

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

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

Name of Principal: Mr. Mike Duffek

Official School Name: Tabor Elementary

School Mailing Address:  
227 N Lidice  
Tabor, SD 57063-2005

County: Bon Homme State School Code Number\*: 4002

Telephone: (605) 463-2271 Fax: (605) 463-9511

Web site/URL: http://www.bonhomme.k12.sd.us/ E-mail: Mike.Duffek@k12.sd.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\*: Dr. Bryce Knudson

District Name: Bon Homme School District 04-2 Tel: (605) 589-3388

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. Steve Green

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

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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:
- |   |                     |
|---|---------------------|
| 4 | Elementary schools  |
| 1 | Middle schools      |
|   | Junior high schools |
| 1 | High schools        |
| 1 | Other               |
| 7 | <b>TOTAL</b>        |
2. District Per Pupil Expenditure: 6397

Average State Per Pupil Expenditure: 6089

### 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. 10 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
<b>PreK</b>			0	<b>7</b>			0
<b>K</b>	2	6	8	<b>8</b>			0
<b>1</b>	5	5	10	<b>9</b>			0
<b>2</b>	4	4	8	<b>10</b>			0
<b>3</b>	6	3	9	<b>11</b>			0
<b>4</b>	5	1	6	<b>12</b>			0
<b>5</b>	4	5	9	<b>Other</b>			0
<b>6</b>			0				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							50

6. Racial/ethnic composition of the school: \_\_\_\_\_ % American Indian or Alaska Native  
 \_\_\_\_\_ % Asian  
 \_\_\_\_\_ % Black or African American  
1 % Hispanic or Latino  
 \_\_\_\_\_ % Native Hawaiian or Other Pacific Islander  
98 % 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: 6 %

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.	1
(3)	Total of all transferred students [sum of rows (1) and (2)].	3
(4)	Total number of students in the school as of October 1.	53
(5)	Total transferred students in row (3) divided by total students in row (4).	0.057
(6)	Amount in row (5) multiplied by 100.	5.660

8. Limited English proficient students in the school: 4 %

Total number limited English proficient 2

Number of languages represented: 1  
 Specify languages:

Spanish

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

Total number students who qualify: 20

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: 20 %

Total Number of Students Served: 10

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

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>3</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>7</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</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>0</u>	<u>1</u>
Classroom teachers	<u>3</u>	<u>0</u>
Special resource teachers/specialists	<u>0</u>	<u>6</u>
Paraprofessionals	<u>2</u>	<u>0</u>
Support staff	<u>1</u>	<u>0</u>
Total number	<u>6</u>	<u>7</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	97%	99%	97%	99%	99%
Daily teacher attendance	99%	93%	98%	98%	97%
Teacher turnover rate	0%	0%	0%	0%	0%

Please provide all explanations below.

During the 2006-2007 school year one of my teachers had an extended maternity leave.

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>	%
<b>Total</b>	<u><b>100</b></u>	<b>%</b>

## PART III - SUMMARY

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Tabor, South Dakota is a rural town within Bon Homme County. It was named after a Bohemian city and carries those traditions through in its people and celebrations. The median household income is less than \$31,000, well below the national average. Tabor's population is less than 500 people. Thirty-five percent of the population within the community and over the age of 25 have achieved a high-school diploma or its equivalent. This is higher than the state average. 29% have attended some college or training school with 16% of the population receiving a bachelors or graduate degree, which is slightly lower than the state average. The county of Bon Homme has a current unemployment rate of 3.5%, which has remained somewhat steady during the past year. Tabor, SD is a small town where neighbors still know one another and kind deeds are the norm. Residents still walk down Main Street to shop at the local stores and farmers gather each morning for coffee to discuss the latest happenings. Tabor Elementary students live in this town where everyone looks after them and they can grow to be strong leaders of the future.

Tabor Elementary school is located on Lidice Street, which was named after the Czech town, which was destroyed by Nazis during WWII. Students embrace this heritage and wear it with pride. Tabor Elementary School is a small rural school with 53 students, three full time teachers, one part time teacher and a principal that also serves two other schools. The classes are multi-age with K-1, 2-3 and 4-5 being grouped together.

