

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

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

Name of Principal: Mr. Michael Johnson

Official School Name: Glennallen Elementary

School Mailing Address:

PO Box 108
1976 Aurora Drive
Glennallen, AK 99588-0108

County: Alaska does not have counties State School Code Number*: 110060

Telephone: (907) 822-3232 Fax: (822) 822-8500

Web site/URL: www.crsd.k12.ak.us E-mail: mjohnson@crsd.k12.ak.us

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. James Elliott

District Name: Copper River School District Tel: (907) 822-3234

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

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mrs. Cindy Pyle

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

_____ Date _____
(School Board President's/Chairperson's Signature)

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

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

PART I - ELIGIBILITY CERTIFICATION

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

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district:
- | | |
|----------|---------------------|
| 3 | Elementary schools |
| | Middle schools |
| | Junior high schools |
| 1 | High schools |
| 2 | Other |
| 6 | TOTAL |

2. District Per Pupil Expenditure: 16000

Average State Per Pupil Expenditure: 12981

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. 6 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	1	1	2	7			0
K	8	6	14	8			0
1	7	12	19	9			0
2	9	4	13	10			0
3	8	4	12	11			0
4	4	8	12	12			0
5	6	4	10	Other			0
6	9	9	18				
TOTAL STUDENTS IN THE APPLYING SCHOOL							100

6. Racial/ethnic composition of the school:
- | | |
|--------------|---|
| 40 % | American Indian or Alaska Native |
| 0 % | Asian |
| 0 % | Black or African American |
| 0 % | Hispanic or Latino |
| 5 % | Native Hawaiian or Other Pacific Islander |
| 50 % | White |
| 5 % | Two or more races |
| 100 % | Total |

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 15 %

This rate is 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.	3
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	12
(3)	Total of all transferred students [sum of rows (1) and (2)].	15
(4)	Total number of students in the school as of October 1.	100
(5)	Total transferred students in row (3) divided by total students in row (4).	0.150
(6)	Amount in row (5) multiplied by 100.	15.000

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 40 %

Total number students who qualify: 40

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

10. Students receiving special education services: 13 %

Total Number of Students Served: 13

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

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>1</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>10</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>1</u> Developmentally Delayed

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>7</u>	<u>0</u>
Special resource teachers/specialists	<u>1</u>	<u>0</u>
Paraprofessionals	<u>3</u>	<u>1</u>
Support staff	<u>3</u>	<u>0</u>
Total number	<u>15</u>	<u>1</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 14 :1

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

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	93%	92%	94%	93%	92%
Daily teacher attendance	95%	96%	96%	96%	97%
Teacher turnover rate	13%	13%	0%	13%	25%

Please provide all explanations below.

Our percentages are based on very small numbers. One staff member leaving results in a turnover rate of over 12%. Likewise, even a couple of students with attendance difficulties results in a lower overall attendance rate.

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

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

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

PART III - SUMMARY

Glennallen Elementary is a rural school nestled in one of the most wild, expansive, and rugged regions of Alaska. The school is centrally located in the Copper River watershed, a vast expanse covering 24,663 square miles. Glennallen Elementary serves students from an area that is somewhat larger than Massachusetts, Connecticut, Rhode Island, New Jersey and Delaware combined. Glennallen Elementary is a focal point of the community. With students attending from far flung places in the valley and different cultural backgrounds, the school provides a common ground, a place for parents to meet and for students to engage in a wide variety of activities, from book fairs to Little Dribbler games. With strong academics and a wide variety of community and extracurricular activities, the school meets its mission to provide all students the opportunity to learn and develop to their highest personal potential—mentally, socially, and emotionally.

Meeting this mission takes more than community and family activities. Fundamentally, these simply support the academic, social and emotional development of students. At the heart of Glennallen Elementary is exceptional classroom instruction tailored to the needs of individual students. Using routinely updated standards -based curriculum correlated with the Alaska Grade Level Expectations, teachers develop compelling lessons for their classes. With small classes, teachers are masters of differentiated instruction, tailoring classroom activities to the specific learning needs of individual students. Working as a cohesive unit, teachers and instructional aides also provide essential academic intervention services.

