

U.S. Department of Education
2010 - Blue Ribbon Schools Program

Type of School: (Check all that apply) Charter Title I Magnet Choice

Name of Principal: Ms. Julie Davenport

Official School Name: Arnold Drive Elementary

School Mailing Address:
4150 Arnold Drive
Jacksonville, AR 72076-1101

County: Pulaski State School Code Number*: 6003137

Telephone: (501) 988-4145 Fax: (501) 983-8204

Web site/URL: http://www.pcssd.org E-mail: jdavenport@pcssd.org

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mr. Robert McGill

District Name: Pulaski County Special School Tel: (501) 490-2000

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. Tim Clark

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.*
The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. 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 2009-2010 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 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
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: (per district designation)	24	Elementary schools (includes K-8)
	<u>6</u>	Middle/Junior high schools
	<u>8</u>	High schools
	<u>39</u>	K-12 schools
	<u>77</u>	TOTAL

2. District Per Pupil Expenditure: 4200

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.

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	18	16	34	6			0
K	27	32	59	7			0
1	22	25	47	8			0
2	15	20	35	9			0
3	17	11	28	10			0
4	12	15	27	11			0
5	15	9	24	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							254

6. Racial/ethnic composition of the school: 3 % American Indian or Alaska Native
3 % Asian
28 % Black or African American
13 % Hispanic or Latino
1 % Native Hawaiian or Other Pacific Islander
52 % 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: 47 %

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.	57
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	60
(3)	Total of all transferred students [sum of rows (1) and (2)].	117
(4)	Total number of students in the school as of October 1.	249
(5)	Total transferred students in row (3) divided by total students in row (4).	0.470
(6)	Amount in row (5) multiplied by 100.	46.988

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

Total number limited English proficient 4

Number of languages represented: 4

Specify languages:

Spanish, Norwegian, Tagalog, Spanish

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

Total number students who qualify: 128

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: 11 %

Total Number of Students Served: 28

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>4</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>3</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>24</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>1</u>	<u> </u>
Classroom teachers	<u>12</u>	<u> </u>
Special resource teachers/specialists	<u>1</u>	<u>6</u>
Paraprofessionals	<u>2</u>	<u> </u>
Support staff	<u>3</u>	<u>4</u>
Total number	<u>19</u>	<u>10</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 20 :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%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	95%	94%	94%	96%	94%
Daily teacher attendance	93%	94%	92%	95%	93%
Teacher turnover rate	12%	4%	17%	13%	16%
Student dropout rate	%	%	%	%	%

Please provide all explanations below.

According to our data during 2006-07, 2007-08 and 2004-05 the attendance of our students did not reach the 95% because of illnesses and parents being deployed.

The daily teacher attendance rate at Arnold Drive is reflective of the small number of staff members and the large blocks of time individual teachers have had to be absent for surgery, maternity leave and in one case chemo therapy for breast cancer. Each year we have had one of our staff members who needed to be out for an extended recovery time. The teacher attendance percentages reflect the number of days these individuals have been absent from school in that particular year.

According to our records, the number of teachers changed at the end of the 2005-06, 2006-07 and 2004-2005 because of retirements as well as our staff being cut due to decreasing enrollment.

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

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	_____	
Enrolled in a 4-year college or university	_____	%
Enrolled in a community college	_____	%
Enrolled in vocational training	_____	%
Found employment	_____	%
Military service	_____	%
Other (travel, staying home, etc.)	_____	%
Unknown	_____	%
Total	_____	%

PART III - SUMMARY

Arnold Drive Elementary is one of twenty-four elementary schools in the Pulaski County Special School District. The school is located on the Little Rock Air Force Base and has a pre-k through fifth grade enrollment of approximately 250 students, all of whom are from military families. The students are well-traveled and have a rich repertoire of experiences, including residence in other countries, exposure to foreign languages and education abroad. The school population is very diverse and mobile with a 47% average annual turnover.

Arnold Drive is a school-wide Title I school with a 50% free and reduced lunch population. The staff is committed to excellence and has high expectations of themselves, as well as their students. Their commitment to education is exemplified in the fact that 12 of the 18 staff members have their masters' degree, and the teachers range in experience from one to 38 years. Student achievement is exceptional as measured by the Arkansas Benchmark Exam, the Iowa Text of Basic Skills and the Stanford Achievement Test, resulting in the school ranking as one of the top two schools in the District and 5th in the state of Arkansas in literacy and math.

As a result of training requirements to make rank, military families demonstrate a commitment to education. They have high expectations when searching for a school for their children, and the Arnold Drive Elementary staff continually strives to meet those expectations for excellence.

The Arnold Drive Elementary mission and vision establish purpose and focus for the school's work. It has been revised over the past three years to describe the staff's commitment. "The Arnold Drive Elementary faculty and staff are "Committed to Preparing All Students For Success." Values that support this mission are:

- Provide a challenging curriculum that is diverse, engaging, and developmentally appropriate
- Ensure higher-level thinking and development of technology skills
- Use assessment/data to improve instruction
- Promote creativity
- Develop character and promote responsible citizenship
- Develop an appreciation for diversity
- Promote healthy lifestyle
- Provide a safe physical, social and emotional learning environment
- Encourage all stakeholders to be actively involved

Annual revisits of the mission/vision and values have empowered the staff to focus alignment of instruction and the Arkansas Consolidated School Improvement plan (ACSIP) actions to the school's purpose. Staff members work collaboratively to design professional development and growth opportunities to support the work of the school and improve student achievement.

Opportunities in Professional Learning Communities (PLCs) define and address quality teaching. Teams meet weekly and work diligently to disaggregate data, evaluate instructional strategies, research and implement best practices, and share their craft knowledge with peers. Professional growth and development is truly job-embedded and the focus has changed from teaching to learning.

Instructional strategies focusing on the frameworks, standards and district pacing guides and mastery maps remain the focus of PLCs. Academic Improvement Plans (AIPs) and Intensive Reading Interventions (IRIs) provide the impetus for differentiated instruction. The work of the PLCs has proven to be very productive for systemic change, teacher empowerment and leadership, and the improvement of teaching and learning.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

Arnold Drive Elementary has focused its efforts through a comprehensive needs assessment completed over a three-year period. reflects an in-depth trend analysis from multiple data sources across multiple grade levels. Our areas of need in our combined population are in the areas of constructed response and content reading. The identified area of need in the writing domain is mechanics. This conclusion has been obtained by studying the CRT, NRT, intermittent assessments, CWT and student products.

The 2008-09 CWT data indicated a need to utilize more cooperative learning strategies and project based learning in order to foster higher order thinking skills, promote teamwork and increase student achievement. In addition there is a need to monitor the overuse of direct instruction and individual seatwork. The report also indicated a need to improve student achievement in the area of open response.

Based on the comprehensive needs assessment in the area of mathematics found our combined population areas of need to be in the area of constructed response when solving math problems.

Academic rigor at Arnold Drive begins with disaggregation of student achievement data on criterion and norm-referenced tests and district formative assessments. Primary teachers use the Developmental Reading Assessment, Dynamic Indicators of Basic Early Literacy (DIBELS), STAR Early Literacy and teacher-made inventories to assess student achievement. Teachers work in Professional Learning Communities to analyze data in order to plan for instruction and meet the needs of all students. Academic Improvement Plans and Intensive Reading Interventions are developed by teachers and parents in order to scaffold instruction, remediate and reinforce areas in need of improvement. District curriculum and pacing guides are used to plan instruction where learning is the focus.

Mastery maps and district pacing guides are used to provide a focus for teaching and learning. Formative assessments are given five times a year in order to evaluate curriculum, instruction and student achievement. Teachers, parents, and the Little Rock Air Force Base community have high expectations for student achievement. Classroom Walk Throughs are conducted on a regular basis to monitor instruction. Objectives are posted in classrooms and students are expected to know what they are learning and the relevancy of the learning. Students are actively engaged in the learning process and held accountable for mastery of standards. Student-produced work with standards and scoring rubrics are posted inside and outside classrooms throughout the building. Teachers ensure that students are exposed to examples of exemplary work and can evaluate their work to determine proficiency.

The Arnold Drive Elementary School Improvement Plan and process is the system that holds all stakeholders accountable for improving student achievement. The staff begins this process each year by revisiting and revising the school mission and values in order to provide focus and purpose for the school's work.

Teachers and parents work to develop Academic Improvement Plans and/or Intensive Reading Interventions for students working below grade level and/or those not scoring proficient on the Benchmark Exam. Students in third, fourth, and fifth grade facilitate student-led conferences where they discuss their Benchmark Exam results, share things they are proud of, determine areas in need of improvement, and develop goals for improvement. Teachers differentiate instruction and provide interventions in order to meet the needs of these students and improve their achievement.

Accountability for student achievement has definitely improved over the past few years. That accountability is now shared with all stakeholders including students, parents, teachers, the principal, the district, and all

community partners. Accountability is truly a team effort in which all stakeholders have a responsibility for the success of all students.

State Performance Levels

- **Advanced:** Advanced students demonstrate superior performance well beyond proficient grade-level performance. They can apply established reading, writing and mathematics skills to solve complex problems and complete demanding tasks on their own. They can make insightful connections between abstract and concrete ideas and provide well-supported explanations and arguments.
- **Proficient:** Proficient students demonstrate solid academic performance for the grade tested and are well prepared for the next level of schooling. They can use established reading, writing and mathematics skills and knowledge to solve problems and complete tasks on their own. Students can tie ideas together and explain the ways their ideas are connected.
- **Basic:** Basic students show substantial skills in reading, writing and mathematics; however, they only partially demonstrate the abilities to apply these skills.
- **Below Basic:** Below basic students fail to show sufficient mastering of skills in reading, writing and mathematics to attain the basic level.

WEB LINKS

<http://arkansased.org/>

<http://normes.uark.edu/>

<http://www.pcassd.org/>

2. Using Assessment Results:

The Arnold Drive Elementary School Improvement Plan and process is the system that holds all stakeholders accountable for improving student achievement. The staff begins this process each year by revisiting and revising the school mission and values in order to provide focus and purpose for the school's work.

The next step in the improvement process is the disaggregation of student achievement, attendance, discipline, perceptual school climate and instructional practices data. The student achievement data is analyzed in order to determine strengths and areas in need of improvement in mathematics and literacy. Attendance, discipline and school climate data are analyzed to determine areas to be addressed in the school climate priority of the school improvement plan.

The school improvement mathematics, literacy and school climate committees evaluate the programs in place and their effectiveness in meeting the needs of students and improving student achievement. In addition, new programs are examined to determine if they might address an area in need of improvement in mathematics and/or literacy or an area of concern in the school climate. At this point, the staff makes a decision about programs to stop, continue or start. This list of programs provides the framework for the revision of the school improvement plan. Actions are developed for each program and/or strategy. Responsibilities are assigned, timelines are determined, resources are designated, and a determination is made about professional development needed for implementation. The plan is crafted, reviewed, edited and scored with a State rubric.

This school improvement plan is reviewed by district personnel and shared with stakeholders at the Title I Public Meeting. In addition, the School Improvement and Equity Committee meets quarterly to monitor school improvement and student achievement progress. The staff works diligently to provide quality instruction using the District pacing guide which is aligned with the State Frameworks. Curriculum is divided

into five chunks. After each chunk is taught a formative assessment is given to evaluate the curriculum, instruction and student achievement. Data is disaggregated after each formative assessment in order to plan for instruction, remediation and/or enrichment.

Teachers and parents work to develop Academic Improvement Plans and/or Intensive Reading Interventions for students working below grade level and/or those not scoring proficient on the Benchmark Exam. Students in third, fourth, and fifth grade facilitate student-led conferences at which they discuss their Benchmark Exam results, share things they are proud of, determine areas in need of improvement and develop goals for improvement. Teachers differentiate instruction and provide interventions in order to meet the needs of these students and improve their achievement.

3. Communicating Assessment Results:

Academic rigor at Arnold Drive begins with disaggregation of student achievement data on criterion and norm-referenced tests and district formative assessments. Primary teachers use the Developmental Reading Assessment, Dynamic Indicators of Basic Early Literacy (DIBELS), STAR Early Literacy and teacher-made inventories to assess student achievement. Arnold Drive's teachers work in Professional Learning Communities to analyze data in order to plan for instruction and meet the needs of all students. Academic Improvement Plans and Intensive Reading Interventions are developed by teachers and parents in order to scaffold instruction, remediate and reinforce areas in need of improvement.

Mastery maps and district pacing guides are used to provide a focus for teaching and learning. Formative assessments are given five times a year in order to evaluate curriculum, instruction and student achievement of skills. Teachers, parents and the Little Rock Air Force Base community have high expectations for student achievement. Classroom Walk Throughs are conducted on a regular basis to monitor instruction. Objectives are posted in classrooms and students are expected to know what they are learning and the relevancy of the learning. Students are actively engaged in the learning process and held accountable for mastery of standards. Student-produced work with standards and scoring rubrics are posted inside and outside classrooms throughout the building. Teachers ensure that students are exposed to examples of exemplary work and can evaluate their work to determine proficiency. Parent/teacher and/or student-led conferences are also conducted at the end of the first and third nine weeks to monitor progress, set goals and plan for parent involvement and student accountability.

The School Improvement and Equity Committee composed of parents, staff members, business and community partners meet quarterly to monitor student achievement and plan for school improvement. The Equity Monitoring Team conducts a fall monitoring using a district-developed instrument. The Team examines achievement and attendance data, student involvement opportunities, classroom and school environment including the condition of the school plant. An action plan is developed to address areas in need of improvement.

A Title I Public meeting is held annually to inform parents, community partners and all stakeholders including the Little Air Force Base (LRAFB) School Liaison Officer about student achievement and the services provided by Title I monies and resources. Input is encouraged in order to plan for instruction. School achievement data is presented at the LRAFB Community Action Information Board and the Jacksonville Chamber of Commerce Education Committee meeting.

Every effort is made to keep all Arnold Drive Elementary stakeholders informed about the progress of the school including achievement, curriculum, instruction and improvement initiatives.

4. **Sharing Success:**

Teacher and student leadership and involvement in the decision-making process at Arnold Drive Elementary has increased immensely over the past three years. In an attempt to expand the decision-making process, teachers and students have become empowered and encouraged to be risk takers resulting in changes in practices and increased engagement in school life. As an example, Professional Learning Communities have been implemented the past the years. These teams meet weekly for 90 minutes to disaggregate student achievement data, plan for instruction and participate in professional development.

Four teachers have participated in the Arkansas Leadership Academy Teacher Institute including two who are involved this year. These teacher leaders have taken a leadership role in all areas of school life. One graduate of the Institute has increased her leadership capacity by taking a Title I Mathematics Specialist position in the district. Another graduate has committed to completing her administration credentials in order to move into a building level administrator position. Both of these teachers conducted action research projects while at Arnold Drive resulting in changes to improve student achievement and instructional practices. The two teachers currently participating in the Institute are leaders in many areas of the school and community. Their leadership responsibilities and expertise will be expanded as they participate in the Institute. The teachers at Arnold Drive also share their success and professional expertise by serving on district leadership committees (Parental Involvement district committee, District Curriculum Development/Review in all subject areas, Materials Selection Committees, Health and Welfare District Committee, Counseling District and State Committee and The Discipline Management District Committee). The teachers and staff also invite future teachers who are currently students at ASU Beebe and UCA in Conway to visit and observe their classrooms. Often students also select to do their student teaching with the teachers at Arnold Drive.

The Arnold Drive Staff is dedicated to sharing their successes with the other Pulaski County Schools/Community and Area Schools through the District Public Relations office. As recipients of the Blue Ribbon Award we would conduct workshops to help other schools "Soar to Success" as we have at Arnold Drive

The school leadership team is another example of distributed leadership at Arnold Drive. This team meets monthly to examine data and plan for professional development and school improvement. Members of this team are exemplary teachers who mentor new teachers, facilitate professional development and provide role models for all professionals in the building. In addition, these professionals are leaders in the district and state participating in curriculum development and leadership roles in professional organizations. In addition to the school leadership team, a Teacher Advisory Committee (TAC) meets monthly to address school issues submitted by the staff. Arnold Drive students are also empowered decision-makers. Examples include involvement in the Student Council, Jr. Beta Club and student-led conferences.

Teachers are empowered to lead the way for needed change in the school. One such teacher-directed example was the expansion of the school Parent Resource Room. The intermediate teachers saw the need for improvement and took on the project. They organized themselves, developed an action plan with timelines and responsibilities. The project began with an inventory of materials and resources in the center. The group developed and conducted a parent survey to get ideas about topics and needs for resources. After analyzing the survey results, the team researched materials and resources to be purchased. A budget was developed and resources were solicited resulting in the donation of a computer with internet for parents needing to access the electronic grading system and/or the school/district website. The team applied for a grant from the Little Rock Air Force Base Spouses' Club, but were disappointed when they were not awarded the requested monies. This group of committed leaders remains committed to the project as they are pursuing other financial resources for the completion of their project.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The curriculum in all subject areas at Arnold Drive is based on the Arkansas State Standards that are also reflected in the Pulaski County Special School District curriculum guides. A formative and summative assessment program helps the teachers stay on target monitoring the mastery of these skills. A Primary example of our student-focused learning environment began with the disaggregation of student achievement data. The data revealed that academic and reading vocabulary were areas of need of improvement. Robert Marzano's research in his book *Building Academic Vocabulary* was used to improve the work and instruction. Our work began with the creation of academic vocabulary lists and the establishment of protocols for each grade level. The first year increased our learning curve and the second year is being used to refine our system.

We found out very quickly that we needed to tailor the program to fit our students' needs. The primary teachers used a class approach to teaching the vocabulary. They included reading vocabulary in their instruction and used word walls and a class notebook to record their meanings and illustrations. The intermediate teachers tried the protocol described in Marzano's book. The results were not as effective as they expected. These teachers were very creative in monitoring and adjusting to meet the needs of their students. One teacher used the ceiling for academic vocabulary. Students helped with the definitions/illustrations and used the ceiling up until the day before the Benchmark exam. Other intermediate teachers organized their vocabulary by content areas and strands and used posters to display their academic vocabulary. Students used a teacher-developed form/protocol to record their individual definitions/illustrations.

A second example is one that began this year in Kindergarten, first and second grade and will expand next year to the third, fourth and fifth grades. Once again, data disaggregation of student achievement in mathematics revealed the need for this initiative. Research was conducted to find an effective program to meet student needs resulting in the purchase of Calendar Math. Teachers received training during Professional Learning Communities before school ended and spent the summer getting their materials ready for the new program. A pre-test was given and the post-test will be given at the end of the year to determine effectiveness of the supplemental program. Calendar Math is interactive and involves all mathematic strands. Our particular need for improvement in math is application of measurement and geometry. This program will provide hands-on interactive activities using higher order thinking questioning to improve mathematical thinking and problem solving.

A third example of a needs-based learning environment is one for the adult learners in the building. Three feeder pattern elementary school principals work in a Professional Learning Community to plan for school improvement and professional development. As a result of this collaboration, common needs for professional development have provided an opportunity for the staff to work and learn together. Several staff development days have been devoted to this collaboration. District personnel, educational consultants, and teachers have been used as resources for the presentations. Best practices in literacy, mathematics, science instruction, vocabulary study, reading and writing strategies, teacher empowerment, Arkansas history, technology, and student-led conferences are a few of the topics explored in these sessions. Tools mastered at the Master Principal Institute have been modeled in these sessions. Teachers now request the collaborative professional development provided in these sessions.

The curriculum also includes the visual and performing arts. State standards and curriculum guides are followed by both the art teacher and the music teacher. Student at Arnold Drive receive a strong background in visual and performing arts. Certified teachers in these areas meet with students in 40 minute blocks weekly. Students participate in art contests and music programs throughout the year. The students also have several

opportunities to participate in the Air Force Base activities with their art work and musical talents. Parents at Arnold Drive are very supportive of the music and art program and volunteer to help our staff during all these special events.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

Arnold Drive teachers begin literacy instruction after an in depth study of literacy achievement data on criterion and norm-referenced tests and district formative assessments. Primary teachers use the Developmental Reading Assessment, Dynamic Indicators of Basic Early Literacy (DIBELS), STAR Early Literacy and teacher-made inventories to assess student achievement. Teachers work in Professional Learning Communities to analyze data in order to plan for instruction and meet the needs of all students. Academic Improvement Plans and Intensive Reading Interventions are developed by teachers and parents in order to scaffold instruction, remediate and reinforce areas in need of improvement. District curriculum and pacing guides are used to plan instruction where learning is the focus.

Mastery maps and district pacing guides are used to provide a focus for teaching and learning. Formative assessments are given five times a year in order to evaluate curriculum, instruction and student achievement of skills. Teachers, parents and the Little Rock Air Force Base community have high expectations for student achievement. Classroom Walk Throughs are conducted on a regular basis to monitor instruction. Objectives are posted in classrooms and students are expected to know what they are learning and the relevancy of the learning. Students are actively engaged in the learning process and held accountable for mastery of standards. Student-produced work with standards and scoring rubrics are posted inside and outside classrooms throughout the building. Teachers ensure that students are exposed to examples of exemplary work and can evaluate their work to determine proficiency.

Reading and Writing are taught in an integrated block each day that involves the use of whole group and small literacy group instruction. The student's individual strengths and weaknesses are identified and teachers differentiate their instruction according to each child's learning style.

3. Additional Curriculum Area:

The Social Studies program at each grade level, K-5th, is designed directly from the Arkansas State Standards and integrated into the reading program through the use of non-fiction text. During the daily Social Studies activities students are involved in a variety of activities designed to prepare them to live in our ever changing world. One of the outstanding benefits of being in a military family is access to first hand knowledge of the world outside of Arkansas/USA. The children at Arnold Drive have lived around the world which lends added excitement and interesting discussions to the regular study of Social Studies. At each grade level students are involved in reading, writing and map work in the area of Social Studies. Arnold Drive Elementary faculty and staff are committed to preparing all students for success. The Arnold Drive mission and vision establish purpose and focus for the work of the school. Academic rigor at Arnold Drive Elementary continues through mathematics instruction. Students are engaged in activities which promote higher order thinking skills, creativity and use of technology. A data driven curriculum is used to develop appropriate and active involvement and ownership by all stakeholders. Teachers use differentiated instruction strategies to address varied learning styles in order to provide equitable opportunities and reduce disparity in student achievement. A healthy and safe physical, social and emotional learning environment is provided for all students to learn. With high expectations and emphasis on accountability, Arnold Drive students are prepared for success. Arnold Drive Elementary received the ***Outstanding Educational Performance Awards: Highlighting Top Achieving Arkansas Schools, 2009***. Ninety-four percent of Arnold Drive Elementary students performed proficient or advanced in mathematics on the ACTAAP Benchmark Test.

The Arnold Drive Science program is a hands on and exploratory based. The curriculum at each grade level is based on the Arkansas State Standards. Teachers use the district curriculum guides that directly reflect the State Standards. Over 20% of the weekly science time is devoted to hands on activities at every grade level. Arnold Drive 5th graders achieved the highest scores in the district in the area of science. An annual Science Fair is held to enhance the study of the scientific process.

Arnold Drive has identified the following instruction behaviors relevant to the school mission.

- Involve students in the building of knowledge.
- Foster student interest in real-life situations.
- Develop and maintain positive community and home resources.
- Use a variety of interactive teaching practices and valid assessments.
- Relate mathematical knowledge using everyday life experiences.
- Help students find meaning and purpose in what is to be learned and to develop problem solving skills in everyday life.
- Maintain a positive classroom environment.
- Employ a variety of interactive teaching practices.
- Develop knowledge that will help promote responsible citizenship and diversity.
- Use primary sources of data in manipulative materials.
- Align assessments with teaching through activities such as teacher observations, student exhibitions and portfolios.
- Apply mathematical concepts and information to effect change in global society.
- Teachers model organization and problem solving skills.
- Teachers provide mathematic skills needed for future academic placement needs.

Arnold Drive teachers make the connection between content and their students' existing prior knowledge and cultural perspectives. Culturally relevant teaching requires the teacher to possess a thorough knowledge of the content and employ multiple representations of knowledge that use student's experiences to connect new knowledge to home community, and global settings. In helping learners make sense of new concepts and ideas, culturally relevant teachers create learning opportunities in which students' voices emerge and knowledge and meaning are constructed from their perspective.

Student at Arnold Drive also receive a strong background in visual and performing arts. Certified teachers in these areas meet with students in 40 minute blocks weekly. Students participate in art contests and music programs throughout the year. The students also have several opportunities to participate in the Air Force Base activities with their art work and musical talents. Parents at Arnold Drive are very supportive of the music and art program and volunteer to help our staff during all these special events.

4. Instructional Methods:

The staff began the 2009-2010 school year by revisiting and revising the mission in order to examine the beliefs and purposes of the school. Compelling conversations were guided by the questions 'Where are we now?'; 'Where do we want to be?'; 'What will it take to get there?'; 'How will we know if we are successful?'; The staff worked diligently to chart the future of the school by crafting a statement that embodied our purpose and focus. Beliefs about school provided the content for the creation of values to support the mission. As a result of this revision, learning is valued over teaching and the staff is committed to finding the answers to the essential questions of : 'Who is not learning? Why are they not learning? What are we going to do about it? What are we going to do about the students who have mastered the skills? Teachers are passionate in their "whatever it takes" attitude to ensure success for all students.

One example of commitment to the school mission is the use of data to drive/improve instruction and make decisions. Student achievement data, discipline data, attendance data, perceptual survey data and student

health data are used to develop the school improvement plan. Teachers work in Professional Learning Communities to examine student work and progress on district formative assessments to plan for instruction, meet the individual needs of all students and determine professional development needed to improve instruction.

Another example of the mission's role in establishing the focus and purpose of the school is the commitment of the staff to providing a challenging curriculum. Pacing guides are used to guide and pace math and literacy instruction. All grade level standards are taught before the benchmark exam. Formative assessments are given five times during the school year to monitor student progress and evaluate curriculum and instruction. The data is used to develop improvement plans for students and provide direction for differentiated instruction.

Interventions used to differentiate instruction for specific students' needs include the use of small groups for remediation, community volunteer tutors, benchmark facilitators and various student incentives. Also, all students receive a Benchmark Guide Booklet which is tied to the Arkansas State Frameworks, and the Odyssey Program in the Computer Lab provides additional individualized learning paths for students.

Arnold Drive Elementary School's mission directs our instructional program, and the methods used to accomplish student learning and success.

5. Professional Development:

The Arnold Drive Elementary staff is committed to continuous learning. The development of the school improvement plan based on disaggregated data requires the staff to identify areas in need of improvement and the professional development needed to improve instruction. Professional growth opportunities are developed based on the needs for improvement of instructional practices.

Staff members experience job-embedded professional development in Professional Learning Communities and staff meetings focused on instruction. Staff development opportunities are conducted with two feeder elementary schools. Topics common to all three schools are offered on these days. Teachers, district personnel, consultants, Title I Specialists, and administrators conduct these sessions.

About two-thirds of the staff has obtained their masters degrees. In addition, staff members participate in district-offered professional development classes such as Cognitively Guided Instruction, ELLA, Effective Literacy, Calendar Math and Math Links. All certified staff complete the required sixty hours of professional development each year including parent involvement and technology training. Four Arnold Drive teachers have demonstrated their commitment to continuous learning by participating in the Arkansas Leadership Academy Teacher Institute. Action research projects conducted by these participants have served as an impetus for change in instructional practices.

Opportunities for reflection are numerous at Arnold Drive. Teachers reflect in Professional Learning Communities about student achievement data, their students' progress and instructional practices needed to improve learning. Reflections and evaluations are conducted for all professional development opportunities. These reflections are shared with presenters and participants in order to adjust instruction to meet the needs of participants.

Teachers participate in perceptual surveys about school climate and instructional practices. These surveys are conducted annually and provide the staff with data to support the development of the school improvement plan. Parents, students and staff members also participate in surveys about school services. This information is used to develop and update the School Services Plan. End-of-year reflections are completed to evaluate the work of the school during that year. This information is used to make changes and plan for the future.

6. **School Leadership:**

At Arnold Drive Elementary distributed leadership capacity building begins with a perceptual survey of school climate known as the School Climate Inventory. This survey is conducted annually in the fall as part of the district's Formative Evaluation Program for School Improvement (FEPSI). These surveys are sent to the University of Memphis where they are analyzed along with other perceptual surveys conducted at the same time. The results of this school climate survey are used to develop the School Climate priority of the ACSIP.

One area evaluated in the survey is that of leadership. When the results of the survey are analyzed an action plan with benchmarks is developed to address leadership capacity of the principal, grade level teams and individual teachers. Leadership issues addressed include the decision-making process and the need for change. The results of this part of the School Climate Inventory have improved over the past three years increasing to 4.59 on a 5 point Likert Scale. Another indicator for progress is the positive movement and accomplishment of benchmarks in the leadership/organization part of the action plan.

Leadership opportunities at Arnold Drive are based on strengths and interests. These opportunities include involvement in school and P.T.O. committees, sponsorship of student organizations, membership on the school leadership team and the Teacher Advisory Committee (TAC), as well as participation in special projects, conducting action research, facilitating professional development and involvement in Professional Learning Communities.

The majority of decisions made at Arnold Drive Elementary are made with teacher involvement and input. The work of the teachers in decision making is committee driven. Teachers are also empowered to make decisions about their instructional practices. They are encouraged to be risk takers as they work to improve learning in their grade level teams. The development of the school improvement plan is teacher-driven. Teachers assume leadership roles in implementing the plan for improvement.

Teachers are encouraged to become involved in the district, community and professional organizations. Classroom teachers make decisions about textbook adoption and work to develop curriculum and pacing guides. In addition, these professionals are involved in facilitating professional development in the district and in their professional organizations. Leadership roles are maintained by teachers in professional and community organizations.

Arnold Drive Elementary teachers know that it is the school's responsibility to develop leadership skills in students. Leadership opportunities afforded students at Arnold Drive include membership/participation in the Student Council, Jr. Beta Club, honor guard, fire marshals and morning announcement team. These student groups model and provide leadership for the student body. They take their responsibilities seriously and commit to improving their skills by making a positive impact on the life of the school and students.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: ACTAAP

Edition/Publication Year: 2001-2002

Publisher: Riverside Publishing

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	96	93	83	74	66
% Advanced	85	87	28	46	33
Number of students tested	26	30	29	31	44
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	91	100		71	68
% Advanced	77	100		35	34
Number of students tested	14	12		14	35
2. African American Students					
% Proficient plus % Advanced	86	83	69	50	64
% Advanced	57	83	15	35	14
Number of students tested	10	12	13	10	14
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced	93				
% Advanced	79				
Number of students tested	14				
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Reading
Edition/Publication Year: 2001-2002

Grade: 3 Test: IACTAAP
Publisher: Riverside Publishing

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Apr	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	91	80	65	68	66
% Advanced	69	53	39	22	13
Number of students tested	30	29	31	42	44
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	91	100		64	64
% Advanced	58	54		24	14
Number of students tested	14	12		14	36
2. African American Students					
% Proficient plus % Advanced	67	66	61	50	63
% Advanced	42	38	29	24	21
Number of students tested	10	12	13	10	11
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced		33			
% Advanced		0			
Number of students tested		12			
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Mathematics
Edition/Publication Year: 2001-2002

Grade: 4 Test: ACTAAP
Publisher: Riverside Publishing

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Feb	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	94	88	96	77	57
% Advanced	75	75	59	35	12
Number of students tested	28	23	28	26	42
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	90	82		69	50
% Advanced	72	73		33	9
Number of students tested	11	11		13	34
2. African American Students					
% Proficient plus % Advanced	91	80	94		33
% Advanced	83	60	52		7
Number of students tested	12	10	17		14
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Reading
Edition/Publication Year: 2001-2002

Grade: 4 Test: ITBS
Publisher: Riverside Publishing

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	97	80	69	73	60
% Advanced	54	44	23	24	17
Number of students tested	28	23	26	26	42
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	92	91	56	54	54
% Advanced	54	36	11	13	9
Number of students tested	11	12	9	13	34
2. African American Students					
% Proficient plus % Advanced	100	67	61		28
% Advanced	33	40	24		7
Number of students tested	12	12	13		14
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Mathematics
Edition/Publication Year: 2001-2002

Grade: 5 Test: ACTAAP
Publisher: Riverside Publishing

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	91	90	83	74	55
% Advanced	62	52	35	34	12
Number of students tested	28	21	24	31	32
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced				67	63
% Advanced				31	15
Number of students tested				15	34
2. African American Students					
% Proficient plus % Advanced		87	80	50	58
% Advanced		53	36	17	8
Number of students tested		15	10	12	12
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Reading
Edition/Publication Year: 2001-2002

Grade: 5 Test: ACTAAP
Publisher: Riverside Publishing

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Apr	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	91	66	87	71	60
% Advanced	62	33	31	25	11
Number of students tested	15	21	24	33	32
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced				67	85
% Advanced				15	15
Number of students tested				15	33
2. African American Students					
% Proficient plus % Advanced		67	100	58	86
% Advanced		27	36	25	14
Number of students tested		15	10	12	14
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes: