

2006-2007 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. Anne H. Ochs

Official School Name: Rawhide Elementary School

School Mailing Address: 200 Prospector Parkway
Gillette, WY 82716-9807

County: Campbell

School Code Number: 0301013

Telephone: (307) 682-0774

Fax: (307) 682-7301

Website: <http://www.ccsd.k12.wy.us/schools/Rawhide/index.html> E-mail: aochs@ccsd.k12.wy.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. Richard M. Strahorn

District Name Campbell County School District #1

Tel. (307) 682-5171

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: Dr. David Fall

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 _____

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: __15__ Elementary schools
 ____ Middle schools
 __3__ Junior high schools
 __3__ High schools
 ____ Other
- __21__ TOTAL
2. District Per Pupil Expenditure: __\$9,800__
 Average State Per Pupil Expenditure: __\$9,827__

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. __5__ 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				7			
K	21	13	34	8			
1	8	13	21	9			
2	9	9	18	10			
3	11	9	35	11			
4	7	8	15	12			
5	6	12	18	Other			
6	9	12	21				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							147

6. Racial/ethnic composition of the students in the school: 94 % White
0 % Black or African American
3 % Hispanic or Latino
1 % Asian/Pacific Islander
2 % 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: 25%

(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.	25
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	12
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	37
(4)	Total number of students in the school as of October	147
(5)	Subtotal in row (3) divided by total in row (4)	.252
(6)	Amount in row (5) multiplied by 100	25.2

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient
Number of languages represented: 0
Specify languages:
9. Students eligible for free/reduced-priced meals: 42%
Total number students who qualify: 62

10. Students receiving special education services: 10%

14 Total Number of 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	__4_ Other Health Impaired
___ Deaf-Blindness	__10_ Specific Learning Disability
___ Emotional Disturbance	
___ Hearing Impairment	__19_ Speech or Language Impairment
___ Mental Retardation	___ Traumatic Brain Injury
___ Multiple Disabilities	___ Visual Impairment Including Blindness

✓ 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)	_1__	_____
Classroom teachers	_8__	__5__
Special resource teachers/specialists	_2__	__2__
Paraprofessionals	_5__	_____
Support staff	_3__	_____
Total number	_19__	__7__

• 12. Average school student-“classroom teacher” ratio: __18__

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.)

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	94%	95%	95%	95%	94%
Daily teacher attendance	95%	95%	94%	96%	95%
Teacher turnover rate	0%	25%	12%	12%	12%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III - SUMMARY

Rawhide Elementary School from Campbell County School District in Gillette, Wyoming lies on the outskirts of the city and serves 147 students. The school is fully accredited through the Wyoming Department of Education and AdvanceEd. We are a Schoolwide Title I facility with over 40 percent of our students qualifying for free/reduced lunch. The students come to us from diverse backgrounds: ranching, mining, and oil/gas industries.

Our current school improvement cycle is based upon the following school goals:

- All students will increase achievement in the area of mathematical problem solving.
- All students will improve their reading comprehension.

The Rawhide community believes that our mission is:

- Building the Future, One Child at a Time.

The vision for our school community is:

- Students who attend Rawhide Elementary School will be self-directed, life-long learners who are productive citizens.

We believe that:

- Our students have unique needs and talents,
- Our students achieve success through challenges and high expectations,
- Our school provides a positive, safe and orderly environment, and
- Everyone needs to be treated with dignity and respect.

Based on current data and the latest research, we have worked to develop specific interventions to target our goals.

- The 6-traits of Writing training for all staff – this impacted our reading, writing, and math scores.
- Implementation of the Writer’s Workshop
- Guided Reading
- Lexia and Taylor computer-based reading support programs
- Accelerated Math (grades 3-6) and
- Orchard Math.

We have also instituted a 30-minute Wellness block each day for all students. This has had a major effect on our discipline referrals that have dropped dramatically since we began the program. We also believe that the additional activity time helps keep our students focused in the classroom.