To support the classroom instruction, provide a common learning experience for all students in the school, and assist community development , the school centers each year's activities on an annual theme. Recent themes have included "Character/Learning/Fitness", "Forging the Future", "Built to Last", "Panthers Prowling the Planet", and "I Accept Rachel's Challenge". Each theme is tightly woven into classroom and extracurricular activities, generating enthusiasm and continuity throughout the year. Handcrafted banners hanging in the gym remind students and staff of the theme and introduce the theme to school visitors. Each year concludes with a festival highlighting and celebrating students' best work on the year's theme.

Last year, for the first time since the early 1960s, the students walked into a brand new school after Spring Break! Opening on March 24th, 2008, Glennallen Elementary now has a new face; brightly painted walls, classrooms with the latest technology, and a new multipurpose room to host lunch, Physical Education class, and other activities makes Glennallen Elementary an even more special place.

A school though, is not a building. Glennallen Elementary's greatest strength is its staff; a committed group of educators who work together seamlessly to provide opportunities for every student to reach his or her highest potential.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

In addition to numerous teacher-created formative and summative classroom assessments, Glennallen Elementary administers two standardized assessments per year from which we derive our assessment data. The Terra Nova is a norm-referenced test required by the state of Alaska for students in grades 5 and 7. However, because our staff values the norm-referenced information provided by the Terra Nova, we have chosen to test all students in grades 2-6 on an annual basis. The longitudinal data provided by annual Terra Nova results have proven valuable as we make classroom-level and school wide instructional decisions. The Standards Based Assessment (SBA) is a criterion-referenced test mandated by the state of Alaska and given in grades 3-6. The SBA was created to measure Alaskan students' achievement on grade level expectations (GLEs). Testing data reports student progress in reading, writing, and mathematics. Alaska's Standards Based Assessment scoring levels are reported as Advanced (student demonstrates superior performance that surpasses the GLE); Proficient (student demonstrates satisfactory performance on GLEs); Below Proficient (student performing slightly below GLEs); and Not Proficient (student performance demonstrates gaps in knowledge and skills necessary for meeting GLEs; performance at this level is unsatisfactory).^{*} Again, the usefulness of the longitudinal data provided by annual SBAs is invaluable in planning instruction at all levels within our school.

All students participate in the state mandated testing and no groups are excluded. A student must meet the state's attendance requirements to be included in the reported results. The testing results are disaggregated for subgroup results but only subgroups with more than 10 students are shown in the data results. While reviewing data results at GES for the past five years, we have discovered that the subgroup disparities have become smaller each year. While this discovery may not be easily derived from a review of the enclosed data tables, it is critical information of which we want reviewers to be aware. Information gained from our subgroup analysis reconfirms our belief that we are meeting students' individual learning needs and closing the gap between subgroups.

In reviewing our data tables, it is also important that outside readers pay careful attention to changes in cohort groups over time. In this review, we believe it is critical for readers to remember that, in a small school, even miniscule changes in enrollment can have a dramatic effect on grade-level assessment results as reported in the enclosed data tables. For example, when looking at mathematics assessment results, 93% of third grade students performed at the advanced/proficient level in 2003-04. In the fourth and fifth grades (2004-05 and 2005-06), 100% of the students in this cohort group performed at the advanced/proficient level. However, during the 2006-07 school year, this cohort group dropped to 94% of students at the advanced/proficient level. With only 15-20 students at a given grade level, this change in the percentage of proficient students is likely the result of one or two students moving into or out of the attendance area. Our careful analysis of longitudinal data has shown that this is the case whenever we experience a drop in proficiency levels; however, it is impossible to illustrate this in a typical data table report.

Our attention to individualized instruction includes the creation of annual "strategic plans" called "StARS" (Student Achievement Report Sheets) for each student in our school. While these plans—which reflect analysis of SBA scores, Terra Nova results, AIMSweb test data, and anecdotal classroom notes—are "re-focused" from year to year, our small size makes it possible for all teachers to collaborate on the on-going needs of individual students. On a daily basis, staff members gather either formally or informally to discuss individual student needs and ways to meet those needs. Student progress is formally reviewed quarterly, and intervention plans for individual children are implemented as necessary.

^{*}Information on the Alaska Standards Based Assessment can be found at: www.eed.state.ak.us/tls/assessment.

