

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. Brian McCaffrey

Official School Name: Broken Arrow Elementary School

School Mailing Address:
2704 Louisiana St.
Lawrence, KS 66046-4698

County: Douglas State School Code Number*: 8191

Telephone: (785) 832-5600 Fax: (785) 832-5602

Web site/URL: http://www.usd497.org E-mail: bmccaffr@usd497.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. Randy Weseman

District Name: USD 497 Tel: (785) 832-5000

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: Mr. Craig Grant

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:
- | | |
|-----------|---------------------|
| 15 | Elementary schools |
| 0 | Middle schools |
| 4 | Junior high schools |
| 2 | High schools |
| 1 | Other |
| 22 | TOTAL |

2. District Per Pupil Expenditure: 9367

Average State Per Pupil Expenditure: 9488

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. 3 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			0	7			0
K	19	15	34	8			0
1	20	21	41	9			0
2	22	21	43	10			0
3	19	18	37	11			0
4	27	25	52	12			0
5	21	22	43	Other			0
6	24	14	38				
TOTAL STUDENTS IN THE APPLYING SCHOOL							288

6. Racial/ethnic composition of the school: 8 % American Indian or Alaska Native
1 % Asian
6 % Black or African American
4 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
69 % 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: 11 %

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.	2
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	28
(3)	Total of all transferred students [sum of rows (1) and (2)].	30
(4)	Total number of students in the school as of October 1.	276
(5)	Total transferred students in row (3) divided by total students in row (4).	0.109
(6)	Amount in row (5) multiplied by 100.	10.870

8. Limited English proficient students in the school: 2 %

Total number limited English proficient 7

Number of languages represented: 3
Specify languages:

Spanish, Lao, Native American

9. Students eligible for free/reduced-priced meals: 50 %

Total number students who qualify: 145

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: 16 %

Total Number of Students Served: 47

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>1</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>9</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>23</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>6</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>6</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>13</u>	<u>0</u>
Special resource teachers/specialists	<u>8</u>	<u>0</u>
Paraprofessionals	<u>3</u>	<u>0</u>
Support staff	<u>2</u>	<u>3</u>
Total number	<u>27</u>	<u>3</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 21 :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	95%	95%	95%	94%	95%
Daily teacher attendance	97%	97%	97%	97%	97%
Teacher turnover rate	9%	3%	2%	12%	0%

Please provide all explanations below.

* Student with health issues

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

Broken Arrow Elementary School is consistently a leader among the fifteen public elementary schools in Lawrence, USD 497. Constructed in 1968 in the city's southeast quadrant and designed for flexibility in instructional groupings, the air-conditioned, carpeted facility provides a stimulus-rich environment conducive to creativity and academic growth. Four open space instructional areas called colonies house homerooms for the following grade levels: kindergarten, 1-2, 3-4, and 5-6. Student enrollment has remained consistent (280-290) since 2003. Half of Broken Arrow students qualify for free and reduced lunches.

Staff members' commitment and dedication to each and every student, one of many distinguishing characteristics of Broken Arrow Elementary, permeates school culture and is exemplified in our mission statement:

"The Broken Arrow community is a nurturing environment where everyone is both a teacher and a learner. A variety of learning styles are recognized with high expectations for all. Risk taking, decision making, and higher level thinking skills are encouraged. Everyone sets and pursues personal goals with confidence, excitement about learning, and respect for one another. Parent involvement, encouraged through regular communication and opportunities to participate, is essential to our success. The Broken Arrow community inspires students to be life-long learners."

Each colony evolves as a community of learners working to accomplish common goals. As a Professional Learning Community, teams collaborate daily to provide instructional materials and lessons at students' instructional levels and to provide opportunities structured to guide all students in learning to advocate for themselves, gaining confidence and skills in decision making, and ultimately developing positive self-images. Responsible for the students' instructional program, each colony's team of educators varies instructional methods in individualized, small group, and large group settings while evaluating each student's progress. Primary students are evaluated on their mastery of 5-23 standards within each content area. In grades 4 through 6, the standards-based progress report includes both a traditional letter grade and the student's mastery level on each of 6-19 standards per subject area. Additionally, each student, regardless of grade level, is assessed on fifteen "Successful Learner Behaviors."

The Broken Arrow staff recognizes and values parental involvement as a critical component of each child's academic success. A number of professionals including a Parent Involvement Facilitator serve as resources for parents guiding their children through the early years of their education. A school counselor, social worker, psychologist, nurse, speech pathologist, Title I specialists, interrelated resource teachers, gifted consultant, learning coaches, and paraprofessionals complete the building's team. Numerous popular, well-attended family-oriented activities begin with a carnival in the fall and culminate with our end of the year school picnic. More academic in nature, an after-school program, music programs, book fairs, science fairs, math/reading nights, parent/conferences, and summer library are scheduled throughout the year. The foundation of family and community involvement is evidenced by our strong parent teacher association, school site council, and local business partners on an ongoing basis.

The Broken Arrow community understands, communicates, and models the focus, work, and commitment critical to providing a quality educational experience for all students, as summarized by the following priorities:

1. Focused mission communicates learning for all, adults as well as students.
2. Safe and orderly environment creates a collaborative, cooperative culture.
3. Instructional leadership includes all adults working collaboratively as Professional Learning Communities.
4. Students have adequate time and opportunities to learn.

5. Frequent monitoring of student progress.
6. Professional Learning Communities determine high expectations for success and evaluate students' mastery of standards.
7. Positive home/school relations give parents opportunities to play vital roles in achieving the school mission.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The State of Kansas administers State Assessments in reading, math, writing, social studies, and science, prepared by the Center for Educational Testing and Evaluation at the University of Kansas. These assessments are based on the State Standards. These may be found on the Kansas State Department of Education webpage, www.ksde.org. The Kansas Reading and Mathematics Assessments are administered annually to all 3rd-8th graders, as well as in high school. All students in each grade level being tested are required to take the assessments. Assessments are part of the Quality Performance Accreditation (QPA) process in which each school's progress is measured before individual schools earn their accreditation in Kansas.

From 2001-2005, Kansas used Unsatisfactory, Basic, Proficient, Advanced, and Exemplary as the descriptors for its five performance level categories. In 2006, these names were changed respectively to Academic Warning, Approaches Standard, Meets Standard, Exceeds Standard, and Exemplary. To meet Kansas Standards, students are expected to be at Meets Standard or above in math and reading. Last year in the spring of 2007, all third, fourth, fifth and sixth grade students took both a reading and a mathematics assessment. All students who attend Broken Arrow Elementary during the specified testing window participate in the assessments each spring. The staff takes pride in noting that 100% of students participated on both assessments in two of the last three years. Both computerized and paper/pencil formats are used at Broken Arrow Elementary. Decisions are made by Professional Learning Community Teams as to the appropriate format for each grade level. Broken Arrow Elementary earned the State Standard of Excellence Award on both the State Math and Reading from 2005-2008. We received the Governor's Achievement Award in 2007-2008 for reaching the Standard of Excellence in reading and math, meeting Adequate Yearly Progress (AYP), and being in the top 5% of all elementary schools in Kansas.

Broken Arrow Elementary strives toward excellence on Kansas State Assessments, continually surpassing AYP and Kansas QPA guidelines. Initially 69% of Broken Arrow students scored in the top three categories on the state reading test in the spring of 2003, categorized at that time as Proficient, Advanced and Exemplary. By 2008, Broken Arrow increased the number of students in the reclassified categories of Meets Standards, Exceeds Standards, and Exemplary by twenty-eight percent to 97%. From the spring of 2006 to 2008, 96% or more of Broken Arrow students have scored at the Proficient plus Advanced level, or the top three proficiency levels on the State Reading assessment.

On the state math assessment in spring 2003, 97% of the Broken Arrow students scored in the top three categories. Following a baseline of 93% in 2005-2006, performance remained above 97% through 2008, including the addition of grades 3, 5, and 6 to those tested. From the spring of 2006 to 2008, the percentage of students at the Proficient plus Advanced level, or the top three categories has increased from 93% to 97%.

During the school year of 2005-2006, Broken Arrow sixth graders earned the Challenge Award by the Confidence in Kansas Public Education Task Force in the area of reading. This award recognizes Kansas schools that make a significant difference in student achievement despite challenges faced by the student population. Whereas most sixth graders in the state of Kansas attend middle schools, Lawrence students attend elementary schools through 6th grade. The Broken Arrow staff prides itself on preparing students for secondary school as evidenced by state assessments on which 100% of our sixth graders have scored Proficient plus Advanced in both reading and math from 2006-2008.

2. Using Assessment Results:

Broken Arrow Elementary educators use formative and summative assessment data when making decisions regarding student instruction, school improvement, selection of curricular support materials, and professional development activities.

In addition to state assessments, formative assessments including power standard tests are given every trimester in reading and math to all K-6 students to determine current levels of achievement. Professional Learning Community Teams (PLC) developed and began implementing these power standard assessments, during the school year of 2002-2003, based on essential state standards in both reading and math. Students demonstrate proficiency on these assessments by scoring 80% or better. Students who do not obtain proficiency are given additional instruction and retested for proficiency. In grades 3-6, Measures of Academic Progress (MAP) tests show learning levels of students which are not limited to their grade level standards, therefore teachers are able to monitor individual student growth as well as set individual learning goals and target instruction to meet needs. With the data provided, educators group students and prepare instruction.

In grades K-2, basic reading skills are assessed, (phoneme segmentation, basic phonics, oral reading fluency). By administering the Dynamic Indicators of Basic Early Literacy Skills (DIBELS), teachers are able to provide instruction based on individual needs that target specific skills. PLC tests assess other essential reading and math standards.

The Student Improvement Team develops Student Improvement Plans (SIP) for students failing to meet or exceed expected progress on formative and summative assessments. A collection of data, including assessment results, and teacher input guide interventions to be implemented at school and home. A three-tiered system of interventions provides for optimal instruction that may be delivered by classroom teachers, Title I, or Special Education staff. Grade level and SIT teams meet on a regular basis to evaluate student progress and modify the SIP accordingly.

3. Communicating Assessment Results:

Broken Arrow communicates assessment results among students, parents, teachers, and other district staff in a unique way that not only delivers the assessment results, but utilizes the results to improve student performance.

The communication of assessment results begins with an emphasis upon frequent and open communication between teachers of similar grade levels. Weekly, district wide early release days provide teachers time to analyze student data, target weaknesses and opportunities for extensions, and implement interventions to address those needs. Early release days also include opportunities for collaboration with teachers in other schools within the district. This collaboration produces shared strategies to reinforce concepts and alignments across the school district with state standards. Teachers within Broken Arrow and throughout the school district supplement their in-person communication by using grade level specific on-line message boards to share ideas.

Parallel to teacher collaboration, Broken Arrow's entire staff meets to continuously review the school improvement and results based professional development plan. Assessment results from the Kansas Reading and Math Assessments along with MAP scores are analyzed and school wide goals are put into place to target needs.

In addition to staff communication, Broken Arrow teachers contact parents via phone, email, newsletters, and conferences with updates on student progress. Parents and the Lawrence community are regularly updated on student progress through the Lawrence Public Schools Newsletter. Additionally, parents are encouraged to

access the District and Broken Arrow websites (www.usd497.org), which provide school wide information. Students are continuously made aware of their own assessment progress.

Communication of assessments among students, parents, and staff is essential, however Broken Arrow separates itself from other schools in the fluid way staff, parents, and students collaborate in creating and implementing intervention plans. Within these plans, benchmarks are determined and interventions are implemented by grade level.

The Broken Arrow assessment communication plan keeps students and parents informed, engaged, and ultimately adds to the success of student performance.

4. **Sharing Success:**

Broken Arrow shares its stories of success throughout the Lawrence community and across the district. Within the classroom, teachers strive to create a positive learning environment for all students to achieve. The classroom learning environment is bolstered by teachers and students regularly meeting to review academic and behavioral successes. These meetings align with student led conferences with parents in 4th, 5th, and 6th grades. During student-parent-teacher conferences, teachers present documentation of student progress and successes to parents. Collaboration of students, parents, and teachers strengthens the learning environment between home and school. Broken Arrow also celebrates successful learner behaviors in school wide assemblies each month.

Broken Arrow staff members share classroom stories of success during Wednesday collaboration and staff meetings. The Broken Arrow Professional Learning Community provides teachers opportunities to celebrate accomplishments, share new instructional techniques, and review building data. The Broken Arrow Site Council and PTA, which involves staff, parents, and community members meet to discuss school issues and accomplishments on a regular basis. Broken Arrow staff members input is highly regarded by colleagues within the district and the state. Staff continuously shares effective instructional strategies within district curricular committees and at state wide conferences.

One way that Broken Arrow school success is shared and celebrated district wide is through the Daily Bulletin, which is the district web based newsletter. Other district wide communication tools include the Lawrence School District Teaching and Learning Guide and the Lawrence Journal World, the local newspaper. School Board meetings provide another avenue in which Broken Arrow communicates its stories of success. For example, Broken Arrow has been recognized for the past several years at board meetings for achieving the Standard of Excellence in Reading and Math. Also, Broken Arrow was recognized over the local radio station and at an all school assembly in 2007 for receiving the Governor's Achievement Award.

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PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The core curriculum in each area is standards-based and comprehensive. Core content areas that students study are language arts, math, science, health and social studies. Additionally, students participate in music, art, and physical education and are enriched by the library/media specialist and guidance counselor. Instruction methods range from district provided curriculum and textbooks to interactive materials. Learning occurs in both large and small groups and at the individual level.

The language arts program employs Fountas and Pinnell's research-based guided reading model. Delivery includes whole group lessons using think alouds, read alouds, shared reading and skill based mini-lessons. All five areas of reading, as identified by the National Reading Panel, are supported. A variety of genres are used in the instruction of the narrative, expository, persuasive and technical text types. Students are also given instruction in the writing process across all grade levels and evaluated using the Six Traits Writing Rubric. The traits used are: Ideas, Conventions, Organization, Word Choice, Voice, and Sentence Fluency. Writing is integrated into all content areas.

The math program is a spiraled and highly integrated program that is tied into multiple curricular areas. The students are taught mathematical concepts through the use of real world problem solving strategies, manipulatives, technology, and literature. Opportunities are used to reinforce mathematical concepts.

Students are given science instruction that is designed to accommodate various learning styles. Students explore science concepts through lab-based experiences, project-based learning, and exposure to real-world applications. Investigative, inquiry-based activities are embedded in the numerous science thematic units assigned to each grade level.

The health curriculum is designed to teach students safe behaviors and skills necessary to promote healthy and responsible life styles. Some topics of study include: the human body, drug use and prevention, nutrition, disease control, peer pressure, risky behaviors, and strategies to use to make healthy choices.

Social studies is taught at each grade level and is designed to make students more aware of their civic responsibilities. Skills focused on are: geography, culture, civics/government, history, anthropology/sociology, and economics.

All students participate in music education. Students learn about history and culture through dancing, singing, and playing instruments. In addition, students learn to become musically literate through a cumulative curriculum. Students learn that music can be an appropriate outlet for individual expression as well as a collaborative effort with one's peers.

Art education involves learning the elements and principles of art, and making two- and three- dimensional art using various materials and methods. Students also learn why art, past and present, is distinctive to its own time and how art relates to other curricular areas such as math, science, music, writing, and social studies.

During physical education classes, students practice both gross and fine motor skills through the use of games, sports, and various athletic exercises. Additionally, students learn how to utilize the concepts of teamwork, goal setting, and spatial awareness. The skills and games taught can be used by students for the remainder of their lives.

The library/media specialist teaches and facilitates the students' use of technology and in-depth research. Students learn to use various software programs that are often used throughout a person's education and career field. These programs teach word processing skills, spreadsheet creation and use, multimedia presentations, and enhance reading and math skills. Additionally, students are shown and given the opportunity to demonstrate appropriate internet research and browsing.

The elementary guidance program is integrated into each grade level and is taught by the school counselor and the classroom teacher. Some of the topics addressed are healthy decision making, developing a positive self image, good study habits, goal setting, and individual responsibility at school, in the community, and at home.

2a. (Elementary Schools) Reading:

Utilizing a balanced, research-based approach to language arts instruction, Broken Arrow strives to improve reading and comprehension skills through best practices. Targeted strategies encompass all content areas and include utilizing Question Answer Relationship (QAR), graphic organizers, note taking strategies, cooperative learning, reciprocal teaching, guided repeated oral reading, metacognition, and writing to respond to text to maximize comprehension while fostering vocabulary development. Animated Alphabet enhances beginning readers' mastery of phonemic awareness. The spelling curriculum emphasizes vocabulary development and provides extensive practice with dictionary skills as students acquire proficiency in phonics, synonyms, antonyms, analogies, syllabication, and roots and affixes.

School wide guided reading provides continuity throughout all grade levels and facilitates flexible grouping and differentiated instruction. Both formal and ongoing informal assessments guide teachers in grouping students, reassigning placement when appropriate. Teachers accommodate students' learning styles during a daily language arts block (90-120 minutes per day). Power standards derived from state and district curricula guide instruction. Frequent monitoring of student progress coupled with academic interventions ensures all students pass power standards tests (developed by PLC Teams) each trimester with individualized reteaching and retesting provided as needed. As directed by Student Improvement Plans or IEP's, some assessments are modified. Power standards tests and scores are documented throughout the year in a notebook accessible to teachers.

Students in grades K-4 reading below grade level based on state assessments, MAP testing, the Quick Phonics Screener (QPS) and the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) may receive Title I services. America Reads tutors assist others. A by-invitation, after-school tutoring program is available for 4th-6th graders needing assistance to meet objectives. The librarian supports instruction by teaching ongoing library classes and guided reading groups, incorporating research and technology. Learning Coaches serve as invaluable resources for teachers, particularly in supplementing the curriculum with technology and expanding instructional resources.

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2b. (Secondary Schools) English:

This question is for secondary schools only

3. Additional Curriculum Area:

Mathematics: Broken Arrow's goal to improve mathematical skills is a focus in our school improvement plan. A spiraling curriculum presents and reinforces skills from kindergarten through sixth grade. This approach allows educators to monitor the retention of basic skills and common vocabulary that are extended as students progress through the curriculum and from grade to grade. Strategies are taught and students learn how to utilize a variety of manipulatives to help solve problems, frequently learning through engaging math centers and math journaling. Problem solving and mathematics instruction takes place daily. Teachers schedule other periods of time throughout the day to provide further practice towards mastery of standards. Additional research-based strategies are implemented to ensure greater success. These include: a four-step problem solving model that incorporates real world applications, timed tests, a computer program to increase mastery of basic facts, and on-going opportunities for enrichment such as competitions and extensions.

Teachers use data collected from formal assessments (classroom, formative, summative, and standardized tests such as the Kansas State Assessments and MAP) to chart progress and guide students in setting goals. As in reading, concentrated attention is given to targeted indicators and desired outcomes referred to as power standards. Students are expected to demonstrate mastery in number sense, algebra, geometry, and data. Both formal and informal assessments enable teachers to maximize learning in a structured, productive learning environment through whole class or small group instruction, providing adequate guided practice, independent practice, and homework. Frequent monitoring of student progress allows for interventions whenever a student demonstrates the need for additional instruction to master grade level objectives. Interventions could include: paraeducator-supported math classes, placement in an additional daily math class, Title I math remediation, modified assignments and tests, supported study time, after-school tutoring, and special education services.

4. Instructional Methods:

Broken Arrow Elementary staff has embraced Professional Learning Communities since 2003. We have worked together to effectively establish and sustain these PLC's. The focus is on learning, working collaboratively, and holding staff and students accountable for results. Standards based assessments are developed by teachers to monitor students' progress. Vertical teaming assures that these assessments spiral through the grade levels. Vertical teams collaborate every Wednesday afternoon and involve support staff representing special education, Title I, art, music, physical education, guidance and administration. These staff members engage in an ongoing cycle of questioning that promotes intensive learning. Working together to improve student achievement has become routine for everyone in our school. We participate in an evolving process of identifying the current level of student achievement, establishing a goal to improve the current level, working together to achieve that goal, and providing periodic evidence of progress.

Teachers use Marzano's Nine Instructional strategies to help their students realize success. Advanced learners receive extensions as part of the intervention process. If a student does not meet proficiency, then additional instruction, practice and use of multiple learning modalities is provided by paraprofessionals, parent volunteers, tutors, and staff. In addition, some students will be advised to attend our after school tutoring program. A student who requires interventions for remediation and/or extensions beyond a Student Improvement Plan is referred to the Student Improvement Team for further consideration. The data collection includes classroom performance, results of our essential skills of reading and math assessments, DIBELS, MAP, State Assessments, CBM, and tiered interventions. Interventions are timely and directive. The results of the interventions are presented to the team. Teachers often collaborate outside of the team meetings with colleagues to help them reflect on areas of concern. Each teacher has access to the ideas, materials, strategies, and talents of the entire school.

5. Professional Development:

Professional development is an essential element that contributes to the overall success of Broken Arrow Elementary School. The school adopted Dr. Richard DeFour's Professional Learning Communities model as a basis for professional development. As a result, Broken Arrow is an established professional learning environment that is collaborative, driven by authentic data and research-based best practices, and utilizes essential standards and common assessments within each grade level team.

Grade level teams use professional development time to identify essential curriculum standards (also referred to as Power Standards) and to revise grade level and curriculum-specific, formative assessments. In addition, Broken Arrow has implemented vertical teaming as a means of measuring continuity of curriculum and spiraling of essential content standards. The utilization of common standards and assessments at each grade level provides faculty with a basis for collaborative discussion. Related data and reflective teacher feedback provide a means of assessing student needs and planning for differentiated instruction. In turn, the needs of the students drive common professional development goals, which are reflected in the Continuous Improvement Plan and Results Based Staff Development Plan.

Job embedded professional development is a goal of the building's professional development program. Revising PLC assessments, co-planning, and co-teaching are instrumental in ensuring that professional development remains embedded in everyday practice. In addition, a team of three learning coaches assists in translating professional development goals into practice through mentoring, modeling, co-planning, providing observational feedback while facilitating problems solving, and providing professional release time for staff to observe in colleagues' classrooms. This type of professional support is invaluable in helping teachers translate theory into practice.

Ongoing professional development has positively impacted the faculty's communication, collaboration, and instructional planning. A definitive correlation exists between having a well articulated professional development process and the academic success of students.

6. School Leadership:

The leadership structure in place at Broken Arrow Elementary School is one where the principal leads through shared values and vision with the Broken Arrow staff. Staff members become collectively committed to the shared vision and values, and the principal focuses on these common desired outcomes and commitments as the driving force in Broken Arrow's school improvement. The Broken Arrow community strives to be a nurturing environment where everyone is both a teacher and a learner. This is best exemplified by the staff's commitment to being Professional Learning Communities. Broken Arrow's Professional Learning Communities are grouped by grade level. We have a K-2 community, a 3-4 community, and a 5-6 community in which teachers share ideas and data concerning teaching and learning. The Broken Arrow staff collaborate in their learning communities weekly to discuss student interventions and to make

curricular/instructional decisions based on data from building formative assessments, MAP assessments, State Assessments, and other forms of building data. It is the philosophy of Broken Arrow that the principal is the "leader of leaders." It is the principal's role to involve staff members in the decision-making processes and empower individuals to act. It is clear that the staff at Broken Arrow takes on leadership roles outside of their Professional Learning Communities as well. Our Building Leadership Team meets once a month to discuss such matters as building policies, programs, and organizational health. Our math and reading/writing committees meet on a scheduled basis to discuss and create our school improvement plan which guides us throughout the school year. It is truly a collaborative effort at Broken Arrow, where the principal facilitates the process and everyone is involved in decisions that impact Broken Arrow Elementary School.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: Kansas State Assessment
 Edition/Publication Year: 2006 Publisher: Kansas State Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar		
SCHOOL SCORES					
meets, exceeds, exemplary	98	97	88		
exceeds, exemplary	65	72	71		
Number of students tested	48	36	35		
Percent of total students tested	100	100	97		
Number of students alternatively assessed	4	2	0		
Percent of students alternatively assessed	8	5	0		
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
meets, exceeds, exemplary	100	95	80		
exceeds, exemplary	56	65	60		
Number of students tested	16	20	15		
2. Racial/Ethnic Group (specify subgroup): White					
meets, exceeds, exemplary	100	100	87		
exceeds, exemplary	73	84	74		
Number of students tested	40	25	31		
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

3rd grade began state math assessment in 2005-2006.

Subject: Reading Grade: 3 Test: Kansas State Assessment
Edition/Publication Year: 2006 Publisher: Kansas State Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar		
SCHOOL SCORES					
meets, exceeds, exemplary	96	99	94		
exceeds, exemplary	67	67	77		
Number of students tested	48	36	35		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	4	2	1		
Percent of students alternatively assessed	8	5	2		
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
meets, exceeds, exemplary	94	95	87		
exceeds, exemplary	50	55	53		
Number of students tested	16	20	15		
2. Racial/Ethnic Group (specify subgroup): White					
meets, exceeds, exemplary	95	100	94		
exceeds, exemplary	68	72	71		
Number of students tested	40	25	31		
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

3rd grade reading began State Assessments in 2005-2006.

Subject: Mathematics

Grade: 4 Test: Kansas State Assessment

Edition/Publication Year: 2000/2006 Publisher: Kansas State Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
meets, exceeds, exemplary	94	100	100	100	97
exceeds, exemplary	57	55	77	100	87
Number of students tested	35	38	31	30	39
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	4	0	1	2	0
Percent of students alternatively assessed	11	0	3	6	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
meets, exceeds, exemplary	88	100	93		
exceeds, exemplary	35	32	53		
Number of students tested	17	16	15		
2. Racial/Ethnic Group (specify subgroup): White					
meets, exceeds, exemplary	100	100	96		
exceeds, exemplary	64	50	80		
Number of students tested	25	28	26		
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

In years 2003-2004 and 2004-2005 the subgroups were below the reportable number.

Subject: Reading Grade: 4 Test: Kansas State Assessment
Edition/Publication Year: 2006 Publisher: Kansas State Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar		
SCHOOL SCORES					
meets, exceeds, exemplary	100	100	97		
exceeds, exemplary	60	68	74		
Number of students tested	35	38	34		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	4	2	1		
Percent of students alternatively assessed	11	5	2		
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
meets, exceeds, exemplary	100	100	94		
exceeds, exemplary	41	55	50		
Number of students tested	17	16	16		
2. Racial/Ethnic Group (specify subgroup): White					
meets, exceeds, exemplary	100	100	96		
exceeds, exemplary	68	91	81		
Number of students tested	25	28	26		
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

4th grade reading began State Assessment in 2005-2006.

Subject: Mathematics Grade: 5 Test: Kansas State Assessment
Edition/Publication Year: 2006 Publisher: Kansas State Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr		
SCHOOL SCORES					
meets, exceeds, exemplary	97	100	94		
exceeds, exemplary	62	83	62		
Number of students tested	37	30	29		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	2	2	2		
Percent of students alternatively assessed	5	6	6		
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
meets, exceeds, exemplary	94	100	91		
exceeds, exemplary	30	73	27		
Number of students tested	18	11	11		
2. Racial/Ethnic Group (specify subgroup): White					
meets, exceeds, exemplary	100	100	100		
exceeds, exemplary	71	86	68		
Number of students tested	24	22	22		
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

5th grade began state math assessments in 2005-2006.

Subject: Reading

Grade: 5 Test: Kansas State Assessment

Edition/Publication Year: 2000/2006 Publisher: Kansas State Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES					
meets, exceeds, exemplary	92	100	97	82	69
exceeds, exemplary	68	83	63	58	67
Number of students tested	37	30	32	38	62
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	2	1	5	0
Percent of students alternatively assessed	8	6	3	13	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
meets, exceeds, exemplary	83	100	91		
exceeds, exemplary	56	64	64		
Number of students tested	18	11	11		
2. Racial/Ethnic Group (specify subgroup): White					
meets, exceeds, exemplary	100	100	100		
exceeds, exemplary	79	91	82		
Number of students tested	24	22	22		
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

In years 2003-2004 and 2004-2005 the subgroups were under the reportable number.

Subject: Mathematics Grade: 6 Test: Kansas State Assessment
 Edition/Publication Year: 2006 Publisher: Kansas State Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr		
SCHOOL SCORES					
meets, exceeds, exemplary	100	100	89		
exceeds, exemplary	86	85	57		
Number of students tested	28	34	37		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	2	3	5		
Percent of students alternatively assessed	7	8	13		
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
meets, exceeds, exemplary	100	100	84		
exceeds, exemplary	75	75	58		
Number of students tested	12	12	19		
2. Racial/Ethnic Group (specify subgroup): White					
meets, exceeds, exemplary	100	100	89		
exceeds, exemplary	83	91	62		
Number of students tested	18	23	26		
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

6th grade began math state assessments in 2005-2006.

Subject: Reading Grade: 6 Test: Kansas State Assessment
Edition/Publication Year: 2006 Publisher: Kansas State Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr		
SCHOOL SCORES					
meets, exceeds, exemplary	100	100	100		
exceeds, exemplary	73	85	77		
Number of students tested	28	34	39		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	2	3	6		
Percent of students alternatively assessed	7	8	15		
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
meets, exceeds, exemplary	100	100	100		
exceeds, exemplary	67	67	53		
Number of students tested	12	12	19		
2. Racial/Ethnic Group (specify subgroup): White					
meets, exceeds, exemplary	100	100	100		
exceeds, exemplary	89	87	81		
Number of students tested	18	23	26		
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

6th grade reading assessment began in 2005-2006.

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