

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. Glen Abshire

Official School Name: Roosa Elementary

School Mailing Address:
2001 North Sioux Avenue
Claremore, OK 74017-3158

County: Rogers State School Code Number*: 66I001

Telephone: (918) 314-5242 Fax: (918) 341-6637

Web site/URL: http://www.claremore.k12.ok.us/roosa.roosa.htm E-mail: gabshire@claremore.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.

(Principal's Signature) Date _____

Name of Superintendent*: Mr. Michael McClaren

District Name: Claremore Public Schools Tel: (918) 699-7300

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. Don Crutchfield

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:
- | | |
|----------|---------------------|
| 3 | Elementary schools |
| 1 | Middle schools |
| 1 | Junior high schools |
| 1 | High schools |
| 1 | Other |
| 7 | TOTAL |

2. District Per Pupil Expenditure: 7313

Average State Per Pupil Expenditure: 7380

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	26	16	42	7			0
K	21	22	43	8			0
1	26	28	54	9			0
2	27	28	55	10			0
3	34	33	67	11			0
4	30	31	61	12			0
5			0	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							322

6. Racial/ethnic composition of the school: 31 % American Indian or Alaska Native
3 % Asian
2 % Black or African American
4 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
60 % White
0 % 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: 3 %

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.	10
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	1
(3)	Total of all transferred students [sum of rows (1) and (2)].	11
(4)	Total number of students in the school as of October 1.	322
(5)	Total transferred students in row (3) divided by total students in row (4).	0.034
(6)	Amount in row (5) multiplied by 100.	3.416

8. Limited English proficient students in the school: 6 %

Total number limited English proficient 18

Number of languages represented: 5

Specify languages:

Spanish, Gujarati, Polish, Hungarian, Scottish

9. Students eligible for free/reduced-priced meals: 34 %

Total number students who qualify: 109

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: 26 %

Total Number of Students Served: 85

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>5</u> Autism	<u>0</u> Orthopedic Impairment
<u>3</u> Deafness	<u>5</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>18</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>14</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>2</u> Multiple Disabilities	<u>37</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>19</u>	<u>0</u>
Special resource teachers/specialists	<u>7</u>	<u>1</u>
Paraprofessionals	<u>7</u>	<u>0</u>
Support staff	<u>8</u>	<u>0</u>
Total number	<u>42</u>	<u>1</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 17 :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%	91%	95%	95%
Daily teacher attendance	94%	95%	94%	94%	95%
Teacher turnover rate	18%	6%	4%	8%	13%

Please provide all explanations below.

The teacher turnover rate in 2007-2008 is due to retirements and attrition.

The daily student attendance rate in 2005-2006 is due to a change in administration at Roosa. The Claremore Public Schools now has a truancy program through the district court.

The teacher attendance rates in 2007-2008 is due in part to a teacher that was on medical leave due to back surgery. In 2005-2006 and 2004-2005 attendance rates are due to pregnancies.

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	<u>0</u>	
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

As a community consisting of a large population of Native Americans in Claremore, Indian Territory (1870), the first school in the city was for the children of the Cherokee Nation. In the fall of 1893 a brick schoolhouse was erected and available to white children, as well as Native Americans. In 1902, the first public school commencement ever held in Rogers County was conducted with a graduating class of nine. Following statehood in 1907, the community continued to grow. The Claremore Board of Education recognized the need to build adequate buildings for students by providing six additional facilities from 1914 through 1967 when North East Elementary, later renamed Stuart A. Roosa Elementary, was built. During the past 40 years, Roosa's student population has grown to three classes per grade level (1st through 4th, two kindergarten, one pre-K), and the building structure has been added on to three times.

Stuart A. Roosa, who spent his childhood years attending Rogers County schools, was an astronaut on Apollo 14. During that time, the astronauts conducted experiments on germinated tree seeds that are today known as the Moon Trees. Our school has taken on the motto "Reaching for the Stars" from this famous Oklahoman as we challenge our students to strive over and above as they meet and exceed high goals and maintain the standards of excellence established by the National Teaching Standards, the State of Oklahoma Priority Academic Student Skills (PASS), Claremore Board of Education, and our dedicated staff.