Tabor Elementary School's mission is to ensure that our students have the resources to succeed in a changing world. This mission aligns with the district mission to prepare students for the world outside of our small school. The students come to school from the very close knit community of Tabor, South Dakota. Tabor is known for its Annual Czech Days celebrations where the unique Czech heritage of our students is celebrated through Beseda dancing and Czech foods, such as kolaches.

Tabor's strong Czech heritage carries through in the school where the PACE (Parents Actively Committed to Education) group is integral to the success of the school. PACE hosts several events throughout the year to encourage parent participation within the school as well as to raise funds to support student activities in the school.

Each year, Tabor Elementary teachers strive to give their students experiences they might otherwise miss by living in a small town. The school provides these opportunities through funding by the PACE group as well as by district dollars.

One of those experiences include a yearly ice cream social held at the school where parents, community members and students come together to take part in this "old fashioned" gathering. It is a highlight of the students' year as they mingle with their parents, teachers and principal and enjoy a delicious treat.

Teachers in our school also provide opportunities for enrichment through their field trips planned each year. Some of our students, living in a rural area, would never have the experience of going to a movie theatre. Each year at Christmas time, the students go to a movie theatre to see a newer release movie while enjoying popcorn and soda with the staff of Tabor Elementary school.

Students also visit Gavin's Point Dam where they learn about Hydro Energy and its many uses and benefits. Students visit the Lewis & Clark Fish Hatchery and Aquarium to learn more about the fish species native to South Dakota. Students learn about the life cycle of fish and the many benefits of restocking these species to our local water ways. Tabor Elementary School is located in close proximity to Lewis and Clark Lake and the Missouri River which allowed them to experience many activities that were associated with the centennial anniversary of Lewis and Clark's famous expedition.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

Tabor Elementary School uses a variety of assessments to monitor student progress and measure student achievement.

The Dakota STEP(DSTEP) test is a criterion referenced test used by the state of South Dakota. It measures Math and Reading in grades three through eight and grade eleven. It also measures science in grades five, eight, and eleven. This test is designed to assess South Dakota Standards and meet the requirements set by NCLB. Students are scored in four achievement levels: Below Basic, Basic, Proficient, and Advanced. The goal of Tabor Elementary is to have 100% of its students reach the Proficient or Advanced achievement level by 2012 or sooner. More information on the state assessment program is located at the following web sites:

Harcourt Assessment, Inc- [www.harcourt.com](http://www.harcourt.com)

South Dakota Department of Education- <http://www.doe.sd.gov/octa/assessment/dakDSTEP/index.asp>

South Dakota Report Card- <https://sis.ddncampus.net:8081/nclb/index.html>

Tabor Elementary School has done well on the DSTEP since it was implemented. Since 2003, we have had whole grade groups reach a hundred percent proficiency eight times in math and nine times in reading. Tabor Elementary has consistently scored high. We averaged each grade's percentage of students who were proficient and advanced for the years of 2004 through 2008 to give you a snap shot of how our students have met the criteria set by our state over the last five years.

In reading, our third grade students averaged 97.6% proficient or advanced, our fourth grade students averaged 96% proficient or advanced, and our fifth grade students averaged 88.4% proficient or advanced. In math, our third grade students averaged 97.8%, our fourth grade averaged 89.2% and our fifth grade averaged 89.6% proficient and advanced.

In the last five years, the lowest percentage of students meeting state proficiency requirements in any grade was 70% in reading and 77% in math. In 2008, Tabor Elementary School had 100% of their students in grades 3-5 proficient or advanced in both reading and math. The district's testing results for the DSTEP can be found on line at <http://nclb.ddncampus.net/nclb/index.html>.

Tabor Elementary has also scored well on the SAT 9 (Standford Achievement Test ninth addition) and SAT 10 (tenth addition) tests over the years. This test is a norm referenced test that is used nationally. South Dakota students have typically performed higher than the national average on this test even though it is not aligned with the South Dakota state standards.