2. Using Assessment Results:

The main purpose of assessment at Glennallen Elementary is to ensure that the educational needs of every student are met. A specific emphasis is placed on analysis of assessment data for grades K-1. This allows early intervention for students not meeting proficiency standards. At the first district-wide inservice in the fall, half a day is allocated to reviewing the Standards Based Assessment results from the previous spring. The results are analyzed district-wide and by school. Additionally, the Glennallen Elementary staff reviews the data to determine if any individual students have not met the grade level expectations for proficiency. Intervention plans, which address individual needs and rely on small group instruction, are created for every student who does not meet grade level expectations for proficiency. Each teacher also uses the assessment information to reflect upon and review their own teaching practices resulting in improved classroom instructional methodologies.

One of the most effective tools used to create a coordinated educational effort for every student is a common morning planning time. This allows teachers, special education staff, instructional aides, and the principal to meet and discuss the academic growth of students placed in intervention groups and to ensure instructional practices are meeting student needs. Regular meeting time ensures that intervention plans are modified when necessary and facilitates sharing of educational strategies and instructional materials between educators. The common planning time facilitates effective collaboration, sharing best teaching practices, and monitoring student progress.

Finally, a meeting at the end of each school year reviews the academic growth of each student receiving intervention services and their plan. Using the annual review and new assessment data, an updated plan is made for the following year. Each new intervention plan is put into place so that students are off and running at the start of the new school year to ensure proficiency for each student.

3. Communicating Assessment Results:

Glennallen Elementary works from the principle that clear communication of student performance is vital to student success. Communication requires the building of relationships between staff and parents. To spark interest in the school, we start the year with a “Hot Dog Howdy”—our version of an open house. Parents are warmly welcomed into inviting classrooms. Educational materials are displayed and families are allowed a sneak preview into what is sure to be a great and fulfilling school year! This event provides families an opportunity to meet with and get to know teachers in a friendly and informal environment.

On a more formal note, parent-teacher conferences are scheduled twice a year to review student progress, review intervention plans for needed modification, and hear parent feedback. Midquarter progress reports and report cards are issued periodically for students and parents. Teachers meet with individual students to discuss academic concerns whenever necessary. Standards Based Assessment results are mailed to parents in the spring before the school year ends. The school principal writes an informative monthly newsletter to parents that often discusses academic progress and assessments. Tips on how to help with student achievement are also included.

Community members are kept well informed of assessment data and student performance at Glennallen Elementary. Quarterly assemblies, in which students are recognized for attendance and academic performance, are open to the public. School-wide assessment data is also used at assemblies to showcase student learning and growth. The district superintendent keeps community members well informed of student academic progress and success with articles in the “Communicator,” a quarterly publication mailed to all local residents. The superintendent arranges this important assessment information into graphs that are easily deciphered. Another communication tool used is the Copper River Record, our local newspaper. Color coded, full sized pages are dedicated to the important task of relaying the Standards Based Assessment data to all local residents.

4. **Sharing Success:**

Glennallen Elementary staff met the qualifications to be recognized as Highly Qualified under the No Child Left Behind Act. This has enabled other professionals in the area to call upon the experienced staff for ideas on specific teaching strategies. Additionally, four teachers and administrators are trained in successful teaching strategies learned at summer Performance Excellence for All Kids (PEAK) institutes. These are hands-on teaching practices that incorporate best practices and intensive coaching by the mentoring teachers. These trained teachers have provided teacher inservice workshops district-wide.

The Glennallen Elementary staff has also been invited to present or participate in state level conferences. For example, the principal and one teacher taught a session on Glennallen Elementary's intervention model at the 2007 No Child Left Behind Conference in Anchorage. Every effort is made to share the successful academic models and structures at Glennallen Elementary.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Glennallen Elementary implements the state standard/grade level expectations and the No Child Left Behind Act through aligning the curriculum and state assessments with the use of research-based instructional programs at each grade level. The curriculum's framework, with an emphasis on lesson objectives, is designed to meet the needs of each student based on the results of individual assessment data. This data includes classroom and state assessments, and when necessary, specialized assessment results.