Our school serves an area of Claremore that consists primarily of single family dwellings in the mid socioeconomic range. The ethnicity consists of 60% Caucasian, 31% Native Americans, 4% Hispanic, 3% Asian, and 2% African American. Due to a 35% student population with free and reduced lunch, we do not meet the requirements for funding from the Title I program. Response to Intervention (RTI) is being supported before, during, and after school by all certified staff in the building including regular ed teachers, along with teachers of Special Services, Art, Music, PE, Computers, the counselor, and principal. Roosa is a Great Expectations Model School where teachers use an eclectic approach of teaching, draw from many learning theories, and implement an integrated, holistic curriculum. Students become self-directed learners and are empowered in the classroom.

The mission of Roosa Elementary, in partnership with our community and parents, is to prepare responsible productive citizens who embrace lifelong learning. We create a safe learning environment centered on a belief that all children will learn and reach their maximum potential. We challenge students to be innovative problem-solvers in an ever changing and technological world.

Our teachers continue their education and the training of other teachers by giving their time and expertise. Our staff contains 4 Great Expectations instructors for Northeastern State University, an OK A+ Schools Fellow, Reading Renaissance trainer, and the published author of Reading Ideas. At this time, 35% of our staff are National Board Certified Teachers. We are currently involved in getting all certified staff trained in the "Schools Attuned" methodology.

Our partners in education consist of Claremore Public Schools Foundation, Rogers State University, Stratton Taylor Law Firm, PTO, and a wealth of parent volunteers. One of our greatest community assets has been the Robson Performing Arts Center, donated by the Frank Robson family. Last year Roosa performed "Oklahoma Junior", "Shakespeare", and hosted the "Wax Museum". Volunteers donated time, labor, and financial support in 2007, when we built our outdoor classroom's pond, garden, and desert biomes with a \$5000 grant from Oklahoma's Fish and Wildlife Conservation District. Our early childhood playground funded by a \$5000 grant from Nickelodeon was constructed by volunteers that same year.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

No Child Left Behind legislation was designed to improve student achievement and to assist students in meeting high academic standards. Roosa Elementary School participates in the Oklahoma Core Curriculum Tests (OCCT) that are mandated by the Oklahoma State Department of Education. Every year, third and fourth grade students participate in the OCCT testing in reading and mathematics. There are four levels students can obtain. The levels are Advanced, Satisfactory, Limited Knowledge, and Unsatisfactory. In Oklahoma, the levels that “meet the standard” are Advanced and Satisfactory. More information can be found at <http://sde.state.ok.us/AcctAssess/default.html>.

Oklahoma uses the Academic Performance Index (API) to measure the performance and progress of schools. The API is determined by three main areas: Oklahoma School Testing Program (OSTP) results, school completion (attendance, dropout, and graduation rates) and academic excellence (ACT scores and participation, Advanced Placement credit, and college remediation rates in reading and math). The API scores range from 0-1500. Roosa Elementary School scored a perfect 1500 in 2008, 1495 in 2007, 1500 in 2006, 1367 in 2005, 1322 in 2004 and 1147 in 2003. It is a very difficult task to maintain a perfect score each year. From 2003 to 2006, Roosa increased the API score 353 points.

For the last eight years, Roosa Elementary School has been a Great Expectation model school. Roosa teachers take great pride in everything they do. The teachers at Roosa recognize the many different learning styles of the students in their classes and try to accommodate their needs to maximize learning. Great Expectations is a professional development program that provides teachers and administrators with the skills needed to create harmony and excitement within the school atmosphere, elements that are basic for inspiring students to pursue academic excellence. Great Expectations provides renewal and inspiration for teachers who may have lost their way and forgotten why they became teachers.

Roosa Elementary School experienced a milestone last year when 100% of students scored either advanced or satisfactory in 3rd grade reading, 4th grade reading and 4th grade math. 91% of 3rd grade students scored in the top two categories in math. Thirty-one percent of Roosa Elementary School’s population is in the subgroup of American Indian. For the last three years, 100% of the American Indian subgroup have scored either advanced or satisfactory in 4th grade reading. In 4th grade math, American Indian students have consistently stayed in the 90th percentile until 2008 when 100% scored in the top two categories. In 3rd grade reading, 100% scored in the top two categories.

