0%	50%	38%
% at or Above Proficient	100%	50%	63%
% at Advanced	40%	25%	0%
Number of students tested	5	8	8
2. White			
% at Basic	5%	10%	31%
% at or Above Proficient	95%	90%	70%
% at Advanced	49%	36%	11%
Number of students tested	94	132	123
3. Special Education			
% at Basic	25%	20%	77%
% at or Above Proficient	75%	80%	24%
% at Advanced	8%	30%	0%
Number of students tested	12	10	17
4. FARMS			
% at Basic	6%	35%	64%
% at or Above Proficient	94%	65%	36%
% at Advanced	24%	4%	4%
Number of students tested	17	26	28
STATE SCORES			
% at Basic	28%	35%	69%
% at or Above Proficient	72%	65%	31%
% at Advanced	20%	15%	2%