In 2007, the last year this test was used by the state of South Dakota, the Tabor Elementary third grade students' average score ranked in the 78th percentile in reading and in the 91st percentile in math. The fourth grade students in Tabor Elementary average score ranked in the 84th percentile in reading and in the 86th percentile in math. The fifth grade students in Tabor Elementary average score ranked in the 68th percentile in reading and the 85th percentile in math. What this means is that the average scores of our students in each grade and subject area is well above the national average scores.

Tabor Elementary School is not a "Reading First" school, but uses the same instruction and assessment that would be found in a Reading First School. Tabor staff members have been involved in the Reading First

professional development opportunities. In following the guidelines of this program, Tabor Elementary provides frequent testing in reading and a systematic approach for interventions. We use Dibels tests and Stanford Reading First Assessments in addition to the DSTEP assessment to monitor individual student progress.

The Dibels testing begins in Kindergarten and is used through fifth grade. The Stanford Reading First Assessment is given in kindergarten through third grade. Teachers use the DACS(Dakota Assessment of Content Standards), Achievement Series and Accelerated Reader points to monitor their students' performance in the classroom. The Stanford Writing Exam is used in fifth grade. Although these additional assessments are not used by the state in determining our school's progress towards NCLB, they are vital in helping our teachers identify the students who need additional instruction in reading.

At Tabor Elementary, teachers and the administrator know that we cannot wait until we get to the third grade DSTEP results to find out how well our students are doing. Statistics show that students who are not on grade level in reading by third grade will most likely never reach the bench marks for their grade. We need to do everything we can to make sure our early elementary students are meeting grade level bench marks as well as providing extra instruction to upper level students that are not on target with our expectations and goals.

## **2. Using Assessment Results:**

Staff from Tabor Elementary school attends a district data retreat each year to analyze high stakes testing, item by item, student by student, and globally within the school and district. Content standards which are weak in instruction are strengthened and each teacher communicates this information to the school through a data rollout session. Through the use of Tech-Paths(computerized mapping program), the principal makes sure that the teachers are teaching these content standards by analyzing which standards are taught throughout the year and how well and often those standards are addressed. The principal also meets with staff to determine student and school needs after each of the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) benchmark assessment throughout the year.

Assessments are not used just as a measure of what a child has learned, but what a child still needs to learn. Dakota Step data, Stanford Reading First data as well as Dibels data is used to determine what needs our children still have both individually and as a class. Any "holes" that are identified are quickly and systematically woven in a systematic way into the current curriculum.

By using assessments for learning, staff can give a quick snapshot of a child's progress as well as assessing themselves as grade level teachers. The yearly data retreat gives staff a chance to evaluate their own teaching as well as giving them the opportunity to become better and more holistic instructors for their students. Good teachers are not just satisfied with current results, they strive to better themselves for their own benefit and for the benefit of those they teach.

## **3. Communicating Assessment Results:**

Tabor Elementary School believes that informed parents are involved parents. High parental involvement leads to success for the school and students, so we make sure our parents are informed about their children's performance in school. Regular parent teacher conferences are held twice a year where parents are given testing data, classroom performance data and anecdotal information about their child's performance. It is at this time that teachers communicate their student's performance level on the Stanford Reading First Assessment, the Dakota Step assessment as well as the DIBELS assessment. By giving parents a report as well as explaining verbally what this data means to individual students, teachers ensure that the parents are aware of their child's performance and needs. Teachers also communicate ideas for each parent about what they can do to improve performance in the classroom.

Progress reports are sent home four times each year as well which inform parents of their child's current standing and gives them ideas about how their child can improve. Through the parent portal, all parents can evaluate their child's progress each day by seeing the results of their child's assessments and daily work in the classroom. For parents who do not have internet access, the district has a dedicated computer for parents to view this information.

#### **4. Sharing Success:**

Tabor Elementary School has plans to celebrate when we receive the Blue Ribbon School Award. Not only will we publish our success in the local paper, give special recognition of the award at the Bon Homme School Board Meeting and have a special assembly to announce the award, but we will also fly our Blue Ribbon flag proudly each day at our school. All notifications from Tabor Elementary will be labeled: Tabor Elementary School, A national Blue Ribbon Award winning school! This letterhead will prove to others that our school, though small and tightly funded, can create learners who succeed. The school website will have a banner which states that we are a Blue Ribbon School and will explain the significance of this distinction.