Students in the subgroup of economically disadvantaged have experienced ups and downs in regard to scores. Students in 3rd grade math have seen an increase of 36% in the last four years. In 3rd grade reading, 89% of students in this subgroup scored proficient in 2004, down to 86% in 2005, back up to 93% in 2006, down to 82% in 2007, and 100% in 2008. In 4th grade math, 100% of the students in this subgroup scored proficient in 2008, an increase of 15% from the previous year. In 4th grade reading, 100% of the students scored proficient in three of the last four years.

2. **Using Assessment Results:**

Each year, student and school performance continue to escalate to a higher level. For the past two years, EDIT (Educational Development and Instructional Team) worked collaboratively with Roosa staff to analyze the OCCT results. Following these learned procedures, testing data is analyzed, and using Excel Worksheets, graphed and charted by school staff to identify weaknesses in students and the current curriculum. Collaboration across the grade levels, including the arts, physical education and technology, occurs to develop

future instruction according to the results revealed. These results guide the professional development for the remainder of the year.

In preparation for the OCCT's, teachers use the district-mandated Math and Reading curriculum assessments, DIBELS, Literacy First, and STAR Reading and Math, Study Island, and Carbo Reading Styles. The analysis of these assessments, combined with classroom performance and weekly classroom assessments, allow for a comprehensive program to be put into place that addresses each student's strengths and weaknesses.

The above mentioned assessment data improves teaching and learning through a variety of means. The data determines which research-based activities the teacher will implement that will provide remediation and enrichment activities to all students. Collaborative data-driven decision making guides both horizontal and vertical team communication. Teachers rely upon the assessment results to design their classroom interventions based on the unique needs and learning styles of each student. This information is necessary to open dialogue among teacher, parent, and student. The assessment data guides interventions such as Read Naturally, Successmaker, Accelerated Math, Math Facts in a Flash, after school tutoring, peer tutoring, and teacher one-on-one instruction.

3. Communicating Assessment Results:

Roosa Elementary School encourages parents to become involved in their child's education. Parents are held in esteem as important stakeholders in the development of their child's education at Roosa. We use a variety of ways to communicate student performance and achievement. Folders are sent home weekly that include student's work, weekly classroom newsletters, Accelerated Reader test results, notes from the teacher and a monthly newsletter from the principal. At the beginning of the school year, each class holds a grade-level parent orientation meeting. Teachers share information with parents about the school, policies, procedures, and expectations. Parent/Teacher conferences are held each semester with additional meetings as needed. The Claremore Public Schools website, www.claremore.k12.ok.us, provides links to the school district's report cards as well as the report on each individual school. The link to Roosa's website provides community members access to additional resources that enhance learning objectives.

Roosa Elementary School holds a reading and math assembly quarterly to recognize students that have achieved goals during that quarter. Roosa Elementary School celebrates the students' successes in math and reading programs with quarterly assemblies that recognize student achievement in Math Facts in a Flash, Reading Renaissance, and Accelerated Math.

Parent surveys are used frequently to elicit ideas regarding curricular decisions demonstrating our commitment to having two-way communication. Roosa has always had an open-door policy to encourage parents to come to school to be able to discuss their child at any time. Many parents provide positive feedback noting their appreciation of the accessibility of the staff at a moment's notice. Recently, Roosa added a new communication device to their toolbelt. School Messenger is used to call every parent when school is cancelled due to weather, important events, and to notify parents of upcoming state or national tests that students will be taking. Parents have noted what a great tool that School Messenger provides for our stakeholders.

4. Sharing Success:

Our twenty-six certified staff members hold themselves to high standards of professionalism as 'teachers of teachers'. Thirty-five percent of our staff are Nationally Board Certified and offer experienced support as mentors to others. Several staff members are facilitators/trainers in programs in our district, state and more: four are Great Expectations instructors; one an Oklahoma A+ Fellow; and one a Renaissance Learning Presenter. Our computer specialist, instructs teachers in technology professional development within our state.

One teacher's development of a reading program, "Reading Ideas", has been shared with teachers at statewide professional development meetings, International Reading Association meetings, and other reading seminars.