Reading: Our successful reading program includes strategies in specialized groups to meet individual needs. The strong reading curriculum emphasizes the five components of reading: phonemic awareness, phonics, vocabulary, fluency, and comprehension. The literacy program stresses the importance of reading, beginning in kindergarten and continuing through sixth grade. High interest, motivating trade books are used with students not only read to learn, but also to develop a love of reading.

Spelling: In the primary grades spelling is taught using Saxon Phonics. Spelling rules are also continuously integrated throughout all subject areas. In grades 4-6, spelling instruction continues to focus on spelling rules, patterns and accuracy using a Scholastic basal program. In both primary and intermediate grades spelling is addressed heavily in the writing curriculum. Expectations for proper spelling in all written communication is a standard held for all students.

Language Arts: Language arts is of utmost importance and is integrated daily throughout all subject areas. Specific grammar skills are introduced each morning on the white boards with sentences taken from Daily Oral Language materials. A more detailed grammar lesson is also taught using Houghton Mifflin. Because all students do not have success with one writing program, our teachers utilize the best components from Step Up to Writing, Excellence in Writing, and The Six Traits of Analytical Writing.

Math: The Math curriculum's framework is guided by the Alaska State Standards. Six strands-Numeration, Measurement, Estimation and Computation, Functions and Relationships, Geometry, Statistics and Probability guide the instruction taking place in the classroom. Teachers use Saxon Math to meet the Grade Level Expectations. The primary grades have hands-on, interactive lessons using manipulatives for active learning. The intermediate grades continue to build upon the mathematical foundations that are in place. Complex investigations emphasize higher level critical thinking skills in the intermediate grades. Fact timings are given daily, and fact assessments are administered quarterly to all grades to monitor students' quick retention of basic math facts.

Science: Our science curriculum from Scott Foresman highlights a hands-on approach which integrates literacy and inquiry-based learning. The scientific method is the framework used in all experiments. Classroom equipment kits provide quick access to the materials being used in the science experiments, thus providing more motivation to learn science.

Social Studies: The curriculum used to teach Social Studies is Core Knowledge. Teachers present the big picture of history so students understand history's relevance and influence on who we are today.

P.E.: Glennallen Elementary staff understands the importance of a sound mind and sound body. The S.P.A.R.K.S. Physical Education curriculum enables teachers to give quality physical fitness units using fun, motivating activities to encourage children to be physically fit and active throughout life. There is even a climbing wall that children maneuver across while attempting to spell words on the hand/foot pegs.

Music: An itinerate district music teacher provides choir (K-6) and band instruction (5-6).

Rachel's Challenge: This is a five principle curriculum to promote kindness and compassion across our campus. The chain reaction of kindness is taking place in all corners of our school. A primary KC club has been instrumental in changing the culture at our end of the building through community service projects. Smiles, compliments, and kind gestures are witnessed daily by students and staff.

2a. (Elementary Schools) Reading:

Reading instruction is at the heart of all teaching at Glennallen Elementary. The importance that reading plays in a child's life is invaluable! Our goal is for all children to be fluent readers who gain meaning from and have a love for reading. All staff members are well trained in up-to-date research that promotes a well rounded program. While keeping abreast of current research, teachers also incorporate the Alaska State Grade Level Expectations in daily lesson plans. The reading program at our school is a balanced approach to reading. Phonemic awareness and phonics instruction introduces the primary level students to the foundations of reading. Saxon Phonics serves as the base for teaching the children to decode and use word attack skills. Along with phonics instruction, teachers incorporate the use of high interest books, novel studies, student observations and Open Court materials. Glennallen Elementary is a literature rich environment containing word walls, large class libraries with all genres available, and content posters. Reference materials are readily available to build background knowledge and support the learning taking place in the classroom. AIMS web assessments are used to monitor student progress in fluency, comprehension, and spelling. These assessments are given quarterly by classroom teachers or instructional aides. AIMS web assessments are not the sole provider of all reading data, but one of several used for assessment purposes. Glennallen Elementary's reading instruction process is a comprehensive and ongoing learning program.

In addition to classroom instruction, Scholastic book fairs, buddy reading, Battle of the Books, visiting authors, and school-wide reading incentive programs help build a bridge between home and school. Academic fairs showcase student projects that are literature-based. All of these activities positively strengthen the school-family connection and build a love of literature and reading.