In order to maintain the continuity of effective interventions throughout our school, the School Improvement Team meets regularly to re-evaluate our plan.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The Wyoming Comprehensive Assessment System (WyCAS) was the state assessment that was given to all fourth, eighth, and eleventh grade students to test their mastery of the math and language arts (reading and writing). The final year of WyCAS was 2005; it was replaced by the PAWS (Proficiency Assessments for Wyoming Students) in the spring of 2006.

The WyCAS had two parts, taking approximately nine hours to complete. The standards-based section was used to measure student achievement on specific state standards, and it required about eighty percent of the testing time. It included multiple-choice items, constructed response items, extended response items, and writing prompts to assess written communication skills. The second part of the WyCAS was the norm-referenced Terra Nova assessment. This multiple-choice test took about twenty percent of the testing time.

The standards-based portion of WyCAS was reported in scaled scores with students falling into one of four categories: novice, partially proficient, proficient, and advanced. Each year, individual results were reported to parents and students after school, district, and state scores were released.

The PAWS was implemented in 2005 for all students in grades 3-8, and 11. This test is taken in 3 parts:

- Computer-based (50% of the reading and math portions of the test),
- Extended response/constructed response (50% of the reading and math portions of the test), and
- Writing – based on the 6 Traits model (2 prompts = 100% of the writing score).

The writing score and the reading score are averaged according to the formula in our Accountability Workbook to give each student a Language Arts score.

Rawhide made a significant improvement on the 2005 state assessment. This significant jump in achievement was due to several changes in our instructional strategies that were implemented in response to consistently low scores on the state assessment since it was implemented in 1999. More details about these changes will be explained in the following sections of part 4 of the application.

The summary of our scores on the Wyoming state assessments follows:

	<u>% Proficient/Advanced Reading</u>	<u>% Proficient/Advanced Math</u>
2003-04	47	27
2004-05	37	11
2005-06	92	92

Information on the state assessment system may be found at the following website:

<http://www.k12.wy.us/SAA/Paws/index.htm>

2. Using Assessment Results:

The teachers at Rawhide Elementary School evaluate student performance at the classroom level through multiple assessments:

- DSPA's – district student performance assessments,
- STAR Reading,
- STAR math,
- Running records,
- Dibels,
- Gates-McGinitie, and
- McGraw-Hill fluency, vocabulary and reading comprehension tools.

We believe that a complete picture of student growth and achievement is made through the use of multiple data sources, collected over time. With this end in mind, we have developed individual student data sheets that show a student's academic growth from 1st through 6th grade. This information is shared with parents and staff to help us determine educational goals and to determine the success of the programs that we have implemented.

Based upon the results of these assessments, teachers utilize differentiated instruction to provide correctives and enrichment in the classroom. Students are placed in Extended Learning Opportunity Programs and Summer School based on their needs as identified through these assessments. Before and after school clubs are open to all students, however we may encourage specific students to participate based on interests and needs.

Our School Improvement Team uses school data to determine our goals and specific areas of focus. After reviewing our test scores over the last several years, we determined that we needed to work on writing as a way to improve our test scores in all areas. We developed a plan for staff development involving all staff and then provided classroom support as implementation of the writing strategies began. Teaching students higher-level thinking through the writing process has been a major shift in our instructional plan. Each classroom now spends 30 minutes to an hour each day on writing.

Rawhide is also a member of AdvancEd, formerly NCA. The entire accreditation/school improvement process of this organization is based on data. This data drives our school improvement efforts to increase achievement for all students.