The district will plan a special walking parade throughout the town where the firetrucks will be used to LOUDLY announce the pride that our town should feel about the amazing accomplishments of our small rural school. Although many don't expect much from small schools, our town has a tradition of high expectations from our staff and students. This distinction will give credence to what our community already knows, that Tabor Elementary School, its staff and students, are special and unique in their accomplishments!

Tabor Elementary already collaborates with other elementary schools in the district through monthly collaboration meetings where grade level teams meet across the district to share ideas, projects and plan future lessons. It is at this time that each school shares what methods build success and how those methods are utilized effectively.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

Tabor Elementary School has a curriculum reflective of high standards set by the South Dakota Department of Education. Replacing the curriculum in a timely manner has been a focus of Bon Homme Schools. In the last five years, the Reading, Math, Science, Social Studies and Phonics Curriculums have all been replaced with Scientifically Based Researched Curriculum. The Reading Curriculum, Houghton-Mifflin, 2003 is supplemented by the use of WRRFTAC (Western Regional Reading First Technical Assistance Center) Lesson Maps. Phonics is taught explicitly and systematically through the use of the Saxon Phonics program.

The importance of researched curriculum is vital to new learning techniques. In order to maintain fidelity to our programs and to find continuity within the structure of our core content areas, Bon Homme School District decided to purchase, when possible, curriculum that is aligned across the core areas of instruction. Because of this decision, math, reading, science and social studies curriculums were all purchased from Houghton-Mifflin. Instruction in all core areas is received through direct instruction techniques. Math, science and social studies also has the added benefit of hands on lessons that teach critical thinking skills. A typical day at Tabor Elementary school gives the students a 90 minute reading block where they are given instruction in the five dimensions of reading, and a 30 minute phonics block where students are taught the phonics convention of our English language both systematically and explicitly. Math is slated for at least 60 minutes of instruction with students getting initial instruction with direct instruction techniques that tells the students explicitly what they are expected to learn. Students receive reinforcement by following up with hands on tasks through practice that requires both drill and critical thinking. Science experiments supplement the instruction within the science block. Reading instruction is given across the curriculum and especially during social studies instruction for each class.

In keeping with our mission statement to prepare our students for an ever changing world, we place a high priority on instruction with computers. Each class receives instruction on a weekly basis from a certified computer teacher. Word processing, internet usage, Microsoft publisher and other computer skills are taught during this class. Students are also given music instruction twice a week by a certified music teacher. Students learn music history along with music performance. Our students perform twice a year in a winter and spring concert for the entire community. Lastly, students receive art instruction each week as well in drawing, painting, and sculpting.

The school district also contracts with the Sioux Falls Children's Theatre program each year to instruct students in all grades in the performing arts. The theatre troupe spends time with each group of students teaching them skills geared towards their age-specific needs as well as working on a musical play. Students give a theatre performance at the local auditorium at the end of the program and the entire community is invited to attend the two showings.

While many schools have cut areas outside of the core curriculum due to budget constraints. The Bon Homme School District recognizes that students are diverse and need instruction in all areas of the arts in addition to instruction in Reading, Writing and Math. Students who are to attend higher education beyond high school must have a fundamental understanding of the arts and computer science.

## **2a. (Elementary Schools) Reading:**

Five years ago, the Bon Homme School District took on the awesome task of revamping the entire reading curriculum. The district received a grant for two of the four elementary schools to become Reading First schools. Although Tabor Elementary School was not one of the two schools that were chosen to be Reading First schools, the district made the decision to reform reading in all schools. Houghton-Mifflin Reading was purchased as the new curriculum with the goal of reforming reading in all areas. Tabor Elementary staff was up to the task. They all attended the initial Institute on Beginning Reading, as well as training on Cooperative Learning, Literature Discussions and Graphic Organizer training. Teachers learned that good teaching in reading involves direct instruction and powerful discussions.

Although this change began five years ago, the staff has not been stagnant in what they have learned. They continue to change and refine instruction. Most recently, interactive white boards and Lesson Maps were implemented to give students additional instructional minutes in reading. When phonics instruction was deemed weak, Saxon Phonics was implemented as well. The second/third grade teacher spent a year teaching in the Reading First school and is a leader in the school in the use of the interactive white boards. A Title I teacher is used to split the Kindergarten/First grade class so that the first grade students can benefit from a small group for instruction.

Students are tested using the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) assessment three times each year. Progress monitoring assessments with DIBELS provide additional assessment data to measure how well students are growing towards an intended goal. The fourth/fifth grade teacher uses novels to expand students thinking and teach comprehension skills. Comprehension instruction though begins at the earliest grades with good read alouds and authentic text woven throughout the day.

As Reading First comes to an end in the district, Tabor Elementary staff will continue to grow and learn in the area of reading. They will continue to strive for excellence with the newest and latest reading instruction techniques and best practices.

## **3. Additional Curriculum Area:**

Because Tabor Elementary School believes so strongly that involving community and parents in learning enriches students lives, they look for any opportunity to bring the outside world to the students.

One example of this is a science lesson taught by the fourth/fifth multi-age teacher. Parents and community members are invited to participate in a pig lung dissection lesson which teaches physiology, biology and anatomy. Parents work alongside students during the dissection and classroom work. The inevitable follow-up discussions between parents and students extend learning well beyond the four walls of the classroom.

Another example of this school/community partnership is the yearly parent involvement activities, such as this year's Polar Express night, where students and parents come together for an evening of stories, crafts and snacks. This annual event is district-wide where all towns come together to share in learning. Parents were also invited to an Empowering Parent Seminar where they heard from our district's leaders about how they could help their child succeed in school.

The last five years in our school has been focused on reading instruction, and yet we still realize the need for math focused instruction for student success. By taking the good direct instructional techniques used in reading and coupling that with a strong math curriculum, we have been able to give students a cohesive learning environment that links instruction in all subject areas.

Students in the entire district participate in the Olweus bullying program, a systematic curriculum that addresses teaching both a defense to bullying behavior and holds students accountable for helping those being

bullied. Instruction at Tabor Elementary is geared to create a well-rounded child that is able to thrive and succeed in today's world.

#### **4. Instructional Methods:**

Not all learners arrive at our doors each year prepared to learn. We often have students from troubled environments, students who lack essential preschool skills and even students who speak a different language at home. It is Tabor Elementary School's job to teach all students to learn regardless of outside competing factors. Students who come to our school with needs in academic areas are immediately assessed with determinations of intervention needs made from those assessments. Students' instruction is differentiated based on their individual needs.

Because research shows that direct instruction techniques work best with the demographics represented in our school, we employ these techniques in all areas of instruction.

Tabor Elementary School is a school-wide Title I school due to low socioeconomic status of the families within the school. Knowing that students from this demographic often have greater needs, Tabor is proactive in differentiating instruction for all learners. It was determined, through analysis of a high stakes assessments, that our students needed additional instruction in phonics. To answer this need, the district invested heavily in purchasing and implementing Saxon Phonics in kindergarten through second grade. Students receive thirty minutes of systematic and explicit phonics instruction in addition to the ninety minutes of reading instruction each day.

Our English Language Learning students have special needs in the areas of language and vocabulary. Students with these diverse needs also receive additional instruction during tutor days when they are invited in to work one-on-one with a teacher or in small groups. Special education students are given support in the regular classroom and have learning accelerated by working with special education teachers for critical learning areas such as math, reading and writing when appropriate. Students have also been identified that show a need for intensive reading summer school and attend the Reading First summer school in our district's Reading First school as well. There isn't a one-size fits all approach to teaching students at Tabor Elementary. Our students are unique, so our instruction must be as well.

#### **5. Professional Development:**

Teachers are offered professional development from the district in the form of book studies, conference attendance, and data retreats. Because the staff at Tabor Elementary is small in number, each teacher takes turns attending data retreats and other professional development focused on student achievement. Other attendance is encouraged at conferences that broaden the teaching skills of all staff. The data retreat is an example of how the activity supports learning and alligns content standards. Staff analyzes each student's high stakes testing scores as well as looking at whole class, school and district data. The findings give data about which standards need to be addressed more explicitly within the school year and which standards are adequately taught.

Teachers are as diverse as our students. A developmental approach to professional development is employed within the school. The principal, through frequent evaluations of staff, is aware of each teacher's strengths and weaknesses. A teacher hired more recently in the district did not participate in our initial reading trainings given by our District Reading Director. In order to allow that teacher the benefit of those trainings, she was released from her teaching duties on three separate occasions so she could attend trainings directed toward the teaching of reading to elementary students. Our District Reading First Coordinator also offers assistance throughtout the year to teachers in training them in new reading instructional techniques.

Tabor Elementary staff is committed to equipping our students to succeed in all areas of life. The teachers are aware that a highly-effective teacher gives highly effective learning opportunities. Attendance at professional development opportunities is deemed a high priority for staff and leadership alike.

#### **6. School Leadership:**

The principal has the distinct role of being the principal for this and two other schools. Because of this role, he is able to unite the three elementary schools in the district. Because the principal is in all three buildings, he has built leadership within the school by equipping teachers to work together to solve problems and make day-to-day decisions. Doing this is imperative, but he still leads the team in discussing student data and testing information. One example of this is the face-to-face meetings held after benchmark testing for reading. The principal leads the team to analyze data, assign interventions and assign resources for students. Because the team is so well equipped to implement the strategies, the principal is able to hold staff accountable while still empowering their leadership skills. As discussed before, the principal is also in tune to each teacher's strengths and weaknesses. When assigning tasks to staff, he works to give them tasks that don't just align to their areas of strength, but that challenge them to grow to meet the needs of all students. A recent example was the implementation of Interactive White Boards within the classrooms at Tabor Elementary School. Although he asks that the most technologically savvy teacher implement the device full time in the classroom almost immediately, he allows for development at a slower and more appropriate pace for others, while still holding all teachers accountable for full implementation at a set date. He also follows up frequently to assure that the teachers have the support they need to meet their own individually set goal. By working with each teacher as an individual and offering follow-up support, he ensures that Tabor Elementary students are taught by the most successful teachers who are equipped and empowered to teach successfully.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: Dakota Step

Edition/Publication Year: 2008

Publisher: Harcourt/Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	100	100	89	100	88
% Advanced	57	30	22	33	25
Number of students tested	7	10	9	9	8
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup): Students with Disabilities</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Tabor Elementary is very proud of all its students and have high expectations for every single one of them. We educate all of our students equally and believe that we can achieve great things with all students regardless of their race, socio-economic status or disability.

The Edition/Publication Year of the Dakota Step is different every year. For example: 2003-2004 school year would be the 2004 Edition/Publication Year per the state of South Dakota and so forth.

Subject: Reading  
Edition/Publication Year: 2008

Grade: 3 Test: Dakota Step  
Publisher: Harcourt/Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	100	100	89	100	88
% Advanced	43	20	45	33	13
Number of students tested	7	10	9	9	8
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup): Students with Disabilities</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

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Subject: Mathematics  
Edition/Publication Year: 2008

Grade: 4 Test: Dakota Step  
Publisher: Harcourt/Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	100	86	80	67	93
% Advanced	10	14	10	22	29
Number of students tested	10	7	10	9	14
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup): Students with Disabilities</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

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Subject: Reading  
Edition/Publication Year: 2008

Grade: 4                      Test: Dakota Step  
Publisher: Harcourt/Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	100	100	90	100	93
% Advanced	50	43	40	11	72
Number of students tested	10	7	10	9	14
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup): Students with Disabilities</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

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Subject: Mathematics  
Edition/Publication Year: 2008

Grade: 5 Test: Dakota Step  
Publisher: Harcourt/Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	100	92	78	100	80
% Advanced	33	9	34	67	40
Number of students tested	6	12	9	12	10
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup): Students with Disabilities</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

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Subject: Reading  
Edition/Publication Year: 2008

Grade: 5 Test: Dakota Step  
Publisher: Harcourt/Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	100	83	100	92	70
% Advanced	67	33	11	25	20
Number of students tested	6	12	9	12	10
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup): Students with Disabilities</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

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