3. Additional Curriculum Area:

Just as reading is the heart of our school, writing is core to the learning process. Reading and writing instruction is integrated throughout the entire school day in all subject areas. Teachers use direct instruction to cover the basics such as grammar and editing from a traditional basal. High expectations of what "good writers" do are articulated clearly to the students. Glennallen Elementary has bulletin boards displaying examples of the quality writing instruction taking place at our school. To reach all types of student writers, Glennallen Elementary teachers have a variety of writing strategies at their fingertips. The highly trained and skilled staff is able to integrate writing techniques from Step Up to Writing, Excellence in Writing, and the Six Traits. The vocabulary pulled from these programs provides "writers talk" that students become familiar with and use from grade to grade. This common terminology promotes a quality foundation to be built from kindergarten through sixth grade. Classrooms are filled with -ly, strong verb, and adjective posters to reinforce the common vocabulary. These class-generated lists create more ownership with the students while they use "their poster words" in their daily writing.

A school-wide 6 trait writing assessment takes place each fall. Every student from Kindergarten through 6th grade participates by writing from a standard prompt. This writing experience proves to be invaluable when the staff meets on an in-service day to score the writing assessments. A professional dialogue is generated when grading all of the papers. Not only do students gain from this experience, but so do the teachers. The student scores are next incorporated into a spreadsheet that is sent home to parents. The writing assessment scores are also following each student as they progress in their school career.

4. Instructional Methods:

Formative assessments are at the heart of all instructional methods implemented at Glennallen Elementary School. All teachers have an ongoing process of getting a continuous stream of evidence on each child. Our strategies do not provide a single snapshot, but a moving picture that continues to change as children learn, grow, and progress towards grade-level and individualized learning goals. Learning goals (objectives) are clearly defined by classroom teachers and written on the whiteboard before being incorporated into lessons so children know what is expected. The formative assessments used by the Glennallen Elementary staff are a means to identify the “gap” between the student learning and the desired learning goals. For example, during regular daily instruction, teachers continuously measure and assess student mastery of GLEs through observation, one-on-one conferences, and small group instruction and interaction. In addition, summative assessments such as chapter tests, final drafts, and finished projects continue to inform instruction and assist teachers in making decisions about instructional needs of the whole class and individual students. The teachers’ interpretation of this formal and informal evidence of learning is used to create a framework for students’ learning, and individualized instructional strategies are put into place to lessen the gap between learning goals and actual performance. Common strategies and approaches include intensive small group instruction focusing on areas of weakness (e.g., pull-out small reading groups utilizing research-based programs such as Read Naturally and Corrective Reading); whole-group re-teaching when formal and informal assessments reveal large numbers of students not reaching learning goals; in-class individualized and small-group instruction during center times; and common core-content instructional times to allow “sharing” of students (e.g., a third grade student may go to the first grade classroom during writing time for a “regular” classroom experience in a content area where his/her skills are below grade level; similarly, an advanced fifth grade student may take math in the 6th grade classroom for a more appropriate challenge and greater opportunities for achievement). Daily teacher communication results in numerous creative approaches to differentiation, resulting in instruction that is truly tailored for each and every individual student in our school.

5. Professional Development:

We recognize that a quality staff is the key to providing a quality education. If we as teachers expect our students to be life-long learners, then we should expect it of ourselves. Recently some of our staff has teamed up with other teachers in the district to attend a P.E.A.K. institute. The administration’s philosophy of having teachers teach teachers has proven to be highly effective. In training teachers the best research supported practices with techniques that are “tried and true”, benefits in the classroom have been evident! The training provided to the staff is motivating and encouraging for teachers to reach beyond their own potential. More teacher teams are eager to attend a P.E.A.K. institute this summer, if funding provides the opportunity.

With the beautiful construction of our new school, we also have new technology in our classrooms. A Promethean board, student clickers, and a wireless keyboard enable the teacher to use technology throughout the school day. The technology director provided teacher training to ensure that the latest technology was used with students. With this teacher training in technology, along with added training sessions throughout the year, teachers can get the help needed to provide the quality instruction when designing lessons. With the use of the promethean board, student engagement is increased with active learning taking place.

Character education is very important to the success of our school! Teachers attended training on making Rachel’s Challenge a part of each classroom on a daily basis. Another example of teachers teaching teachers was an afterschool training session to develop a K-6 plan to implement the 5 components of Rachel’s Challenge.

6. School Leadership:

Our school has the good fortune of having consistency and continuity with our principal who was just awarded the Milken Award. From this position of leadership, our principal designed a S.T.A.R. report and color-coded

graphs for parent communication. The S.T.A.R. report organizes testing data, report card data, and attendance records for each student. This report is reviewed at the start of each year and throughout the quarter at the intervention meetings. The color-coded graphs are used to communicate with parents as to where their child performs with respect to benchmark goals. These visuals effectively convey accurate information that is easily understood.

An unwritten policy implemented by our principal is daily lesson objectives posted or written before the start of each lesson and weekly emails to parents. A clearly defined lesson objective is communicated to ensure that students know the expectation for their learning. A weekly email to parents from each teacher informs them of classroom events and articulates the unit objectives students are learning.

A gentle approach to conflict resolution and difficult decision making is a strength of our principal. He uses a careful and deliberative process that is respectful of all sides involved. He also leads a highly competent team of teachers with a leadership style that delegates responsibilities and empowers teachers.

Subject: Reading

Grade: Test: Alaska Standards-Based Assessment/Alaska Benchmark
3 Tests

Edition/Publication Year:
2005/2002

Publisher: Data Recognition Corporation/McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Feb
SCHOOL SCORES					
Advanced and Proficient	100	83	94	91	100
Advanced	33	50	67	57	36
Number of students tested	15	12	18	23	14
Percent of total students tested	94	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Advanced and Proficient				83	
Advanced				17	
Number of students tested				12	
2. Racial/Ethnic Group (specify subgroup): Alaska Native					
Advanced and Proficient					
Advanced					
Number of students tested					
3. (specify subgroup): Students w/ Disabilities					
Advanced and Proficient					
Advanced					
Number of students tested					
4. (specify subgroup): Caucasian					
Advanced and Proficient			100	94	100
Advanced			75	65	40
Number of students tested			12	17	10

Notes:

In 2005, Alaska began giving the Alaska Standards-Based Assessments.

Subject: Mathematics

Grade: 4

Test: Alaska Standards-Based Assessment

Edition/Publication Year: Data Recognition Corporation Publisher: 2005

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	
SCHOOL SCORES					
Advanced and Proficient	72	94	96	100	
Advanced	27	56	52	57	
Number of students tested	11	16	23	17	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Advanced and Proficient			100		
Advanced			33		
Number of students tested			12		
2. Racial/Ethnic Group (specify subgroup): Alaska Native					
Advanced and Proficient					
Advanced					
Number of students tested					
3. (specify subgroup): Students with Disabilities					
Advanced and Proficient					
Advanced					
Number of students tested					
4. (specify subgroup): Caucasian					
Advanced and Proficient		100	94	100	
Advanced		64	53	62	
Number of students tested		11	17	13	

Notes:

Until the spring of 2005, Alaska only tested elementary students in grades 3 and 6 using a criterion-referenced assessment. All other students were tested using a norm-referenced assessment (Terra Nova). Thus, no criterion-referenced data is available for fourth grade in 2003-2004.

Additionally, the drop in proficiency from 2006-2007 to 2007-2008 represents a 31% drop in enrollment from 06-07 to 07-08. The small number of students tested creates a disproportionate change in percentages.

Subject: Reading

Grade: 4

Test: Standards-Based Assessment

Edition/Publication Year: 2005

Publisher: Data Recognition Corporation

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	
SCHOOL SCORES					
Advanced and Proficient	91	100	100	100	
Advanced	36	56	35	41	
Number of students tested	11	16	23	17	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Advanced and Proficient			100		
Advanced			17		
Number of students tested			12		
2. Racial/Ethnic Group (specify subgroup): Alaska Native					
Advanced and Proficient					
Advanced					
Number of students tested					
3. (specify subgroup): Students with Disabilities					
Advanced and Proficient					
Advanced					
Number of students tested					
4. (specify subgroup): Caucasian					
Advanced and Proficient		100	100	100	
Advanced		55	41	54	
Number of students tested		11	17	13	

Notes:

Until the spring of 2005, Alaska only tested elementary students in grades 3 and 6 using a criterion-referenced assessment. All other students were tested using a norm-referenced assessment (Terra Nova). Thus, no criterion-referenced data is available for fourth grade in 2003-2004.

Subject: Mathematics
Edition/Publication Year: 2005

Grade: 5 Test: Alaska Standards-Based Assessments
Publisher: Data Recognition Corporation

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	
SCHOOL SCORES					
Advanced and Proficient	100	92	100	67	
Advanced	75	75	50	40	
Number of students tested	16	24	12	15	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Advanced and Proficient		82			
Advanced		55			
Number of students tested		11			
2. Racial/Ethnic Group (specify subgroup): Alaska Native					
Advanced and Proficient					
Advanced					
Number of students tested					
3. (specify subgroup): Students with Disabilities					
Advanced and Proficient					
Advanced					
Number of students tested					
4. (specify subgroup): Caucasian					
Advanced and Proficient	100	94			
Advanced	82	76			
Number of students tested	11	17			

Notes:

Until the spring of 2005, Alaska only tested elementary students in grades 3 and 6 using a criterion-referenced assessment. All other students were tested using a norm-referenced assessment (Terra Nova). Thus, no criterion-referenced data is available for fifth grade in 2003-2004.

Subject: Reading
Edition/Publication Year: 2005

Grade: 5 Test: Alaska Standards-Based Assessment
Publisher: Data Recognition Corporation

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	
SCHOOL SCORES					
Advanced and Proficient	94	100	100	87	
Advanced	56	42	58	20	
Number of students tested	16	24	12	15	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Advanced and Proficient		100			
Advanced		0			
Number of students tested		11			
2. Racial/Ethnic Group (specify subgroup): Alaska Native					
Advanced and Proficient					
Advanced					
Number of students tested					
3. (specify subgroup): Students with Disabilities					
Advanced and Proficient					
Advanced					
Number of students tested					
4. (specify subgroup): Caucasian					
Advanced and Proficient	100	100			
Advanced	55	53			
Number of students tested	11	17			

Notes:

Until the spring of 2005, Alaska only tested elementary students in grades 3 and 6 using a criterion-referenced assessment. All other students were tested using a norm-referenced assessment (Terra Nova). Thus, no criterion-referenced data is available for fifth grade in 2003-2004.

Subject: Mathematics

Grade: Test: Alaska Standards-Based Assessments/Alaska Benchmarks
6 Test

Edition/Publication Year:
2005/2002

Publisher: Data Recognition Corporation/McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Feb
SCHOOL SCORES					
Advanced and Proficient	95	94	83	94	60
Advanced	43	65	50	33	35
Number of students tested	21	17	18	18	20
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Advanced and Proficient			80		45
Advanced			50		27
Number of students tested			10		11
2. Racial/Ethnic Group (specify subgroup): Alaska Native					
Advanced and Proficient		90			
Advanced		40			
Number of students tested		10			
3. (specify subgroup): Students with Disabilities					
Advanced and Proficient					
Advanced					
Number of students tested					
4. (specify subgroup): Caucasian					
Advanced and Proficient	94			100	70
Advanced	47			46	60
Number of students tested	15			13	10

Notes:

Subject: Reading

Grade: Test: Alaska Standards-Based Assessments/Alaska Benchmark
6 Test

Edition/Publication Year:
2005/2002

Publisher: Data Recognition Corporation/McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Feb
SCHOOL SCORES					
Advanced and Proficient	100	100	89	89	65
Advanced	62	53	50	33	40
Number of students tested	21	17	18	18	20
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Advanced and Proficient			90		55
Advanced			40		27
Number of students tested			10		11
2. Racial/Ethnic Group (specify subgroup): Alaska Native					
Advanced and Proficient		100			
Advanced		20			
Number of students tested		10			
3. (specify subgroup): Students with Disabilities					
Advanced and Proficient					
Advanced					
Number of students tested					
4. (specify subgroup): Caucasian					
Advanced and Proficient	100			92	90
Advanced	73			46	60
Number of students tested	15			13	10

Notes: