

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: Dr. Tammy Rowshandel, PhD

Official School Name: Ouabache Elementary School

School Mailing Address:
501 Maple Avenue
Terre Haute, IN 47804-2732

County: Vigo State School Code Number*: 8575

Telephone: (812) 462-4493 Fax: (812) 462-4214

Web site/URL: http://mustang.doe.state.in.us/SEARCH/snapshot.cfm?schl=8575 E-mail:
tar@vigoschools.org

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

(Principal's Signature) Date _____

Name of Superintendent*: Mr. Daniel Tanoos, Ed.S.

District Name: Vigo County School Corporation Tel: (812) 462-4216

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

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Dr. Joe Minnis

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

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

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

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to 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:
- | | |
|-----------|---------------------|
| 18 | Elementary schools |
| 6 | Middle schools |
| 0 | Junior high schools |
| 3 | High schools |
| 2 | Other |
| 29 | TOTAL |

2. District Per Pupil Expenditure: 6223

Average State Per Pupil Expenditure: 6201

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. 1 Number of years the principal has been in her/his position at this school.

3 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	14	6	20	7	0	0	0
K	31	26	57	8	0	0	0
1	28	12	40	9	0	0	0
2	37	27	64	10	0	0	0
3	26	27	53	11	0	0	0
4	26	25	51	12	0	0	0
5	26	24	50	Other			0
6	0	0	0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							335

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
1 % Asian
6 % Black or African American
1 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
80 % White
12 % 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: 57 %

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.	90
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	94
(3)	Total of all transferred students [sum of rows (1) and (2)].	184
(4)	Total number of students in the school as of October 1.	321
(5)	Total transferred students in row (3) divided by total students in row (4).	0.573
(6)	Amount in row (5) multiplied by 100.	57.321

8. Limited English proficient students in the school: 1 %

Total number limited English proficient 4

Number of languages represented: 1

Specify languages:

Arabic

9. Students eligible for free/reduced-priced meals: 72 %

Total number students who qualify: 242

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: 32 %

Total Number of Students Served: 107

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>6</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>8</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>15</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>35</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>20</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>22</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>21</u>	<u>0</u>
Special resource teachers/specialists	<u>8</u>	<u>1</u>
Paraprofessionals	<u>13</u>	<u>0</u>
Support staff	<u>9</u>	<u>1</u>
Total number	<u>52</u>	<u>2</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 19 :1

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

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	96%	96%	96%	96%	96%
Daily teacher attendance	96%	96%	97%	96%	97%
Teacher turnover rate	7%	20%	7%	20%	2%

Please provide all explanations below.

The two years where teacher turnover was above 12% were years where some teachers transferred to other buildings or had building assignment changes.

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

In our school corporation, we are a relatively small, inner city school. The area demographics have changed immensely over the past decade. Numerous commercial and medical facilities have replaced residential homes, partly due to a neighboring hospital.

Along with an increase in commercial properties, we have also had an increase in government and subsidized housing. Due to the number of government housing units within our district, we have a high student mobility rate. Families often move, move in with other families, move in with family members, or relocate to more affordable housing. We also have a high number of families involved in the judicial system, drastically changing and impacting family dynamics.

We currently are a school with 72% of the students receiving free or reduced meals. Although we have a student body with many challenging and significant needs, we have a staff that are dedicated to our students and willing to do absolutely anything to ensure success for each and every child. Although many children come from homes that are broken, chaotic, and tumultuous, they feel loved, safe, and secure at school. Here they are assured of two hot meals a day, teachers who have high expectations of them because they know they can be successful, and structure and boundaries in which they thrive. Our students want to be here and enjoy being at school.

Currently, 32% of our student population are students with special needs. The percentage is high due to the number of special education programs within our building. We have a program for learning disabilities, a program for students with mild disabilities, a program for students with moderate to severe disabilities, and a program for preschoolers with special needs. We also provide programming for students with communication disorders. Our proportion of special education students to general education students is high due to the number of programs we offer in a school with a relatively small enrollment.

Although we place high emphasis on student achievement, we also recognize the importance of making school an engaging, creative, fun place in which to interact. We also place a tremendous amount of emphasis on developing good character. We hold a monthly convocation for students and their families recognizing a student with a positive character trait from each classroom. Students are awarded certificates and medals for displaying this positive character trait. Although student achievement is critically important, we also feel developing good moral and ethical traits is vital to overall life achievement.

We also pride ourselves on making frequent and direct contact with all families. We treat each and every family with the utmost respect; inviting them and welcoming them to all activities and encouraging them to visit their child at the school any day, any time of day. We want to work with and support our families. Although many lack effective parenting skills, we realize the vast majority of parents are doing the best they can. We also realize their school experience may not have been positive, so we reach out and ensure them that we value, respect, welcome, and want them involved in all aspects of our school. We interact with all parents on a first name basis, and certainly know each child by name.

We offer numerous activities, events and programs after school. We offer clubs, family nights, benefit nights, book fairs, and activities highlighting students achievement, efforts, and talents. We tell our parents at every event that our school is simply an extension of their family, their home, and our community. So we try to provide numerous occasions for families to be involved in school activities. We want them to have a fun evening activity to attend with their child that is of no cost, and for many of our families, is within walking distance requiring no transportation.

The mission of Ouabache Elementary School is to involve all stakeholders in the academic achievement and character development of its students. Together, we will provide a safe and supportive environment that fosters an enjoyment of learning. We are very deserving of this Blue Ribbon Award due to our diligent work in connecting with our children and their families. This connection must be present for academic achievement to occur and continue.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The Indiana Department of Education website provides detailed information regarding our statewide assessment tool, ISTEP+. It also provides several years of detailed data results for each individual school. ISTEP+ is designed specifically for Indiana students and is administered to students at grades 3 through 10. The test reflects Indiana Academic Standards in English/language arts, mathematics, and science that Indiana teachers use to guide their teaching. ISTEP+ tests what students actually are doing in their classes and provides clear performance standards toward which Indiana students can strive.

Students and parents receive an individual score that shows student performance in relation to Indiana's curriculum. Test score reports provide feedback to students, families and teachers. These reports give a clear picture of how well students are meeting Indiana's educational goals. Student scores also provide important information for school systems to determine if they have met their goals and developed effective educational programs.

The most valuable application of criterion-referenced information is to identify students' strengths and needs and to plan appropriate instruction. Working toward mastering the language arts, mathematics, and science standards on ISTEP+ will help students and educators achieve at high levels and prepare students to reach the levels needed for success in the workplace and in college.

We will be moving our assessment from the fall to the spring this March. Our 5th graders will be assessed on social studies for the first time.

In reviewing our data, it is evident that we have increased our percentage of students meeting Indiana Academic Standards in language arts consistently from 2003 to 2007. Our performance in mathematics has been more sporadic, decreasing from 2003 to 2004, but increasing greatly from 2004 to 2005. We have remained fairly steady from that time on. Our percentage of students meeting Indiana Academic Standards in both language arts and mathematics has dramatically increased from 60 in 2003 to 75 in 2007. We have made great strides in increasing our percentage of students passing who receive free/reduced meals. As a school we are working to improve our overall language arts scores and emphasizing mathematical applications and mathematical problem solving.

As a school, we review ISTEP+ results and note key errors to develop school-wide strategies to address those errors. We provide remediation to help build skills in needed areas. Remediation has been provided in spring, fall, and over the summer. Our remediation programs vary year to year depending on funding. We also track our students from year to year to see how they progress on the ISTEP+. From grades 3 through 5, students have remained steady in their scores in the area of language arts. The mathematics scores have continued to rise. We are very proud of our ISTEP+ scores again this year with the following passing percentages for language arts: 3rd grade - 71%, 4th grade - 80%, and 5th grade - 77%. We obtained the following passing percentages for mathematics: 3rd grade - 69%, 4th grade - 76%, and 5th grade - 73%.

Public Law 221 (P.L. 221) is Indiana's comprehensive accountability system for K-12 education. Passed by the legislature in 1999 with broad bipartisan backing and the support of the business and education communities, the law aimed to establish major educational reform and accountability statewide. To measure progress, P.L. 221 places Indiana school corporations and schools into one of five categories based upon "improvement" and "performance" data from the Indiana Statewide Testing for Educational Progress-Plus (ISTEP+). The categories are as follows: exemplary, commendable, academic progress, watch, and probation.

The State Report Card is available through the Accountability System for Academic Progress (ASAP) website: <http://doe.state.in.us/asap/reportcard2002/welcome.html>.

2. Using Assessment Results:

Our school as a whole reviews and analyzes the assessment data. Student achievement data from ISTEP+ and school performance assessments is analyzed by staff to determine key error patterns, student use of key strategies, and progress toward mastery of Indiana Academic Standards. We also provide teachers with half-day grade level meetings once a month to review assessment data, note key errors, and discuss strategies needed to address student skill weaknesses. We also have a core team that has representatives from each grade level, special education, Title I, and administration. They review the data collected from grade level meetings to note common key errors and suggested strategies. We then determine school-wide needs in the areas of skill deficits and needed remedial efforts. We use assessment data to drive instruction and professional development.

Assessment results also drive our school-wide Title I Plan. The school achievement and improvement plan is updated on an ongoing basis using the Title I Continuous School Improvement Model which includes a three-year Implementation Profile for each goal with annual benchmarks as well as Summative Assessments specifying key instructional and intervention strategies based on research and student needs derived from ISTEP+ and school performance data. The Implementation Profiles show the implementation and outcomes of key instruction/intervention strategies as well as professional development, parent involvement and technology strategies.

Assessment data helps develop strategies to provide opportunities for all students to meet the state's proficient and advanced levels of student achievement. This is accomplished through a continuum of interventions designed to meet the needs of each student. These strategies might include individual tutoring, small group instruction, and take home activities. Liaison teachers are also provided for enrichment in the area of mathematics. We also have writing liaisons working with our students on a weekly basis.

3. Communicating Assessment Results:

There are multiple ways in which we disseminate information to our parents, students, and community. During the Annual Title I Meeting and at parent-teacher conferences, families are informed about Indiana Academic Standards, student performance, grade level expectations, class policies and procedures. Parents are also given student handbooks that describe policies and procedures. School and classroom newsletters and websites keep families updated on current events and activities as well as providing resources. Parents serve on the PL221 School-wide Planning Committees and Title I Parent Advisory Council to help develop and evaluate the school programs.

Business and community partnerships have been developed with local retailers and churches. Businesses provide support to schools in a variety of ways. Some churches have provided volunteers to mentor at-risk students through KIDS HOPE. Business partners participate on the PL221 School-wide Planning Committees.

Regular newsletters go home to parents that include information regarding remediation programs and events addressing student achievement. We provide family nights that provide parents with strategies and tools to reinforce learning at home. Our school improvement plan is available for parents to review. Information is shared with parents and teachers at meetings and evening events. The Deputy Superintendent does an exemplary job of sharing ISTEP+ results with school staff, outlining progress, strengths, weaknesses, and areas needing attention. She is instrumental in getting this information out to the community as well. School achievement results are published in the newspaper. Parents are now able to go online to view their child's

ISTEP+ results. The school also provides the parents with access to their technology to access this information. Keeping parents involved and informed is crucial to student success.

Our school is also fortunate enough to have a very involved and committed parent-teacher organization (PTO). We have monthly meetings that allow the school to share information regarding student achievement and progress with families and develop strategies together that benefit our learning community.

4. Sharing Success:

Our monthly newsletters are shared throughout the corporation. These newsletters highlight student accomplishments, events, and planned activities. We share our successes with colleagues by sponsoring school events, such as family nights, Open House, book fairs, and award/recognition events.

We participate in school competitions and showcases, such as literacy fairs, math and spelling competitions, and art shows. Information is shared with colleagues at Title I meetings for teachers and Title I principal meetings. Ideas and suggestions are exchanged to enhance programming, options, strategies, and methodologies.

Principal meetings are also held monthly and these provide a format for exchanging ideas with fellow administrators. We discuss what is happening in our buildings, what we are proud of, what we need to work on, and what teachers are doing to shine and reach students. We learn from one another and use each other as resources. We also have Triads; principals meet in groups of three for an entire school year. We work closely together and collaborate on school programs, issues, and events.

Teachers are provided these same opportunities through corporation-wide in-service days and on-site visits where they meet with their peers from other buildings. We provide grade level planning days within our building. We also meet as a core team to discuss strategies and develop plans to increase student achievement.

With Blue Ribbon status, we would anticipate more opportunities to present to other schools and to present through professional affiliations. We would also anticipate opportunities for sharing with other corporations working collaboratively with our local university and vocational college partners. We are honored to be recognized and very proud of our teachers, students, and former administration whose hard work has led to this award. We will seek opportunities to share with others our strategies, techniques, services, and programs which have led to this recognition. Our overall dedication to do "whatever it takes" to ensure our students have plentiful opportunities to experience success is our best strategy to date!

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Reading/LA - Our corporation has adopted Macmillan/McGraw-Hill as their reading program. This program, Treasures, is based on scientific research from the National Reading Panel. It is a K-5 program that includes the five components of reading: phonemic awareness, phonics, fluency, vocabulary, and text comprehension. Treasures has a variety of assessment tools to identify student strengths and weaknesses. This program also has an intervention series, Triumphs, that is appropriate for students receiving more than two tiers of reading instruction. We also use Triumphs with some of our students with mild to moderate disabilities.

Mathematics - Everyday Mathematics, our adopted series for kindergarten through fifth grade, empowers students to think mathematically and helps students to measure up to the demand for greater problem-solving agility. Developed by the University of Chicago School Mathematics Project, Everyday Mathematics is the result of collaborative efforts by researchers, mathematics educators, administrators, and classroom teachers. The instructional design is carefully crafted to capitalize on student interest and maximize student learning. Everyday Mathematics is organized into six mathematical content strands that cover a number of skills and concepts. This provides a rich yet balanced curriculum. Every strand is addressed throughout all grade levels of the program. Each grade level builds on and extends concept understanding, so children approach each new challenge from a firmly established foundation. Everyday Mathematics is a spiral-based program which enables children to make new connections and build on the mathematical content they already know while gradually learning more difficult and challenging content. The curriculum of Everyday Mathematics is aligned with the current Indiana Academic Standards. With a goal of improved student performance through active teacher involvement, the Vigo County School Corporation, beginning with the 2005-2006 school year, employed four elementary math liaisons to service the eighteen elementary schools. These liaisons are involved in a multitude of activities which facilitate the implementation of Everyday Math.

Social Studies - The social studies standards describe a connected body of historical, civic, and social understandings and competencies, and are a comprehensive foundation that all students should learn. They describe the knowledge and skills that students should acquire from Kindergarten through high school. At all levels, skills for thinking, inquiry, and participation in a democratic society are integrated throughout the Standards. Kindergarten focuses on living and learning together. Grade 1 focuses on home, school, and nearby environments. Grade 2 focuses on the local and regional community. Grade 3 focuses on the local community and communities around the world. Grade 4 focuses on Indiana in the nation and in the world. Grade 5 focuses on the United States, the founding of the Republic.

Science - Indiana's Academic Standards for science contain six standards for Kindergarten through Grade 5. Each standard follows: The Nature of Science and Technology, Scientific Thinking, The Physical Setting, The Living Environment, The Mathematical World, and Common Themes.

Music - The goal of the K-5 music program in the Vigo County School Corporation is to present the widest possible variety of activities in order to allow every student to learn. These activities will include (but not be limited to) singing, moving, playing instruments, improvising, composing, listening and responding.

Physical Education - The goal of the Physical Education curriculum is to develop individuals who are proficient at movement and who can use physical activity to: Maintain or develop fitness; Develop skills for sport and recreation; Use movement for self-expression, enjoyment, challenge and social interaction; and Promote lifelong physical activity.

Art - The goals for the fine arts are to: value the arts, become confident in one's artistic abilities, communicate in and through the arts, develop one's artistic skills, become creative problem solvers, exhibit knowledge of the historical and cultural backdrop of the arts, exhibit the ability to critique the arts, and exhibit the development of aesthetic awareness in the arts.

2a. (Elementary Schools) Reading:

We use a reading program from MacMillan/McGraw-Hill. They have used the most current scientific research from the National Reading Panel in their program development of Treasures, a comprehensive reading program for grades K-5. Treasures is built upon a foundation of research and includes the five essential components of reading: phonemic awareness, phonics, fluency, vocabulary, and text comprehension.

Treasures provides a variety of validated assessment tools to help teachers identify student strengths and weaknesses, plan instruction, and meet the needs of all students. These assessment tools assist with student placement, the monitoring of progress, and diagnosis and prescription.

Treasures provides a comprehensive reading program that enables teachers to (1) Build a solid foundation for kindergarten; (2) Address skills/strategies required by state standards; (3) Differentiate instruction; and (4) Monitor progress and inform instruction with validated assessment tools. Most importantly, Treasures gives students the time and resources to grow into life-long readers.

Reading Recovery is a highly effective short-term intervention of one-to-one tutoring for low-achieving first graders. The intervention is most effective when it is available to all students who need it and is used as a supplement to good classroom teaching. Individual students receive a half-hour lesson each school day for 12 to 20 weeks with a specially trained Reading Recovery teacher. As soon as students can read within the average range of their class and demonstrate that they can continue to achieve, their lessons are discontinued, and new students begin individual instruction.

As a Title I school, we have three teachers trained in Reading Recovery. We are diligent in our efforts to reach as many students as possible to dramatically reduce the number of first-grade students who have extreme difficulty learning to read and write. The Reading Recovery teachers collaborate with the first grade teachers to ensure consistency in implementing strategies and terminology.

3. Additional Curriculum Area:

We pride ourselves on trying to stay with the times in the area of technology. We provide many academic opportunities on the computer. Students and teachers have access to Read Naturally on every classroom computer. Read Naturally is also on all the computers in the computer lab and in the media center. We have a class that meets each morning before school starts using Read Naturally to increase reading skills. Our two Title I teachers teach this class with students from all grade levels. They earn certificates for their accomplishments and this reinforces their attendance and commitment to the program.

Students also love to participate in the Scholastic Reading Counts program. They are always eager to take their quizzes over their books to earn points. We look forward to World Math Day where students will be participating online in this event. Everyday Math, our math curriculum, also has online games to reinforce mathematical concepts.

We have a school website that we keep current and we provide webpage training for our teachers. Our media specialist has also worked with teachers on developing webquest for their classrooms. We will continue to provide training to students and teachers in the use of the digital camera, importing pictures, scanning documents and pictures, and using equipment, such as the smart board and the digital microscope.

Ongoing instruction is provided for students in using search engines, doing overall internet searches, locating informational websites, and reinforcing basic computer skills. Kindergarten students take a weekly computer class familiarizing themselves with computer use, the use of the mouse, and use of the keyboard. Many of our students do not have computers at home due to financial reasons. Teachers use the computer lab on a regular basis with their classes, doing research, creating Word documents, creating presentations, and reinforcing basic skills.

We recently had 1st grade students doing power points on reindeer and penguins. Older students learn how to add all the "bells and whistles" to power point presentations. Students learn how to copy and paste information from websites into Word documents to attain only information that is needed.

We are also doing quarterly assessments online using the Moodles system. Our state assessment may be moving online in the future. We will be assessing our kindergarten students online in a few weeks. We are excited about this advancement.

4. Instructional Methods:

There are a few specific teaching/learning strategies to be used/modeled by all teachers and teaching assistants that address key errors and keep students from meeting standards. These strategies are in our school improvement plan. All grade levels are to highlight key words and information in all curricular areas. They are also to use the framework: I know_____ because _____. This framework is to be used when appropriate in all grade levels in all curricular areas. The framework is also posted in all classrooms and on all student desks. Graphic Organizers will be used when applicable in all grade levels and in all curricular areas. A variety of organizers are introduced in the MacMillan/McGraw-Hill reading series.

Indiana Academic Standards guide all instruction. Our reading series emphasizes phonics, vocabulary development and comprehension. Our framework for English/LA is the Four-Block Balanced Literacy Program with recommended time frames for daily reading. Building Blocks is used in kindergarten.

In differentiating instruction, we are flexible in responding to struggling learners. We try to act quickly to meet the needs of at-risk students as soon as students demonstrate that they require more assistance. As soon as academic difficulty is displayed, we put interventions into place and monitor student performance. If the student continues to fail to make adequate progress, additional interventions are put into place. We examine skill gaps and try to determine the reason of the depressed academic performance. We then set realistic and ambitious goals for improvement. Our student assistance team will meet with referring teachers to customize a plan to meet a child's needs. Instruction will address the student's skill or performance deficits. The student will be monitored closely using curriculum-based measurements. Interventions will be changed as needed to help a child reach their performance goals. Chronic and significant academic deficits may require intervention attempts leading to special education, but not necessarily. We will do "whatever it takes" to help a child progress and certainly want to avoid early and over identification of special education eligibility.

5. Professional Development:

In regards to reading, all elementary classroom teachers receive staff development from the Macmillan/McGraw-Hill trainer. Teacher receive new elementary reading curriculum guides and discuss district pacing guides. They have also offered in-service training for all elementary teachers about differentiated instruction and the use of technology components with the reading series. Principals are also trained on the reading series and the supplemental materials. Gifted/Talented teachers were provided training to examine ways to use the reading series as a spring board for high ability learners. Training is also provided on how to administer the unit tests and use this data to assess student progress and to make program modifications.

Reading Recovery teachers are provided ongoing staff development via Purdue University with local trainers. Professional development is an essential part of Reading Recovery. Training utilizes a three-tiered approach that includes teachers, teacher leaders, and university trainers. Professional development for teachers and teacher leaders begins with year-long graduate level study and is followed by ongoing training in successive years. Extensive training for Reading Recovery teachers develops observational skills and a repertoire of intervention strategies tailored to meet the individual needs of at-risk students.

In regards to mathematics, professional development presentations have focused on content training, bridging literature with math, and modifying Everyday Mathematics for students with special needs. We are confident that these additional supportive resources in mathematics have led to improved performance, both in the classroom and on standardized tests. A key role of the elementary math liaisons is to support complete implementation of Everyday Mathematics along with follow-up training.

Our corporation builds into its calendar several half days for in-service training. Our corporation provides a multitude of professional development opportunities each month in all discipline areas. The corporation also strongly supports higher education and continuing education. This is evident by all of the salary scale steps that are available as levels of education increase.

6. School Leadership:

Leadership occurs within our building with team input and in a spirit of collegiality. There is daily and frequent communication with the teachers regarding student performance, both academic and behavioral. Leadership involves the teachers and the administration working together as a team with the common goal of doing "whatever it takes" to ensure student improvement, growth, and success.

We have a small building, thus we know each and every one of our students well. We make meaningful connections with families and make sure everyone feels welcome, safe, and secure within our school environment.

Leadership cannot occur if people do not want to be led. The administration must lead by example and conduct themselves in a friendly, warm manner that is conducive to collegial relationships. If people feel valued, appreciated, and understood, they will follow the leader's path respectfully and willingly. Administration must demonstrate the necessity to work hard and be good to others. Administration must do and participate in anything they would expect of any staff member.

Creating a climate that is full of creativity, positive energy, fun, and levity, creates happy teachers. Happy teachers make for happy children. The culture of the building must be honored and new traditions must be added carefully and with consideration.

Administration must be approachable and responsive to teacher needs. The administration's number one job is to make sure they support the teacher in whatever way is needed for the teacher to be able to make progress for his/her students. Teachers should never feel reluctant to ask their administrator for assistance - that is our job! Our superintendent and central office staff are superb at supporting their building level administrators. This helps us perform our jobs more efficiently and with a spirit of "greatness begins with service to others."

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: ISTEP

Edition/Publication Year: NA

Publisher: McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Pass and Pass +	77	72	78	52	64
Pass +	28	22	22	12	14
Number of students tested	47	54	45	60	53
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	5	4	4	4
Percent of students alternatively assessed	1	2	1	1	1
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Pass and Pass +	71	65	69	47	49
Pass +	23	19	7	5	3
Number of students tested	31	37	29	43	35
2. Racial/Ethnic Group (specify subgroup): multi-racial					
Pass and Pass +					
Pass +					
Number of students tested	6	3	4	4	3
3. (specify subgroup): Special Education					
Pass	40			10	
Pass +	10			0	
Number of students tested	10	7	9	10	8
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Not enough students in the subgroup to analyze data for % pass or pass + for subgroup multiracial

In the subgroup of special education, fewer than ten students being tested resulted in no data for % pass or pass +

Subject: Reading
Edition/Publication Year: NA

Grade: 3 Test: ISTEP
Publisher: McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Pass and Pass +	83	78	78	70	66
Pass +	26	17	18	7	11
Number of students tested	47	54	45	60	53
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	5	4	4	4
Percent of students alternatively assessed	1	2	1	1	1
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Pass and Pass +	81	73	69	63	54
Pass +	10	11	10	2	11
Number of students tested	31	37	29	43	35
2. Racial/Ethnic Group (specify subgroup): Multiracial					
Pass and Pass +					
Pass +					
Number of students tested	6	3	4	4	3
3. (specify subgroup): Special Education					
Pass and Pass +	60			30	
Pass +	10			0	
Number of students tested	10	7	9	10	8
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Not enough students in subgroup to analyze data for percent pass or pass + for multiracial subgroup

Not enough students in subgroup to analyze data for percent pass or pass+ for special education subgroup when fewer than ten students were tested

Subject: Mathematics
Edition/Publication Year: NA

Grade: 4 Test: ISTEP
Publisher: McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Pass and Pass +	75	72	65	60	58
Pass +	18	30	19	11	15
Number of students tested	55	50	52	57	48
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	5	5	4	4
Percent of students alternatively assessed	1	2	2	1	1
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Pass and Pass +	69	62	59	47	48
Pass +	11	18	13	0	9
Number of students tested	36	34	39	38	33
2. Racial/Ethnic Group (specify subgroup): Multiracial					
Pass and Pass +					
Pass +					
Number of students tested	4	5	4	1	1
3. (specify subgroup): Special Education					
Pass and Pass +	58		17		50
Pass +	0		0		7
Number of students tested	12	9	12	9	14
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Not enough students in the subgroup multiracial to calculate data for percent pass and pass +

In the subgroup of special education, when fewer than ten students were tested, there was not enough data to analyze for % pass and pass +

Subject: Reading
Edition/Publication Year: NA

Grade: 4 Test: ISTEP
Publisher: McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Pass and Pass +	78	74	60	65	73
Pass +	16	12	10	9	10
Number of students tested	45	50	52	57	48
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	5	5	4	4
Percent of students alternatively assessed	1	2	2	1	1
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Pass and Pass +	53	68	51	55	64
Pass +	11	3	5	3	3
Number of students tested	36	34	39	38	33
2. Racial/Ethnic Group (specify subgroup): Multiracial					
Pass and Pass +					
Pass +					
Number of students tested	4	5	4	1	1
3. (specify subgroup): Special Education					
Pass and Pass +	50		25		43
Pass +	0		0		0
Number of students tested	12	9	12	9	14
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Not enough students in the subgroup multiracial to analyze data for % pass & pass +

In subgroup special education, when fewer than ten students were tested, there was not enough data to calculate % pass and pass +

Subject: Mathematics
Edition/Publication Year: NA

Grade: 5 Test: ISTEP
Publisher: McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Pass and Pass +	85	66	62	57	72
Pass +	33	19	11	8	11
Number of students tested	46	53	45	53	57
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	5	5	5	4
Percent of students alternatively assessed	1	2	2	2	1
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Pass and Pass +	77	63	50	49	63
Pass +	12	18	7	3	3
Number of students tested	26	40	28	35	30
2. Racial/Ethnic Group (specify subgroup): Multiracial					
Pass and Pass +					
Pass +					
Number of students tested	3	5	0	1	5
3. (specify subgroup): Special Education					
Pass and Pass +		23		25	
Pass +		8		0	
Number of students tested	6	13	7	16	7
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Not enough students in subgroup multiracial to analyze data for % pass and pass +

In special education subgroup, when fewer than ten students were tested, there was not enough data to calculate % pass and pass +

Subject: Reading
Edition/Publication Year: NA

Grade: 5 Test: ISTEP
Publisher: McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Pass and Pass +	85	68	60	66	70
Pass +	15	8	11	11	16
Number of students tested	46	53	45	53	57
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	5	5	5	4
Percent of students alternatively assessed	1	2	2	2	1
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Pass and Pass +	77	63	46	51	60
Pass +	4	5	7	6	3
Number of students tested	26	40	28	35	30
2. Racial/Ethnic Group (specify subgroup): Multiracial					
Pass and Pass +					
Pass +					
Number of students tested	3	5	0	1	5
3. (specify subgroup): Special Education					
Pass and Pass +		15		38	
Pass +		0		0	
Number of students tested	6	13	7	16	7
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Not enough students in the subgroup multiracial to analyze data for % pass & pass +

In the special education subgroup, when fewer than ten students were tested, there was not enough data to analyze % pass and pass +