

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. Tim Parham

Official School Name: Plainview High School

School Mailing Address:
1140 South Plainview Road
Ardmore, OK 73401-8917

County: Carter State School Code Number*: 370195

Telephone: (580) 223-5877 Fax: (580) 490-3191

Web site/URL: http://www.plainview.k12.ok.us/ E-mail: smerlyn@plainview.k12.ok.us

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mr. Steve Merlyn

District Name: Plainview Public Schools Tel: (580) 490-3100

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

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Mark Sheaman

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

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

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

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

PART I - ELIGIBILITY CERTIFICATION

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

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

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district: 2 Elementary schools
 1 Middle schools
 _____ Junior high schools
 1 High schools
 _____ Other
 4 **TOTAL**
2. District Per Pupil Expenditure: 6385

Average State Per Pupil Expenditure: 6460

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 4 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	7			0
K			0	8			0
1			0	9	56	50	106
2			0	10	49	47	96
3			0	11	42	43	85
4			0	12	54	34	88
5			0	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							375

6. Racial/ethnic composition of the school:

15	% American Indian or Alaska Native
4	% Asian
4	% Black or African American
2	% Hispanic or Latino
1	% Native Hawaiian or Other Pacific Islander
74	% White
	% 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.	15
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	26
(3)	Total of all transferred students [sum of rows (1) and (2)].	41
(4)	Total number of students in the school as of October 1.	375
(5)	Total transferred students in row (3) divided by total students in row (4).	0.109
(6)	Amount in row (5) multiplied by 100.	10.933

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

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

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

Total number students who qualify: 97

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: 15 %

Total Number of Students Served: 56

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>0</u> Orthopedic Impairment
<u>1</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>40</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>7</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</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>1</u>
Classroom teachers	<u>15</u>	<u>9</u>
Special resource teachers/specialists	<u>3</u>	<u>2</u>
Paraprofessionals	<u>1</u>	<u>0</u>
Support staff	<u>5</u>	<u>0</u>
Total number	<u>25</u>	<u>12</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 18 :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	97%	97%	97%	97%	98%
Daily teacher attendance	96%	96%	97%	97%	97%
Teacher turnover rate	15%	17%	11%	15%	11%
Student dropout rate	2%	2%	2%	1%	1%

Please provide all explanations below.

Plainview High School has a small staff. In recent years, we have had very successful athletic programs which have provided our coaches with opportunities to move to larger schools. This, along with teacher retirement, has increased our teacher turnover rate.

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

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

Graduating class size	95	
Enrolled in a 4-year college or university	44	%
Enrolled in a community college	26	%
Enrolled in vocational training	3	%
Found employment	8	%
Military service	1	%
Other (travel, staying home, etc.)	4	%
Unknown	14	%
Total	100	%

PART III - SUMMARY

“Plainview Schools are committed to EXCELLENCE in the development of individual STRENGTHS and CHARACTER while producing citizens able to overcome life’s obstacles.” This is the mission statement of each individual site that comprises the whole of Plainview Public Schools. As we enter our 100th year here at Plainview, our mission statement is not simply a statement that we post on the wall - it is a philosophy that we live by every day, year after year, decade after decade, and into our future. Banners displaying our school’s values welcome one to various parts of our academic building. Award-winning student artwork fills the display cases that surround our cafeteria. The trophy cases in the foyer of our activity center are filled with proof of athletic achievements at the district, regional, and state levels of competition. The lawn outside our fine arts facility exhibits students’ sculptures. Our students are acknowledged often in the news media for their academic and extracurricular accomplishments. Many factors are responsible for this amount of recognition.