Travel connects us to our world. An Invitation to a restricted country allowed two of our staff to visit Claremore's sister city, Muralvenko, in Siberia, Russia. Last year, a teacher and two board members participated in discussions with Russian teachers, administrators and city officials to compare curriculum, infrastructure and discipline and to tour numerous schools. Via the 'Fund for Teacher' grant, our art teacher toured Italy, its museums and cities, bringing ideas to the classroom for connecting our state's birth to Italy's rebirth, the Renaissance.

Through grants, the community shares and supports our curriculum. Resources allowed us to celebrate our state's centennial with a major musical production, "Oklahoma Junior". This year is NASA's fiftieth anniversary. Funds support a school-wide unit about Stuart Roosa, an Apollo astronaut and our school's namesake. Our students will develop research skills, locate moon trees grown from the seeds that traveled in space with him, then plant a tree, and visit an air and space museum. Roosa Elementary also acquired funding to build an outdoor science investigation garden area that brings in guests from the community and other schools. A teacher received a Nickelodeon grant to start and build an outdoor playground area to enrich pre-kindergarten's physical learning program. Finally, our school's chess club hosts an annual tournament that draws participants from numerous state/regional schools.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Our curriculum is based on developmentally appropriate practices, which build upon the students' previous learning to enable them to connect new concepts and skills. Learning styles and multiple intelligences are addressed. Extension, remediation, and enrichment activities are provided to promote the learning of all students. Our instruction is based on the knowledge of content and best practices, as well as the individual learning needs of our students.

Roosa's curriculum is developed around a framework of state objectives (PASS), which detail specific student skills for each grade level and subject area. Our district provides curriculum guides for 3rd and 4th grade instructors. Mastery of these skills is measured through formal and informal assessments: classroom observation, DIBELS, Accelerated Math and Reading, Literacy First, Harcourt reading, Everyday Mathematics, and the Oklahoma Core Curriculum Test. Reteaching and reinforcement are provided where indicated. Strategies and future goals for instruction are determined by student performance on these assessment instruments.

The Harcourt Reading series provides a basic framework of instruction in the five components of a balanced literacy program: phonemic awareness, phonics, vocabulary, fluency, and comprehension. An integral part of our reading curriculum includes SRA Phonics, Wilson Reading, Marie Carbo's Reading Styles, Reading Ideas, Reading Renaissance, Read Naturally, and Successmaker.

The Everyday Mathematics series provides a framework of lessons that deliberately help students relate to authentic applications of math. Teachers facilitate hands-on experiences using manipulatives to solve problems, reason and develop skills. Students use Math Facts in a Flash, Mountain Math, Accelerated Math and Successmaker to provide daily reinforcement of math skills.

Social Studies is integrated throughout Roosa's curriculum concentrating on history, geography, civics, and government. Cooperative, authentic experiences offer students a chance to apply their knowledge. For example, third graders research an historical figure, using student created materials, to present data in a first person oral format during their Wax Museum.

Science connects concepts and skills to inquiry problem solving and reasoning, as students look to everyday life to make connections. Teachers use unit studies, literature, and hands-on activities to introduce and incorporate science in the classroom. Our Outdoor Science Investigation area provides students planting beds, desert habitat, koi pond, small greenhouse, table areas for experiments, and a composter. Students form hypotheses, collect data, and perform experiments to prove their ideas. For example, 4th graders use a portable weather station to explore the changes of weather by collecting data and recording it daily on charts and graphs.

Our Language Arts program focuses on four major components – grammar, writing, listening, and speaking. Supplemental materials include Shape-Up Grammar, Shurley English, Six Trait Writing, and Four Square Writing. Journaling occurs daily. Teachers help students relate their writing to real-world applications. To showcase our students' speaking and listening skills, they perform/attend Rise and Shine assemblies, plays, Wax Museum, musicals, and the annual talent show. A student serves as class door greeter for each classroom.

Visual Art and Music instruction is developed from PASS objectives, building on vocabulary and identifying connections between art in culture and history. In art, students tour art museums, create service projects like the Mount Vernon Birthday Celebration project, make connections to spatial concepts like measurement, and

use creative thinking and problem-solving skills to make clay figures. In music, the Kodaly instruction method helps students understand the sol fege scale, while 'body percussion' reinforces rhythmic structure. Students have opportunities to present memorized music with movements and instruments in performances like the musical, "Oklahoma Junior".