3. Communicating Assessment Results:

Rawhide communicates student performance information by individual student, by grade level, and by school-wide results. We publish an annual report card and it is given to every family at the start of each school year or at the time of their child's enrollment. Our report card displays the academic achievement data discussed above. It also includes information from the prior year on the following: staff development, parent and community involvement, library circulation, student participation in clubs and activities, enrollment, mobility, attendance, percentage of free/reduced meals, and major discipline referrals. In addition, we publish The Wrangler newsletter to keep parents informed. The honor roll for our intermediate students is included in the local newspaper, The Gillette News-Record. The News-Record gave front-page coverage of our school's tremendous improvement on the state assessment, PAWS. Classroom teachers also keep parents informed of student performance through PowerSchool, phone calls, meetings, email and monthly calendars.

4. Sharing Success:

Rawhide Elementary School attributes much of our success to other schools within our district and state that have shared their successful strategies with us. Those schools shared successful programs, expertise, and resources to help us make the necessary changes.

This year we have had numerous schools contact us to discuss the successful instructional strategies that we have implemented and to share ideas that may carry over to help their schools. Mrs. Ochs has presented several of the programs that we have implemented via the state videoconference network throughout the state of Wyoming. We have also had several schools visit for a day to see what we are doing that is making a difference in the academic lives of our students. Several members of our staff are sharing their writing expertise with district staff in order to help others improve their classroom writing instruction. In addition, Mrs. Ochs has shared several of our positive interventions through the Wyoming Association of Elementary School Principals.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Campbell County School District curriculum facilitators worked with teams of curricular specialists to design and align the formal district curriculum to the Wyoming State Performance and Content Standards. The district has aligned curricula in the areas of language arts, math, science, social studies, music, health/PE, and art. Standards for these subjects can be found at the following web site at the Wyoming Department of Education: <http://www.k12.wy.us/SAA/standards.asp>.

Campbell County School District content standards and objectives can be found at the following link: <http://esc.ccsd.k12.wy.us/curriculum/cs&obj.htm>. District Student Performance Assessments (DSPAs) are aligned to the district curriculum for each unit in each content area. These assessments are embedded in grade level curriculum/assessment handbooks for each teacher in the district. Specific DSPA information can be located at <http://esc.ccsd.k12.wy.us/curriculum/unitdescr.htm>. The teachers at Rawhide Elementary follow the timelines and curriculum as outlined in the district assessment handbooks. DSPA results are reported to our parents twice each year. An overview of the district curriculum is outlined below.

The Language Arts curriculum is designed around the core areas of reading, writing, speaking and listening. The reading program at Rawhide focuses on comprehension strategies, decoding skills, fluency, and study skills that allow students to read and understand several genres of text. Our writing program is built around the writing process utilizing the 6-Traits of Writing and the Writer's Workshop. Teachers focus on narrative and expository writing utilizing spelling and grammar skills that are incorporated into the language arts block.

The Math curriculum is designed around the core areas of number operations & concepts, geometry, measurement, algebraic concepts & relationships, statistics & probability, tools & technology, problem solving, and mathematical reasoning.

The Science curriculum at Rawhide is designed around nine components that are aligned with state and national science standards. These basic components include unifying concepts & processes, science as inquiry, habit of mind, communication, science in personal & social perspectives, history & nature of science, science & technology, and safety.

The Social Studies curriculum at Rawhide is designed around the seven state standards that are aligned with the national standards. These standards are citizenship, government, & democracy, culture & cultural diversity, production, distribution & consumption, time, continuity & change, people, places, & environments, social studies processes & skills, and technology.

The Music curriculum at Rawhide includes both general and instrumental music based on the four Wyoming standards for the performing arts. These standards are creating music, artistic perception, music history and music in our lives.

The Health and Physical Education program at Rawhide is designed around the state and national standards for wellness. The three elements of our elementary physical education program are movement, fitness, and personal & social behavior. The seven elements of health are goal setting & decision-making skills, health promotion & prevention, information & products, self-management, influences of culture, media, & technology, advocating for health, and interpersonal communications. We also have included a 30-minute wellness/activity period each day for each child in order to encourage lifelong fitness.

The Art curriculum at Rawhide is designed around the state and national arts standards. The elements included in this curriculum are creating art, artistic perception, art history, and art in our lives. The seven elements of art include color, line, shape, texture, value, form, and space. Incorporating these elements into the classroom allows our students to create and explore the many facets of the world of art.

2a. Reading:

Campbell County School District has designed the district reading curriculum around a balanced literacy approach. The nine components included in this design allow our students to meet the standards included in our curriculum. Every student at Rawhide (K-6) receives daily, guided reading instruction. Our most at-risk first graders participate in Reading Recovery to help narrow the achievement gap. Our Building Literacy Leader provides support and additional instruction to at-risk students in grades 2-6. In addition, the classroom teachers provide instruction in phonics, phonemic awareness, and fluency through the Read Naturally program and the McGraw-Hill program. We also provide computer-assisted literacy instruction through the Lexia and the Taylor programs.

At Rawhide we assess student success through the Developmental Reading Assessment and through running records. The information that we gather allows us to provide students with correctly leveled materials and to regularly re-configure our reading groups. In addition, we administer the STAR reading assessment to every student in grades 1-6, periodically throughout the year. This combined approach of research-based programs has resulted in a dramatic improvement in our student's ability to read and comprehend a variety of materials.

3. Additional Curriculum:

Bridges is a math program for kindergarten, first, and second grades that we use at Rawhide Elementary. Our students participate in games and activities that help them learn mathematics in a motivating way. Students work in the number corner (calendar) which covers mathematics strands that are taught in the primary grades. Students explore and learn about mathematics in a hands-on, activity-based program. The following programs may also be used to support Bridges: Read It, Draw It, Solve It; Box It- Bag It; and Math Their Way.

Scott Foresman-Addison Wesley is the Campbell County School District's adopted math program for third, fourth, fifth, and sixth grades. Our students work to become proficient in a variety of strands in mathematics including: number sense, number operations, problem solving, measurement, statistics and probability, geometry, and algebraic concepts and relationships. Units in the program Investigations may be used in addition to support units in Scott Foresman-Addison Wesley textbook. The following programs may also be used to support our district math program: Rocket Math; Math: The Problem Solver; Bridges; Visual Math; Connected Math and Opening Eyes to Math.

We also provide extended learning opportunities in the area of math through our after school program named Math Magicians. The majority of our students participate in the sessions that offer additional instruction through the use of Orchard Math and various games and activities used to increase student proficiency in mathematics. We also provide fun incentives for our students to become proficient in their math facts through our Math Marvels program. In addition, our Accelerated Math program, which is done daily in grades 3-6, provides our students the opportunity to work at their own pace and their own level. This program supports students who need additional instruction as well as students who are moving at an accelerated pace.

4. Instructional Methods:

Utilizing research to help improve the instruction at Rawhide has been the focus of our school improvement team. We have used Marzano's *Classroom Instruction That Works* as the basis for many of our instructional changes.

- We utilize small instructional groups whenever possible to increase student involvement in the learning process,
- We use graphic organizers to help our students organize and retain information through the identification of similarities and differences,
- We work with the students to improve their summarizing and note taking skills, and
- We as a staff recognize our students' efforts and provide recognition for their improvements.

The staff at Rawhide has also been focused on helping our students improve their writing skills. We have focused our efforts on the 6 Traits of Writing using the Lucy Calkins materials, *Units of Study for Primary and Intermediate Writing*, to help us implement Writer's Workshops in our classrooms. Trait Crates were purchased for each of our classrooms and we brought in experts to model teaching strategies for our staff.

Incorporating researched-based strategies that work with improved writing instruction has had a tremendous impact on our students' writing abilities and impacted student test scores in reading, writing and math.

5. Professional Development:

Promoting the professional growth of each of our staff members is critical to the success of our school. Nothing impacts student achievement as directly as the quality of our teachers. With this in mind, we studied student data, we developed our goals, and we designed our plan for professional development. We provide building-based professional development in the area of reading/balanced literacy as well as writing. Peer coaching is an integral part of the positive implementation of new instructional strategies.

The staff at Rawhide is also provided with continued training through our district staff development program in the areas of math, reading, writing, and technology as well as classroom management.

Part of the job of our school improvement team is to share research that impacts instruction. McRel, ASCD and the National Association of Elementary School Principals provide much of the information that we share with the staff. Some of the important issues we have tackled include effective instructional strategies, time as a resource, and technology that supports instruction. The professional discussions that we share have impacted classroom and building decisions.

Professional development is a way of life at Rawhide and we see it as the key to fulfilling our school's mission and vision.

PART VII – ASSESSMENT RESULTS

WYOMING'S STANDARD-BASED ASSESSMENTS
WyCAS (2004 and 2005)
PAWS (2006)

Reading, Writing and Math

WyCAS Publisher: Measured Progress

PAWS Publisher: Harcourt

No groups were excluded. All students were included in the assessment.

Assessment categories:

- below basic,
- basic,
- proficient, and
- advanced.

State Criterion - Referenced Test

READING	PAWS	WYCAS	WYCAS
	2005-2006	2004-2005	2003-2004
Testing month	March	March	March
SCHOOL SCORES			
% Advanced and Proficient	92	37	47
% Advanced	32	5	7
Number of students tested	72	19	15
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
SUBGROUP SCORES			
1. Male			
% Advanced and Proficient	90	60	29
% Advanced	30	20	0
Number of students tested	28	5	7
2. Female			
% Advanced and Proficient	94	29	63
% Advanced	33	7	25
Number of students tested	44	14	8
3. Free/Reduced			
% Advanced and Proficient	95	45	40
% Advanced	30	9	0
3 rd grade – Adv. and Prof.	100		
4 th grade – Adv. and Prof.	90		
5 th grade – Adv. and Prof.	100	45	
6 th grade – Adv. and Prof.	100		40
Number of students tested	26	11	5
4. Not Free/Reduced			
% Advanced and Proficient	92	25	50
% Advanced	31	0	20
3 rd grade – Adv. and Prof.	92		
4 th grade – Adv. and Prof.	90		
5 th grade – Adv. and Prof.	95	25	
6 th grade – Adv. and Prof.	90		50
Number of students tested	46	8	10
5. Students with Disabilities			
% Advanced and Proficient	58	NA	NA
% Advanced	8	NA	NA
Number of students tested	12	0	1

State Criterion - Referenced Test

MATH	PAWS	WYCAS	WYCAS
	2005-2006	2004-2005	2003-2004
Testing month	March	March	March
SCHOOL SCORES			
% Advanced and Proficient	92	11	27
% Advanced	25	0	0
Number of students tested	72	19	15
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
SUBGROUP SCORES			
1. Male			
% Advanced and Proficient	90	20	14
% Advanced	18	0	0
Number of students tested	28	5	7
2. Female			
% Advanced and Proficient	94	7	38
% Advanced	30	0	0
Number of students tested	44	14	8
3. Free/Reduced			
% Advanced and Proficient	95	18	20
% Advanced	32	0	0
3 rd grade – Adv. and Prof.	100		
4 th grade – Adv. and Prof.	90		
5 th grade – Adv. and Prof.	100	18	
6 th grade – Adv. and Prof.	83		20
Number of students tested	26	11	5
4. Not Free/Reduced			
% Advanced and Proficient	87	0	30
% Advanced	45	0	0
3 rd grade – Adv. and Prof.	100		
4 th grade – Adv. and Prof.	100		
5 th grade – Adv. and Prof.	90	0	
6 th grade – Adv. and Prof.	90		30
Number of students tested	46	8	10
5. Students with Disabilities			
% Advanced and Proficient	58	NA	NA
% Advanced	8	NA	NA
Number of Students Tested	12	0	1