The commitment to excellence by our students is exhibited in many ways. One has only to observe the large number of senior portraits in the entry hallway to appreciate the graduation rate of our students. The list of students who have achieved all state honors in academics, athletics, and music covers several large plaques in our activity center. The number of national merit scholars is impressive for our size school. Our academic team consistently competes well at the district and regional levels. There is a variety of organizations available to our students such as Beta Club, student council, art club, Spanish club, SWAT(Students Working Against Tobacco), and FCCLA(Family, Career, and Community Leaders of America). A majority of our students take part in one or more of these organizations. Our upper classmen have access to vocational training through the Southern Oklahoma Technology Center here in Ardmore. Almost every senior who is not receiving technology training is concurrently enrolled at the Ardmore Higher Education Center here in Ardmore. Returning graduates credit their education here at Plainview as a foundation of their success.

Our faculty and staff have a profound commitment to excellence. Seventy-two percent of our teachers are career teachers with many years’ experience. The teacher/student ratio of 1/18 enables our teachers to provide more individualized instruction. Our special education department has a combined 69 years of dedicated experience working with students with learning disabilities. Our counselors know every student by name and are able to assist each student in career planning. They plan a career day for the entire high school; ACT preparatory sessions; and informational meetings for students and their parents. The atmosphere of our high school is one of warmth, trust, and familiarity. In addition to our certified staff, the secretaries, librarians, custodians, and cafeteria employees know our students and have great rapport with them.

Our physical plant could easily be mistaken for a small junior college campus. The addition of modern, attractive facilities increases as our student population increases. Our administration and board of education have used foresight and sound financial judgment in the expansion and maintenance of all facilities on our campus. A safe environment is enhanced by the use of state-of-the-art security cameras. The instruction of our students is further enhanced by the use of smart boards, interwrite projectors, and updated computer technology. Parents have 24-hour access to their student’s grades and assignments through a website entitled mygradebook.com. Our students are proud of these advancements and treat them appropriately.

The excellent support of our parents and community is invaluable to the success of Plainview High School and its students. We are an independent school district without the identity of our own separate town. However, the cohesiveness of community members, parents, administration, faculty, staff, and students have

made this the “plain view” of a quality school. Come visit a school committed to excellence - Plainview High School.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Oklahoma high schools are assessed using an Academic Performance Index (API). This system of measurement includes three major components, academic excellence, attendance, and graduation rates. The collected data provides a total score which maximizes at 1500. Each student, including those on an IEP, is required to take mandated End of Instruction (EOI) exams in core subjects. The scores attained from the Algebra I and English II exams compromise 80% of the API. The Oklahoma State Department of Education provides the Priority Academic Student Standards (PASS) which lay a foundation for each course. The EOI then assesses each student and provides a categorical ranking of achievement. The categories are Unsatisfactory, Limited Knowledge, Satisfactory, and Advanced. Students who earn a score of Satisfactory or Advanced “meet the standard.” Each year, Oklahoma high schools must meet performance target scores in order to reach Adequate Yearly Progress (AYP) as guided by No Child Left Behind.

Plainview has met AYP each of the last five years and has ranked in the top three high schools in Oklahoma since 2005. Each year our API scores have increased significantly: 2004 scored 1,311 of 1,500; 2005 scored 1,347 of 1,500; 2006 scored 1,385 of 1,500; 2007 scored 1,447 of 1,500; and 2008 1,488 of 1,500. In 2008, the state average score was 1279. In 2008, our API score was the top score among all high schools in the state.

The English II tallies have consistently remained above 90% over the past years. In 2008, 99% of Plainview’s students scored Satisfactory or Advanced on the English II EOI, an improvement from 93% the previous year. The Advanced rate has shown similar increases from 69% in 2007 to 88% Advanced in 2008. The minute subgroups at Plainview do not lend to strong data results; however, with 99% of students “meeting the standard,” nearly every student, regardless of subgroup has succeeded in English II.

The Algebra I scores have shown similar results. In 2008, 97% of Plainview’s students scored Satisfactory or Advanced, a consistent result like the 98% the previous year. This is great improvement from the 72% rate of 2006. Again, with very small subgroups, data is unreliable. The tremendous scores concur that Plainview’s Algebra I success involves all students.

Our IEP student count in Algebra I totaled 3 students, 2 of which were Non-Full Academic Year (NFAY). In English II we totaled 4 IEP students, 3 of which were NFAY. The success rate was directly correlated to the amount of time in Plainview Schools as both Full Academic Year (FAY) students scored Satisfactory and the 60% NFAY students Limited Knowledge. Information about the Oklahoma testing program can be found on the web at <http://www.sde.state.ok.us>

Plainview sophomores take the PLAN which provides a targeted ACT score range. As we partner with our Career Technology center, our students receive interest inventories, representatives who interpret score results, and career guidance based on assessment results. The PLAN is mailed home and our counselors host parent meetings to provide additional interpretation.

The ACT exam is the popular college entrance exam for most of our state colleges and universities. In 2008, 72% of the graduating class participated in the ACT scoring 22.1, while the state average was 20.7 and the national average was 20.7. Plainview scores have remained steady over the past five years with the highest composite average of 23.4 in 2007. Though we occasionally lose our top students to the Oklahoma School of Math and Science, we were able to retain a 2007 graduate who scored 36, the only perfect score in the state of Oklahoma that year.

Though our numbers are small, we encourage students to take additional assessments such as the PSAT. Like the PLAN, our counselors conduct parent meetings to provide information about the PSAT and results are discussed. Plainview has had three National Merit Finalists and four Semi-Finalists since 2004.

Plainview's vision of excellence is achieved through the efforts of our community, staff, and students. Our assessment data reflects our dedication, and we take great pride in the students' achievements.

2. Using Assessment Results:

We have made a conscientious effort to increase our data and our data analysis. Through our local Ardmore Chamber of Commerce education program's Director of Student Achievement, the Plainview Schools are provided with technical assistance in data analysis. This Director of Student Achievement works with the teachers and principals within our school and the City of Ardmore Schools to help break down and analyze test scores among our various student sub-groups. He addresses our full staff to provide an overview of the data, and he provides reports which the administration and counselors use to analyze our curriculum and course sequencing.

We have implemented benchmark testing tied directly to PASS standards. Our benchmark analysis provides insight to the preparedness of each student. Teachers disaggregate the results to verify group strengths and weaknesses, individual performance, and any performance trends. The development of the exams has fostered teamwork within the departments and our curriculum maps are closing gaps. The departments continue to develop vertical alignment and the results of the benchmarks provide creative thinking opportunities for all department members.

We analyze previous year's data to help with student placement. We provide a math skills course for students who require support in addition to Algebra I. These students forego an elective in order to receive the additional math preparation. Some students are enrolled in algebra preparation for a full year before taking the Algebra I course. We analyze 8th grade Criterion Referenced Tests along with benchmarks and Algebra I readiness assessment to determine placement for the students.

As EOI results are available, the administrative team gathers the departments to begin discussion over the data results. The team meets to find the weaknesses in the curriculum and share best practices demonstrated by the strengths in data. Counselors become important references as teachers work to problem solve. We discuss professional development needs, scheduling, remediation, and performance goals based upon assessment results.

We address the needs of our students before the final assessments are required. The various data provides an opportunity to intervene when needed. Our teachers have produced a benchmarking system that has shown an extremely high correlation to the EOI. The focus of the administration and teachers on data analysis has provided students with the personalized teaching that fosters confidence. Our students attack the EOI, and we celebrate their success.

3. Communicating Assessment Results:

Plainview utilizes many methods to maintain open communication. The EOI results, along with the school report card are mailed to parents with an information attachment encouraging them to contact the school counselors about any concerns. The counselors schedule parent meetings to provide additional insight. The parents are becoming increasingly familiar with the state testing process, and we continue to educate them pre-test as well as post-test.

Our teachers maintain communication through our online grade book, mygradebook.com. Parents and students have portals that access them to the student's assessment records. Benchmark results are posted and messages are attached to provide additional information. Teachers make direct parent contacts when students are targeted for remediation. The small school environment lends itself to many personal contact opportunities.

We mail home progress reports every six weeks and generate weekly eligibility lists which are directly tied to our phone alert system. This system notifies each parent of the child's status regarding attendance and eligibility. Many parents prefer to be reached electronically; therefore, our school has worked to maintain updated parent email addresses that all teachers may access.

Our assessments are posted in the newspaper, our website, our school marquee, the Plainview television channel, and local news agencies. We prepare press releases to celebrate our successes. The local media has become an important asset to our school, and we maintain positive relations to foster continued coverage. The administration continually contacts the media with updates on awards, results, and honors received by the district. Posting assessment results has produced increasing support and loyalty from the community toward our school.

4. Sharing Success:

Plainview's excellent reputation for success has provided opportunities for our administrators, teachers, and counselors to share our successes with other school districts. We have been invited to present and serve on committees at local, state, and national levels. Our Advanced Placement director has presented at multiple local and regional AP workshops and our Algebra I teacher is a mainstay as an EOI item reviewer. Should we receive Blue Ribbon School status, we would receive additional credibility and seek to further serve our profession.

The administration actively attends state sponsored conferences and leadership academies. In 2008, the principal organized monthly meetings with local administrators to discuss new laws, curriculum strategies, data analysis, and technology. Collaboration opportunities have increased.

Plainview is a North Central Association accredited school, and our administrators serve on Quality Assurance Review teams who visit schools and provide feedback based on the seven standards outlined by AdvancED. The assessments provide recommendations and methods for quality assurance. The outstanding practices observed at other schools are often brought back and put into place at Plainview.

We have opened our doors to visitors. We host area math teachers who meet to share best practices and collaborate on new strategies. We welcome the teachers from area schools who observe our faculty. We have local universities contact us requesting observation and student teaching opportunities for their students. Our academic team hosts multiple contests throughout the year. We delight in the opportunity to share our strategies and successes.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Oklahoma is encouraging higher achievement by requiring more accountability for students, teachers, and school districts. One such example is legislation that mandates end of instruction tests upon completion of seven subjects; English II and III, Algebra I and II, geometry, biology, and American history. 2009 freshman will be required to pass four of these seven tests with either an advanced or satisfactory score in order to graduate. Oklahoma has also enacted legislation that encourages all students to take college preparatory classes as standard curriculum. Every child will enroll in college bound classes unless a parent provides written consent for their child to participate in a work ready curriculum.

Plainview High School is committed to providing instruction that will enable each child to successfully master essential skills and perform at his/her highest level of achievement. With the help of our data analyst, we systematically collect and analyze assessment data in an effort to refine and continually improve our program of study. Our teachers take advantage of vertical and horizontal teaming, curriculum mapping, and benchmark testing to ensure that each objective is covered and understood by the students.

In the area of English, each student is required to take four years of English on campus. Social studies requirements are 1 semester of Oklahoma History and government and one year of both world and American history. Sciences offered are physical science, biology, Biology II, chemistry, and AP physics. Of these courses, biology and two other lab sciences are required. Mathematics requirements are one year of Algebra I, Algebra II, and geometry. Trigonometry/algebra II and AP calculus are offered to students who have completed the previous math classes.

Advance Placement and honors courses are offered in the following areas: pre-AP English I and II, AP English literature, AP English language, AP American History, AP calculus, AP physics, and AP studio art for students who chose to expand their knowledge base. Every student is given the opportunity to become a part of an honors or advanced placement class. Concurrent enrollment is provided by our Ardmore Higher Education Center for juniors and seniors meeting the requirements to attend college during part of their school day.

Each college-bound student is highly encouraged to take Spanish I and Spanish II. Our Spanish teacher provides an active Spanish club that integrates itself into the community through community service and local events. Taking at least one computer class is also highly recommended. Courses include business computer applications and/or computer science which is offered at three tiers; Computer Science I, II, and advanced programming.

Our award winning fine arts program includes vocal music, instrumental music, and art. Our vocal music department offers non-performance vocal music, women's and men's choirs, and show choir. Choir students are active in community events as well as competitions at the state and national level. Instrumental music includes marching, concert, and jazz band, as well as guitar. State and national competitions are part of the curriculum. Our art department includes classes in pottery, drawing, pre-AP art, and AP studio art. Plainview art students have pieces showcased across America from New York City to the Children's Hospital in Oklahoma City. Plainview received a grant which provided our students an opportunity to collaborate with local artists and create art projects and welding art sculptures. This program has provided the venue for many college art scholarship opportunities. Our art students have accumulated prestigious local, state, and national

awards and recognitions.

2a. (Elementary Schools) Reading:

This question is for elementary schools only

2b. (Secondary Schools) English:

To obtain an Oklahoma high school diploma a student must complete four years of English. Plainview High School, however, has taken a step further by requiring students to take four years of English on campus. Our English department does an exemplary job of preparing our students for college and life; consequently, we want every student to take advantage of these teachers' knowledge and expertise.

Each grade level of English includes either pre-AP or AP level English classes in which every student is welcome to participate if committed to the extra effort expected. Utilizing horizontal and vertical alignment between middle school and high school English departments assures no gaps occur in building each layer of a student's language arts foundation.

A variety of literature, such as novels, short stories, plays, poetry, non-fiction, essays and speeches, is taught at each level. Student responses to the literature include personal response, literary analysis, creative writing, video production, essay writing, and MLA formatted research papers.

Oklahoma students are given an English II and English III writing test every year. Our students are prepared for the test through practice writings, benchmark exams, and the analysis of writing samples.

Our library staff works closely with the English department by providing lessons on research, reading for pleasure, and using the library. The high school library is open before school, during lunch, and after school to provide students with library resources, quiet areas for reading, and book club discussions.

English teachers work closely with our special education department to support our students on IEPs; therefore, our special education students are mainstreamed in all classes whenever possible. The English teachers modify assignments, instruction, and tests as needed to ensure that these students still receive the depth and scope of the English curriculum.

Because English is the one subject taken each year by every student, we use a wide variety of resources and approaches to ensure that each student can perform as a literate, successful adult with quality writing, reading, and verbal skills.

3. Additional Curriculum Area:

Our Mathematics department is committed to meeting national and state standards for mathematics, as well as assuring our students learn the necessary skills to be successful. These skills are taught by utilizing auditory, visual, and kinesthetic mediums, such as algebra aerobics, Interwrite boards, PowerPoint presentations and lecture. The state of Oklahoma has adopted legislation that requires incoming freshman to take at least three years of mathematics, regardless of what level they achieved in middle school. The high school mathematics department uses a rubric to determine a freshman's math placement for optimal success. Our mathematics curriculum ranges from pre-algebra to AP calculus with some seniors attending our local higher education center taking college algebra. IEP students are also integrated into mainstreamed classes by utilizing a variety of modifications ranging from modified tests to extra tutoring. Periodic benchmark tests monitor student's progress and depth of knowledge, allowing teachers to continually modify their teaching curriculum. Vertical

teaming with the middle school math department encourages the use of note-taking, technology, and mathematics vocabulary. The Oklahoma State Department of Education has produced a math vocabulary list that has become a focal point throughout our math curriculum. Horizontal teaming encourages the use of common assessments, a variety of instructional strategies, and appropriate technology. Computer labs are used for instruction and testing. Graphing calculators are used by all students at the Algebra II level and above.

End of Instruction tests for the math subjects of Algebra I, Algebra II, and geometry are consistently in the upper ten percent of the state average. ACT test scores also show a solid foundation of mathematics skills. Plainview High School is far below the state and national average of students that require remedial mathematics at the college level. Ninety percent of our college bound students are college-ready in the core area of mathematics based on college entrance testing. Our students compete in area curriculum contests involving mathematics ranging from Algebra I to calculus with great success.

4. Instructional Methods:

Plainview High School is dedicated to student achievement and uses a variety of methods to reach all learners. These methods range from peer teaching, group projects and presentations, authentic assessments, to the use of the Socratic Method of teaching. Teachers incorporate SMART boards, LCD projectors, computer labs, laptops, e-instruction, e-movies, and iPod resources to enhance the relevance of technology in the classroom. Guest speakers, artists in residence, community volunteers, and area resource professionals enhance our student's holistic learning experience.

We diligently work to seamlessly integrate culturally diverse students into Plainview high school through resources in a variety of languages and culturally rich literature across the curriculum. Plainview welcomes foreign exchange students as teachers and learners in our school and community.

Teachers are trained through advanced placement workshops to incorporate AP strategies, such as APparts, TPCASTT, and SOAPstone to encourage higher level thinking and writing skills. Writing across the curriculum and fostering the use of essay answers on tests also strengthens our student's communication skills.

Students on IEPs are provided additional instructional methods such as one-on-one tutoring, the use of web-based curriculum tools, books on tape, and peer teaching. It is our goal to help these students learn strategies that build weak areas and strengthen strong areas.

Using the instructional approach of modeling, teachers are members of walking teams, have WeightWatchers on campus, and are provided opportunities to workout in our faculty exercise facility. Plainview has implemented a board policy that every freshman enrolls in either physical education classes or competitive athletics to combat the obesity issue and encourage physical fitness.

Utilizing the district-wide Great Expectations tenets; teacher knowledge and skill, high expectations of students, mutual respect, and all children can learn, Plainview High School strives to create a safe, healthy, environment that fosters a love of learning while encouraging ours students to become lifelong learners.

5. Professional Development:

As required by Senate Bill 1485, the professional development program adopted by Plainview Schools is directed toward development of competencies and instructional strategies in the core curriculum areas. Goals for professional development include increasing the academic performance index scores, closing achievement gaps among student subgroups, increasing graduation rates, and decreasing college remediation rates.

Plainview Schools work to meet district wide goals through the analysis of test data. Teachers meet by grade and subject level to develop strategies that can be implemented for improving student performance. All teachers are involved in vertical and horizontal team training so that every student benefits from an aligned curriculum. Additionally, teachers work on cross curricular training during these district wide training sessions.

We are constantly working to improve our use of technology in the classroom so that it positively impacts student learning. After-school workshops on implementing technology into the classroom are offered. Our district purchases a site license for United Streaming and Atomic Learning so that teachers can take advantage of the professional development opportunities offered through these sites.

Almost every teacher in the core subject areas for grades 6 through 12 has attended an Advanced Placement workshop in his/her subject area. These teachers then work on implementing AP strategies into the curriculum of all classes. All AP teachers have attended an AP Summer Institute in their subject area and our AP Coordinator has presented workshops on implementing the advanced placement program at regional and state CollegeBoard conferences. We have teachers who have attended Oklahoma Arts Institute workshops and have hosted Great Expectation meetings and summer institutes.

Our teachers also pursue professional development in their own subject area. Every teacher is encouraged to attend any professional development in his/her area which he/she feels would positively impact student learning. Our Algebra I teacher served on state EOI/OMAAP committees and organized meetings with other area teachers to discuss strategies for raising EOI scores. Our special education teachers, through a grant, were able to attend state and national conferences.

6. School Leadership:

The superintendent at Plainview Schools supports the building principals and expects them to manage the building. The district administrators meet bi-weekly to discuss policies, programs, and the securing of resources to improve student achievement. Each principal leads faculty meetings each month. The principals have been allowed the authority and creative freedom to lead. This provides an excellent chain of command style of leadership.

The high school principal formerly served as a teacher in the district and was voted by his peers as the "District Teacher of the Year." This demonstrated positive peer support which has translated into positive faculty support for administration. The faculty is a tightly knit group of devoted teachers who believe in the leadership of the building and have provided a quality education with superior assessment results.

The budget is dedicated to improve our curriculum through teacher requests. The principal encourages departments to collaborate and make requests. The use of local sales tax monies is dedicated specifically to meet the staff needs. The principal has implemented a technology vision in which every classroom has added

a projector and every teacher has received power point training. This process has transformed our teaching and encouraged each teacher to progress in the classroom.

The principal maintains a collaborative approach toward progress. School policies and programs are the responsibility of all staff members. Policies are discussed in committee meetings and then presented to the staff for review and eventually set. Each department works to improve the alignment and achievement within its respective curriculum.

As teachers brainstormed, a request was made for a poster machine. This simple request has changed our building as the teachers continue to collaborate on the uses of the machine. We have posters throughout our building which celebrate assessment results, post objectives, announce upcoming academic opportunities, and provide motivational messages. This is a wonderful example of creative thinking, applied resources, and focus on educational goals. This is an example of a simple idea that has blossomed into an incredible tool.

The AP students attend a teambuilding camp along with the AP teachers, the AP coordinator, and the principal. This fosters a positive relationship that produces a synergy for success. The camp focuses on trust, problem-solving, and equality.

Plainview leadership is based on trust. We believe in our vision. The administration, teachers, students, and community share a thirst for success. Everyone has ownership and accountability. We depend on one another and rely heavily on the collaborative process.

PART VI - PRIVATE SCHOOL ADDENDUM

This section is for private schools only

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 10

Test: End of Instruction English II

Edition/Publication Year: 2007-2008

Publisher: CTB/McGraw-Hill/Riverside/Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Satisfactory plus Advanced	96	84	80	72	78
Advanced	84	59	54	58	49
Number of students tested	69	91	95	77	98
Percent of total students tested	100	100	100	100	97
Number of students alternatively assessed	4	0	0	0	0
Percent of students alternatively assessed	100	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Satisfactory plus Advanced	73	77	0	47	60
Advanced	55	45	0	42	30
Number of students tested	11	31	0	19	23
2. Racial/Ethnic Group (specify subgroup): Native American					
Satisfactory plus Advanced	100	89	61	43	53
Advanced	100	56	38	43	24
Number of students tested	1	9	13	7	21
3. (specify subgroup): Caucasian					
Satisfactory plus Advanced	98	87	87	76	86
Advanced	88	63	61	59	57
Number of students tested	48	63	69	66	51
4. (specify subgroup):					
% Proficient plus % Advanced					

% Proficient plus % Advanced					
Number of students tested					

Notes:

Plainview High School has not reported the subgroup scores for Hispanics, African Americans, or Asians due to the small number of students. The aforementioned subgroups each total less than 10 students and less than 10% of the population.

Subject: Mathematics

Grade: 9

Test: Algebra I

Edition/Publication Year: 2007-2008

Publisher: CTB/McGraw-Hill/Riverside/Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Satisfactory plus Advanced	94	82	62	46	38
Advanced	86	69	38	26	22
Number of students tested	84	74	58	80	92
Percent of total students tested	100	100	100	100	97
Number of students alternatively assessed	3	0	0	0	0
Percent of students alternatively assessed	100	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Satisfactory plus Advanced	78	82	55	52	24
Advanced	61	59	44	19	12
Number of students tested	18	22	18	21	25
2. Racial/Ethnic Group (specify subgroup): Native American					
Satisfactory plus Advanced	50	50	60	50	11
Advanced	0	25	40	30	0
Number of students tested	2	4	10	10	9
3. (specify subgroup): Caucasian					
Satisfactory plus Advanced	96	83	63	49	39
Advanced	90	71	35	29	21
Number of students tested	69	49	43	59	66
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Plainview High School has not reported the subgroup scores for Hispanics, African Americans, or Asians due to the small number of students. The aforementioned subgroups each total less than 10 students and less than 10% of the population.

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