The Physical Education program provides a variety of physical activities ranging from simple tag games and fitness component activities, to Jump Rope for Heart. Health and nutrition, as well as integrated units, are also important parts of this curriculum.

2a. (Elementary Schools) Reading:

The Harcourt Reading Series provides whole group and guided reading group instruction. For additional phonics instruction, SRA phonics is used by 1st and 2nd grade.

DIBELS, Harcourt, and Literacy First reading assessments are administered to guide instruction in phonemic awareness, phonics, vocabulary, comprehension, and fluency. Also, the STAR computerized assessment is administered each quarter.

An Individualized Reading Assessment Plan (IRAP) is implemented for students reading below grade level. These students receive additional instruction by their classroom teacher. Parents also agree to assist with reading remediation at home by using suggested reading strategies. Students experiencing difficulty with mastery of a very specific reading skill may be placed in a "Response to Improve" group where two or three children are working with an adult in our Carbo Reading lab to remediate an identified weakness. Roosa offers Before School Tutoring in our computer lab using the Successmaker computer program. Using this program, students practice individually identified weak skill strands. Our After School Tutoring program provides additional reading instruction in a small group setting by highly qualified teachers.

For eighteen years, our teachers have shared the belief that reading skills come more quickly and surely with plenty of reading practice. To support this belief, we implemented the Reading Renaissance Program. As a team, the librarian and classroom teacher work together to motivate the students to improve their reading ability. The librarian holds quarterly conferences with every student in grades 2nd, 3rd and 4th to set individual goals that are reachable for success. Teachers monitor students' reading progress weekly giving encouragement and suggesting intervention strategies if needed. The success of the reading program is apparent at the quarterly reading assemblies where students are honored for their reading achievement. The Star test data supports the successful results of the program with the May testing of 4th grade consistently at an average 5.0 GE.

3. Additional Curriculum Area:

Roosa Elementary students utilize a variety of technology media to meet Oklahoma objectives. Students use the Internet, software programs, and other equipment to meet the needs of 21st century children. Our mission is to provide students with the skills necessary to learn and grow in a rapidly changing technological world. Students access our website for links which support classroom curriculum. Students evaluate web pages while researching projects to determine the validity of information gained from public sources. SMART boards are used in classrooms. Polycam equipment allows our students to take virtual fieldtrips to NASA or speak to zookeepers across state lines.

Programs such as Accelerated Reader, Comprehension Expedition, Successmaker, and Splash into Phonics supplement our reading program. Students are tested using the STAR program to obtain a (ZPD) Zone of Proximal Development score. Students test daily/weekly on books in their ZPD and maintain an average of 85% or higher, holding them to high standards. The program Comprehension Expedition allows students to practice comprehension skills by reading and listening to passages, then answering questions by finding the

information in the text. Successmaker allows teachers to assign strands for students depending on their individual needs. Splash into Phonics provides reinforcement for phonics taught in the classroom. These programs are useful tools for providing differentiated instruction so students can reach their maximum potential.

Accelerated Math allows students to increase their understanding and mastery of mathematical concepts at their own rate. Math Facts in a Flash increases students' mastery of addition, subtraction, multiplication, and division facts. Classes spend 30 minutes each day practicing math facts, then use other websites designed to practice skills necessary for mastery.

Type to Learn is designed to teach keyboard mastery and allows students to spend their time creating projects, rather than searching for the keys. Students begin their typing skills during the early childhood years and continue to learn while designing PowerPoint presentations in the third and fourth grades.

4. Instructional Methods:

Roosa Elementary teachers recognize and appreciate the various ways students learn and incorporate instructional strategies and accommodations that insure success for each learner. Graphic organizers, word walls, overhead transparency and both teacher and peer modeling are a few strategies each teacher uses to teach the visual learners. For the auditory learners, chants, songs, rhymes, mnemonic devices, cooperative learning teams, and teaching strategies such as paraphrasing and summarizing helps to insure mastery of new material. Tactile/kinesthetic learners are provided manipulatives to use during independent practice, and physical movement is incorporated into every classroom to accommodate the various learning styles. Learning styles inventories have been given to each student, and they are offered bright or low light; traditional seating arrangements with a desk and chair or non-traditional alternatives such as pillows on the floor, a rocking chair, or even removing chairs for those who prefer to stand. Quiet places are provided for those who are easily distracted and items that can be held and manipulated by the hands to keep attention focused on the teacher are made available to every student who needs them.

Research based methods and differentiated instruction are used to teach both whole, small group and individual activities. Weekly lesson plans are given to the building principal. Vertical alignment among grade levels insures consistency of language and skills mastery of state PASS objectives. Monthly curriculum meetings and weekly shared grade level planning periods provide support and continuity throughout the school.

Technology is incorporated through smart boards; computer programs such as Successmaker, Study Island, Accelerated Math, and Reading, Math Facts in a Flash, and Read Naturally are individualized and used daily. Quarterly, Math and Reading assemblies recognize efforts and accomplishments of each student. Computer generated reports shared with parents each week provide positive support.

5. Professional Development:

The Claremore School District provides workshops, seminars and guest lecturers that focus on the needs of the development of instructional strategies in each core academic area, alignment of curriculum to state academic achievement standards and acquisition of knowledge and skills to provide appropriate instruction to close achievement gaps (State of Oklahoma Professional Development Goals). The Roosa staff received training in innovative teaching practices and methodology including Great Expectations, Literacy First, DIBELS, Kagan's Cooperative Learning, Learning Styles, Brain-based research, Love and Logic and A Mind at a Time.

In our district, the Roosa staff was a vital part of the vertical alignment team and hosted district-wide grade level meetings during professional development. After assessing the needs of the curriculum, our staff accepted the challenges to improve and enrich the curriculum by:

Developing a community curriculum in 3rd grade. Several teachers collaborated on the writing of the textbook, *Claremore for Kids*; enriching the science curriculum; teachers wrote grants totaling over \$10,000 to construct an outdoor classroom; improving reading instruction; one of our teachers developed a reading program “Reading Ideas” which has been shared with teachers at state and regional professional development meetings; addressing the need of gross motor skill development in early childhood, the four-year-old program teacher, in collaboration with the Special Education department, designed and built a developmentally appropriate early childhood playground; continuing professional growth to learn new research and best practices, one of our teachers developed a workshop about current brain-based research on how the brain learns best and how to use that information in our classrooms.

Roosa is a school of “teachers teaching teachers.” We mentor and train other teachers in the district and state in the programs of National Board Certification, Great Expectations, Oklahoma A+ Schools and Renaissance Learning. In addition, Roosa teachers model excellence in teaching to other teachers and community and business leaders by having an “open door” policy for classroom observations.

6. School Leadership:

Principal, counselor, department heads, teachers, paraprofessionals, and support staff make up the leadership structure at Roosa Elementary. Empowerment coupled with responsibility can be seen in each staff member. The principal attends weekly principal meetings with the district superintendent, updates the staff at monthly faculty meetings, and facilitates regularly scheduled curriculum and department head meetings. He maintains constant communication with faculty through positive and supportive daily emails reminding each person about duties, upcoming events, schedule changes, and other organizational needs such as progress reports, report cards, conferences, and PTO events.

Roosa policies provide safety as well as foster a family atmosphere for teachers, students, and parents. Parents continually thank each of us for Roosa’s open-door policy which makes parents feel welcome and encourages participation by parents, grandparents, and members of the community. Programs offer encouragement for students to give their personal best. The principal provides opportunities for each staff member to receive adequate training to support their implementation of Reading and Math programs. He recognizes accomplishments at Reading and Math assemblies, showcases children at Rise and Shine for going above and beyond, offers attendance incentives and presents the Golden Fork award to grade levels to encourage appropriate lunch room behaviors.

Staff and student relationships are built and nurtured through Great Expectations practices implemented by each staff member. The principal and a designated staff member attends each PTO meeting and builds upon relationships with Roosa parents. As a result of this close alliance, PTO has provided students and teachers with Smart Boards, Accelerated Math scanners, playground equipment, funding for the outdoor classroom, and \$200 for each teacher to spend each year on classroom items. Additionally, the principal sends a detailed monthly newsletter to each parent so they are aware of upcoming events.

Volunteers, shadow students from the high school, and paraprofessional support are invaluable resources made available at Roosa. The principal and staff show appreciation through a volunteer appreciation luncheon, personal thanks, and written thanks in newsletters.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: Oklahoma Core Curriculum Tests
 Edition/Publication Year: 2004-2008 Publisher: Riverside Publishing

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Satisfactory and Advanced	91	94	98	85	84
Advanced	36	15	31	24	48
Number of students tested	44	48	55	51	62
Percent of total students tested	94	94	98	100	100
Number of students alternatively assessed	3	3	1	0	0
Percent of students alternatively assessed	6	6	2	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Satisfactory and Advanced	93	91	92	57	78
Advanced	33	27	21	14	56
Number of students tested	15	11	14	7	9
2. Racial/Ethnic Group (specify subgroup): American Indian					
Satisfactory and Advanced	100	87	100	84	
Advanced	45	6	11	17	
Number of students tested	11	16	19	12	
3. (specify subgroup): Caucasian					
satisfactory and advanced	100	97	97	90	
Advanced	36	19	42	30	
Number of students tested	28	27	31	30	
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading Grade: 3 Test: Oklahoma Core Curriculum Tests
 Edition/Publication Year: 2004-2008 Publisher: Riverside Publishing

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Advanced & Satisfactory	100	96	95	86	75
Advanced	5	8	4	6	42
Number of students tested	43	48	55	51	62
Percent of total students tested	90	94	98	100	100
Number of students alternatively assessed	5	3	1	0	0
Percent of students alternatively assessed	10	6	2	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Satisfactory and Advanced	100	82	93	86	89
Advanced	0	9	7	0	33
Number of students tested	15	11	14	7	9
2. Racial/Ethnic Group (specify subgroup): American Indian					
Satisfactory and Advanced	100	100	95	91	
Advanced	9	6	0	8	
Number of students tested	11	16	19	12	
3. (specify subgroup): Caucasian					
satisfactory and advanced	100	100	93	94	
Advanced	4	11	6	7	
Number of students tested	27	27	31	30	
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Mathematics

Grade: 4 Test: Oklahoma Core Curriculum Tests

Edition/Publication Year: 2004-2008 Publisher: Riverside Publishing

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Advanced & Satisfactory	100	91	98	91	0
Advanced	48	26	30	32	0
Number of students tested	48	57	56	51	0
Percent of total students tested	92	97	97	100	0
Number of students alternatively assessed	4	2	2	0	
Percent of students alternatively assessed	8	3	3	0	
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Satisfactory and Advanced	100	85	86	89	
Advanced	36	0	0	22	
Number of students tested	11	13	7	9	
2. Racial/Ethnic Group (specify subgroup): American Indian					
Satisfactory and Advanced	100	90	92	93	
Advanced	47	16	21	39	
Number of students tested	15	19	14	13	
3. (specify subgroup): Caucasian					
satisfactory and advanced	100	91	100	94	
Advanced	50	33	35	31	
Number of students tested	30	33	40	35	
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 4 Test: Oklahoma Core Curriculum Tests

Edition/Publication Year: 2004-2008 Publisher: Riverside Publishing

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Advanced & Satisfactory	100	97	97	91	0
Advanced	8	4	11	20	0
Number of students tested	48	57	56	56	0
Percent of total students tested	91	97	97	100	0
Number of students alternatively assessed	5	2	2	0	
Percent of students alternatively assessed	9	3	3	0	
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Satisfactory and Advanced	100	92	100	100	
Advanced	18	0	0	0	
Number of students tested	11	13	7	9	
2. Racial/Ethnic Group (specify subgroup): American Indian					
Satisfactory and Advanced	100	100	100	92	
Advanced	13	0	0	23	
Number of students tested	15	19	14	13	
3. (specify subgroup): Caucasian					
satisfactory and advanced	100	94	95	92	
Advanced	7	6	15	23	
Number of students tested	30	33	40	35	
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes: