

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: Mrs. Paula Levensailor, Ed.S.

Official School Name: Jamaica Elementary School

School Mailing Address:
3437 Jamaica Blvd. So.
Lake Havasu City, AZ 86406-5507

County: Mohave State School Code Number*: 78979 080201109

Telephone: (928) 854-7280 Fax: (928) 854-7299

Web site/URL: http://www.havasu.k12.az.us/jamaica/ E-mail: plevensailor@havasu.k12.az.us

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mrs. Gail Malay

District Name: Lake Havasu Unified School District Tel: (928) 505-6900

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: Mrs. Jo Navaretta

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)
- | | |
|----------|-----------------------------------|
| 6 | Elementary schools (includes K-8) |
| 2 | Middle/Junior high schools |
| 1 | High schools |
| 0 | K-12 schools |
| 9 | TOTAL |

2. District Per Pupil Expenditure: 4438

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. 9 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	0	0	0	6	0	0	0
K	48	35	83	7	0	0	0
1	54	35	89	8	0	0	0
2	38	44	82	9	0	0	0
3	41	37	78	10	0	0	0
4	48	50	98	11	0	0	0
5	43	52	95	12	0	0	0
TOTAL STUDENTS IN THE APPLYING SCHOOL							525

6. Racial/ethnic composition of the school: 2 % American Indian or Alaska Native
2 % Asian
2 % Black or African American
13 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
81 % White
0 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 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.	10
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	21
(3)	Total of all transferred students [sum of rows (1) and (2)].	31
(4)	Total number of students in the school as of October 1.	525
(5)	Total transferred students in row (3) divided by total students in row (4).	0.059
(6)	Amount in row (5) multiplied by 100.	5.905

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

Total number limited English proficient 10

Number of languages represented: 1

Specify languages:

Spanish

9. Students eligible for free/reduced-priced meals: 45 %

Total number students who qualify: 238

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: 6 %

Total Number of Students Served: 33

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>5</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>15</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>11</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>0</u>
Classroom teachers	<u>21</u>	<u>0</u>
Special resource teachers/specialists	<u>7</u>	<u>0</u>
Paraprofessionals	<u>9</u>	<u>0</u>
Support staff	<u>4</u>	<u>3</u>
Total number	<u>42</u>	<u>3</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 25 :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	96%	95%	95%	95%	96%
Daily teacher attendance	99%	99%	99%	99%	99%
Teacher turnover rate	0%	8%	11%	16%	8%
Student dropout rate	%	%	%	%	%

Please provide all explanations below.

Not applicable to K-5 schools.

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	0
Enrolled in a 4-year college or university	0 %
Enrolled in a community college	0 %
Enrolled in vocational training	0 %
Found employment	0 %
Military service	0 %
Other (travel, staying home, etc.)	0 %
Unknown	0 %
Total	0 %

PART III - SUMMARY

Jamaica Elementary opened on August 16, 2001. Built with bond money, Jamaica's facility has 24 regular classrooms, a large multipurpose gym/cafeteria/auditorium with stage, a central library, a state of the art 32 station computer lab, an art room with kiln, and a music room behind the stage.

Because the structure of Lake Havasu City is diverse and there is no track housing or "types" of neighborhoods, the school's attendance boundaries include diverse students ranging from homeless families to elite golf course dwellers. The majority of students come from single parent or mixed family homes and custody issues are somewhat prevalent. Jamaica currently serves 525 students in grades Kindergarten through Five. Next year sixth grade will be added to all of the elementary schools.

The mission of Jamaica Elementary School is to educate the total child within a safe, structured - yet flexible environment. It is our goal to instill in each student who attends Jamaica Elementary, personal responsibility, a sense of citizenship, and a desire to contribute positively to society.

We want our students to look back at their years at Jamaica and see the difference we have made in their lives. This is accomplished by:

A true partnership of parents and teachers who listen to and support each other

- Meeting or exceeding State Standards
- Modern curriculum and excellence in teaching
- Enrichment opportunities which help students to become well-rounded individuals.
- Respect for one another, those in authority, property, and country
- A child-centered atmosphere which enhances self-esteem, self-confidence, self-motivation, and inner-directed behavior.

Jamaica's greatest strength is its focus on a well-rounded approach to education. We choose goals which place emphasis on the core curriculum and character development. We also follow our district's overall goal for continuous improvement. We make decisions about staff development based on our goals. We keep sacred the teaching time for core subjects, avoiding interruptions. We provide additional resources and time for students who need more intensive help.

Over the past eight years Jamaica has accomplished a great deal and has been recognized as a major partner with the Lake Havasu community and an academic leader in the state of Arizona. In 2008 we were awarded the A+ School designation by the Arizona Education Foundation – the only school in the county to have this honor. We have received the Excelling label from the State for the past three years. We are also visible in the community as we join to help with events such as the Wounded Warrior Project, the Nation's Christmas Tree visit and the first self-funded fireworks event. Partnerships with Hospice, Havasu For Youth, Big Brothers/Big Sisters and Interagency Council as well as Mohave State Bank have developed many projects which have benefitted both students and the community. Other recognitions include:

- 2001 Western Welcome Volunteer of the Year, Janet Sterner
- 2002 and 2006 DARE Essay City-wide winner
- 2002 Wal-Mart Teacher of the Year, Josie Meli
- 2006, 2007, 2008, 2009 Big Brothers Big Sisters Bowl For A Kid's Sake Winners
- 2006 People to People Teacher Delegate, Beth Lehr
- 2008 PBIS School Implementation Award
- 2009 nomination for Distinguished Principal (NAESP and ASA)

Students at Jamaica show a great deal of pride and school spirit. Jamie the Crocodile is the school mascot and we are known as the school where "Crocodiles Rock"!

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The website for the Arizona assessment system can be found at www.ade.az.gov by looking under the Accountability section and then under the AIMS results section.

Arizona has been testing all students in grades 3-5 on the DPA AIMS (Dual Purpose Arizona Instrument to Measure Standards) in Reading, Writing and Math for the past five years. Students are scored using the FAME scale: Falls Far Below the Standard: which denotes insufficient understanding of the prerequisite skills, Approaches the Standard: which denotes partial understanding of the skills and knowledge necessary for proficient work at grade level, Meets the Standard: denotes solid academic performance and understanding of the content standards and Exceeds the Standard: denotes superior academic performance on challenging subject matter reflected by the content standards.

The State then awards labels based on a three year rolling average of scores. Points are awarded to schools based on improvement in the percentage of students passing AIMS. Improvement is measured as average year to year gain from a baseline year to the current year. The current baseline is 2006.

Jamaica has made steady progress over the past five years. The State of Arizona labels schools each year based on state testing performance. Jamaica was Performing in 2003-04, moved to Highly Performing in 2004-05 and 2005-06 and then to Excelling in 2006-07, 2007-08 and 2008-09. This shows the steady progress with gains made in the core subjects of Reading, Math and Writing. Further, because “z” scores are required to be at an optimal level in order to become Excelling – this shows that Jamaica continued to produce more students scoring in the Exceeds Category. In order to be Excelling in the formula used by the State, the number of students Exceeding in Math, Reading and Writing must be high. This reflects a concerted effort on the part of Jamaica’s Principal and Staff to push the students who meet the standards to exceed the standards. We individually work with students by showing them how close they are to moving up a category and provide them with extra practice and rigor to be able to do this. Our subgroups – especially our special education students meet the standards consistently since we have been labeled Excelling from 2006 - 2009. This is due to the fact that we have started doing early intervention strategies with all students since 2005 when we implemented a scientifically based core reading program and concentrated on using data to place students into the tier of intervention they needed. Because of this, our special education case load has dropped by 20% from 2004-05 to the present.

Another reason for Jamaica’s steady growth was the adoption of ATI’s Galileo program in 2005. Using Galileo benchmark tests which are designed based on the AIMS, we are able to track student progress in mastery of the state standards quarterly. After the Galileo benchmark test is given each quarter, teachers are able to use the data to see whether they have taught the standard to the level of mastery as well as which students are in need of further instruction on a particular standard. Then they are able to re-teach and develop formative tests during the next quarter to give them even more specific data about student performance. This has made a tremendous difference in student performance.

We find no disparities among the grade level and subgroup scores. All of our students are progressing at a similar pace with increases in performance from third to fourth grade and maintenance of performance from fourth to fifth grade.

2. Using Assessment Results:

Teachers at Jamaica have learned to use their assessment data to make decisions about instruction. It is common practice for teachers to meet once a month to review their assessment data as a grade level team and collaborate to plan strategies to help the students needing some strategic intervention, those that need intensive intervention and those that need challenge.

At the start of each year the principal provides each teacher with a class list which includes all of the assessment data on that student from the previous year. It includes DIBELS benchmark data, Galileo quarterly benchmark data in Reading and Math, and the state testing data. Teachers are to make plans for instruction of these students based on this data.

From this point on the grade level teams meet a minimum of once a month to review their assessment data including the aforementioned and any weekly core assessments they give. They plan strategies to intervene with students based on individual needs and create groups for instruction in Reading or Math based on those specific needs. Flexible groupings are always used so that students move on when they have mastered a skill.

Each quarter the principal leads the faculty in a data meeting which reviews the DIBELS results, the Galileo benchmark testing results and the PBIS behavior data. Each grade level gives a report to the faculty on their data and what they are doing to intervene or accelerate learning in order to meet student needs.

In addition, we do collaborative planning based on our assessment data, our curriculum maps and our professional growth and evaluation system. “POD planning” consists of the principal and grade level team planning a lesson together which is then formally observed by the principal using a standard observation protocol. After observing each teacher teach the lesson, the principal looks for trends. These may be things that are done extremely well or areas which surface where all of the teachers need additional support or training. Then she debriefs with the team, provides assistance and then meets with the individual teachers. This method has led to much more consistency among teachers and more collaboration which ultimately leads to student achievement.

3. Communicating Assessment Results:

AIMS data, which is the major state test, is sent home to parents with an explanation of the results each year. Students who met or exceeded the standards in Math, Reading and Writing are given a special award at an all school assembly each year. Galileo data, which is the quarterly benchmark test given in Math and Reading are sent home quarterly to parents. They are also fully explained at the first parent-teacher conference of the year which all parents are required to attend. Weekly assessment data in Reading and Math is available online at our Power Schools web site where parents can track the grades of their students at any time.

One of the reasons parents are well-informed about assessment data is because the students are well-informed. Teachers take the time to go over results with students and help them to see exactly how well they did – how close they might be to moving up in rankings and the like. Students are well-aware of the purpose of the assessments we do including the DIBELS reading tests and their ongoing formative Galileo tests. They learn to speak and understand the language of assessment because it is really part of everyday lessons.

Presentations on data are made at the district level as well. Each principal is responsible for sharing their school’s data at quarterly leadership meetings which help to show the district trends and help to make decisions regarding professional development. Presentations on testing results are also made at Governing Board meetings yearly. The school labels which come out in August of each year as well as our testing results are well-publicized by the newspaper in Lake Havasu.

4. **Sharing Success:**

Jamaica is known as a leader in the District and continuously shares best practices. We are often asked to allow teachers from other schools to visit our site and observe some of our master teachers. We also provide video tapes of master teachers and POD planning sessions for other schools to watch. We continue to implement programs which other schools then follow. We modeled the 90 minute reading block before it was standard practice. We developed Three Tier Reading interventions and modeled this for the other schools. We implemented school-wide PBIS (Positive Behavior Intervention System) and made a teaching video which can be used by the other schools. It was also shared at the state level. In 2007 we received a grant for AZREADS which allowed us to receive additional training in Reading. We then, in turn, put on a Reading Academy at our school for the teachers from the other schools.

Last year Jamaica developed an idea for a school banking program. We partnered with Mohave State Bank and established a branch for Jamaica called the Jamaica Junior Bank. This program was then duplicated in Yuma, Arizona and recently by another one of the Lake Havasu schools.

Jamaica was also instrumental in promoting the need for a shared elementary counselor. After the principal wrote several articles for the local paper and worked with Interagency Council, a program for a shared elementary counselor was established and is in its second year.

As an A+ school, Jamaica's best practices for receiving that award are on the Arizona Education Foundation's website and we continue to help other schools in any way we can. Therefore, Jamaica is always ready and able to share our successes and will continue to share in the event of being awarded the Blue Ribbon School.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

At Jamaica grades K-5 receive Reading Math, Science, Social Studies, Language Arts and 6 Trait Writing each day. K-1 students have two 30 minute periods of PE and Music per week and one 60 minute period of Art and Computers. Grades 2-5 receive one 60 minute period of PE, Music, Art and Computers per week. All students have one 30-40 minute library period per week.

Instruction is delivered in the regular classroom by a self-contained teacher in all areas except for the Specials classes which have a separate PE, Music, Art, Computer teacher and Librarian. Special Education is largely inclusion with some students pulled out to the Resource Room for Reading, Math or Written Expression. We also utilize an Academic Coach who works with all teachers primarily in Reading and Math. She, along with our Reading Interventionist, works with students who need intervention. This is some push in and some pull out.

We also provide supplemental programs such as Choir, Steel Drum Band, Student Council, National Elementary Honors Society, Jamaica Junior Bankers, and Peer Mediation are offered before or after school hours.

Reading and Math will be discussed in detail in section 2a and 3.

New Arizona Science standards as well as a new program by Harcourt are used throughout the district in grades K-5. Science is taught in conjunction with themes in the primary grades. In grades 3-5, science is taught for 30 minutes per day. The philosophy of teaching science at Jamaica is that it is interactive and students have hands on experience. A Science Fair which requires participation by grades 3 and 5 and is open to students in all grades K-5 is held each year. Approximately 200 students participate yearly.

While Social Studies standards are being revised with the state, current standards drive the curriculum. Jamaica is also proud to participate in active citizen education programs such as Kids Voting, VFW events, patriotic programs, DAR essay contests, and the National Geographic Geography Bee. Classes use Daily Oral Geography to keep map skills sharpened. Real life connections to social studies are made by all teachers in grades K-5. Fifth graders go to Junior Achievement's BizTown each year. The first quarter curriculum gives them the background needed for this life skills experience.

While not a separate entity, workplace skills are part of every content area. The ability to work with others, being part of a team, the value of good attendance and punctuality is emphasized at every level every day. The value of learning to follow directions, write and speak clearly, and use technology wisely and well is also emphasized as a workplace skill. Teachers are also expected to make real life connections to every lesson taught.

LEP and at risk students are all included in the regular curriculum and are not isolated. They may fall into the category of strategic or intensive reading and receive additional help at times during the day. However they are immersed in the content along with everyone else. Starting in the 2008-2009 school year, ELL students receive 4 hours daily of English Language instruction in addition to content. This is a state mandate and is not meant to isolate those students.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

Our reading curriculum follows state standards and employs the Houghton-Mifflin Reading program as the core materials. This was selected because it is a scientifically based reading program. Every teacher in grades K-5 follows a 90 minute block of direct and explicit Reading instruction using both whole group and small group instruction. Strategic and Intensive students receive an additional 30 minutes of Tier Two intervention for the skills on which they need more practice based on assessment data. They use Houghton-Mifflin's Early Success in Grades 1 & 2 and Soar to Success in Grades 3-5. Intensive students are given an additional 30 minutes on top of that with a Reading Interventionist who uses a variety of supplemental resources according to the individual needs of the students including Read Naturally, Read Well, Earobics. Destination Success (Riverdeep) is also used by all students during centers and/or Tier 2. All of these sources are used by our teachers to increase vocabulary, comprehension and fluency.

Explicit phonics instruction is included in grades K-2 using Intensive Phonics. Spelling and Language Arts (mechanics, grammar, Daily Oral Language) are covered outside of the 90 minute block in grades K-5.

In addition, the work that the Reading Coach and Reading Interventionist have done to work with intensive students and bring them up one to two levels has been evidenced by the progress monitoring done with DIBELS. After approximately 6 weeks, most students are at benchmark from strategic and are at least at strategic from intensive. Riverdeep (Destination Success) is a technology program linked to the Houghton Mifflin Reading program which we use with our students in our Tier 1 and Tier 2 time slots. Students are given pre and post tests before and after using Riverdeep.

Accelerated Reader helps our students with comprehension by encouraging their independent reading with motivation. They read books at the level the STAR test recommends and they work toward a goal set by the teacher. In achieving that goal, students receive rewards along the way and improve their reading in the process. Accelerated Math is used to fill in computational skill gaps that may exist with some students and to allow other students to forge ahead as far as they can. All of the above-mentioned programs are used by 100% of the students.

3. Additional Curriculum Area:

Our Math curriculum follows state standards and employs Houghton Mifflin Math.

Expressions. Math Expressions was chosen because it is scientifically based and it teaches students several strategies to solve problems rather than learn only one way. Math Expressions emphasizes a deeper understanding of math, so students are much more engaged in thinking through and using math talk in their approach to problem solving. Math Expressions © 2009 supports in-depth core content in all five content strands. At grades K-1, Geometry and Measurement are integrated into all units as would be developmentally appropriate at those grades. In Grades 2-5, these topics appear in units strategically placed between units, which integrate Number, Algebra and Data. This organizational approach allows teachers to teach geometry and measurement earlier and throughout the year, making application more meaningful and ensuring deep, rich understanding. More importantly, it allows for emphasis on the core content at each grade level.

In Math Expressions ©2009, teachers approach math from the students' point of view and elicit their thinking and rich language use. Using both informal and formal mathematical language helps students develop the vocabulary needed to express their understanding. In this program, teachers are provided with support and materials that offer ongoing practice and application of lesson vocabulary.

Students receive a minimum of 60 minutes of math per day. Students also use daily timed tests for computation practice and Accelerated Math in order to work on areas where there may be gaps or to be able to accelerate where they have strong math skills.

Math is a gateway skill which is an essential part of the school's vision and mission. Students must have this strong foundation before leaving Jamaica and this Math program actually helps them to apply critical thinking and communication skills while problem-solving.

4. Instructional Methods:

At Jamaica our teaching practices focus on full student engagement from bell to bell. This is based on current research and incorporated through embedded trainings from West Ed. We protect teaching time and attempt to minimize interruptions. If an assembly is scheduled we expect that teachers revise their schedules so that the reading core still happens during that day.

Teachers are expected to use the Arizona Standards to drive their instruction. Further, they are expected to have students demonstrate that they understand what it is they are to know or be able to do. The goal of each lesson is given to the students in student-friendly language. It is reiterated to **the** students at least three times during the lesson. Students need to internalize the goal and to have had sufficient "I do" – "we do" – "you do" experiences in order to master the concept. If they have not mastered the concept, re-teaching is provided. We feel that practices such as this also make the student accountable for his/her mastery. Teachers check ALL students for understanding – they do not just call on one student at a time. Students use white boards, hand signals, cards and the like to show the teacher their understanding or mastery of the task at hand. Students have more opportunities to work in centers which provide practice in specific skills. Students have stated that they like this and they learn from the interactive games teachers have thought up for them.

Teaching at Jamaica focuses on the learner. It is not enough for a teacher to have presented instruction – the teacher must be actively involved with the students to monitor and adjust the lesson to meet the different needs of the students. Because we know that all students are not the same, we also differentiate instruction. Students do a lot of team activities, partner work, and collaboration on assignments and projects. They learn responsibility for doing their part and how that contributes to the group as a whole. "Think, pair, share" starts in Kindergarten and versions of it can be seen at every grade level.

5. Professional Development:

We have been working with West Ed on a continuous basis over the past three years in order to have our teachers use the Teach for Success model of instruction. They have had training in eliciting students, doing lesson design that includes all elements of effective instruction, questioning techniques using Bloom's Revised Taxonomy and truly scaffolding students both verbally and in terms of a real life connection. Key vocabulary is emphasized in each content area. Student independent practice and weekly assessment helps the teachers to clearly see how progress is being made. Marzano has been used to show teachers how to task analyze lessons in order to promote student retention of knowledge.

We believe in job embedded professional development. Therefore we "chunk and chew" with our teachers by providing them with information and strategies and then giving them a chance to practice before we add more. This method allows teachers to master the skills we expect them to use in the classroom and to experience continuous professional growth throughout the year.

Our professional development plan is tied directly to our evaluation system. We use the Teach For Success (T4S) Protocol for classroom observations which was developed by West Ed. For every attribute on the T4S there is a module. First the Principals and Academic Coaches are trained in the specific module and then it is disseminated to the building level by them so that teachers and evaluators all speak the same language.

There are two early release days per month for staff development. During these times Jamaica takes the opportunity to in-service teachers on curriculum mapping and use with lesson plans; writing student-friendly goals, providing instructional scaffolding, proper assessment of students and use of data and especially student engagement techniques. We also spend time giving the needed training when implementing new programs or initiatives related to content standards. Currently we are building the capacity of our teachers in Math.

6. School Leadership:

The leadership of Jamaica rests solely with one principal. There is no assistant but grade level team leaders take leadership roles to assist with mentoring of new teachers and implementation of new programs.

There is no question that the building leadership at Jamaica Elementary is dynamic and centered on instruction. Mrs. Levensailor “talks the talk” and “walks the walk” of Jamaica’s vision. Her expectations are always clear. She does not ask anyone to do something that she would not do herself. She uses the collective wisdom of her teachers to make decisions about how best to meet the needs of students. This shared decision making along with input from parents from our yearly satisfaction survey, Site Council input, as well as the review of student achievement data is also a part of her continuous planning for improvement.

Since she opened the school in 2001 she has been responsible for its structure, programs and policies from the ground up. She has also established every avenue that has led to the improving and high student achievement such as the intervention programs which have been put in place. In addition she established an after school tutoring program called HOOT (Homework Opportunity or Tutoring) with a 15:1 ratio so that students have after school help. Over 100 students take advantage of this program.

Mrs. Levensailor has made Jamaica a welcoming school. Parents are encouraged to be our partners and find ways to be involved in their child’s education. Many parents come into school to work in classrooms on a regular basis. Parents are kept well-informed about school and especially about their student’s performance. This kind of partnership also adds to student achievement.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: AIMS

Edition/Publication Year: 1997

Publisher: CTB/McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
exceeds + meets	93	79	85	86	95
exceeds	20	16	27	27	29
Number of students tested	99	79	95	81	99
Percent of total students tested	99	100	100	99	99
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					
exceeds + meets	87	69	77	83	83
exceeds	14	14	32	25	13
Number of students tested	29	29	31	12	28
2. African American Students					
exceeds + meets					
exceeds					
Number of students tested					
3. Hispanic or Latino Students					
exceeds + meets	80		77		
exceeds	13		31		
Number of students tested	15		13		
4. Special Education Students					
exceeds + meets		69	55		
exceeds		14	18		
Number of students tested		14	11		
5. Limited English Proficient Students					
exceeds + meets					
exceeds					
Number of students tested					
6. Largest Other Subgroup					
exceeds + meets					
exceeds					
Number of students tested					

Notes:

The spaces that are blank had less than 10 students in the subgroup.

Subject: Reading Grade: 3 Test: AIMS (Az Instrument to Measure Standards)
Edition/Publication Year: 1997 Publisher: CTB/McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
exceeds + meets	93	80	85	80	84
exceeds	13	10	17	13	14
Number of students tested	99	79	95	82	99
Percent of total students tested	100	100	100	100	99
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					
exceeds + meets	92	66	78	66	69
exceeds	8	7	13	8	4
Number of students tested	29	29	31	12	28
2. African American Students					
exceeds + meets					
exceeds					
Number of students tested					
3. Hispanic or Latino Students					
exceeds + meets	80		85		
exceeds	0		8		
Number of students tested	15		13		
4. Special Education Students					
exceeds + meets		43	45		
exceeds		7	9		
Number of students tested		14	11		
5. Limited English Proficient Students					
exceeds + meets					
exceeds					
Number of students tested					
6. Largest Other Subgroup					
exceeds + meets					
exceeds					
Number of students tested					

Notes:

The blank spaces indicate less than 10 in that subgroup.

There was not an ethnic group that had less than 10.

Subject: Mathematics
Edition/Publication Year: 1997

Grade: 4 Test: AIMS
Publisher: CTB/McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
exceeds + meets	95	92	91	93	96
exceeds	50	38	59	49	37
Number of students tested	84	85	81	104	71
Percent of total students tested	100	100	100	99	99
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					
exceeds + meets	86	85	90	94	87
exceeds	22	15	40	31	30
Number of students tested	36	27	20	16	23
2. African American Students					
exceeds + meets					
exceeds					
Number of students tested					
3. Hispanic or Latino Students					
exceeds + meets		92			
exceeds		25			
Number of students tested		12			
4. Special Education Students					
exceeds + meets	82	69	40		
exceeds	27	23	10		
Number of students tested	11	13	10		
5. Limited English Proficient Students					
exceeds + meets					
exceeds					
Number of students tested					
6. Largest Other Subgroup					
exceeds + meets					
exceeds					
Number of students tested					

Notes:

The blank spaces had less than 10 in the subgroup.

There was no other ethnic group with less than 10.

Subject: Reading
Edition/Publication Year: 1997

Grade: 4 Test: AIMS
Publisher: CTB/McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
exceeds + meets	95	89	86	91	90
exceeds	19	16	11	19	14
Number of students tested	84	85	81	104	72
Percent of total students tested	100	100	100	99	99
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					
exceeds + meets	100	74	75	81	79
exceeds	11	7	10	0	4
Number of students tested	36	27	20	16	24
2. African American Students					
exceeds + meets					
exceeds					
Number of students tested					
3. Hispanic or Latino Students					
exceeds + meets		83			
exceeds		8			
Number of students tested		12			
4. Special Education Students					
exceeds + meets	82	61	20		
exceeds	9	23	0		
Number of students tested	11	13	10		
5. Limited English Proficient Students					
exceeds + meets					
exceeds					
Number of students tested					
6. Largest Other Subgroup					
exceeds + meets					
exceeds					
Number of students tested					

Notes:

The blank spaces had less than 10 in that subgroup.

There was no other subgroup with less than 10.

Subject: Mathematics
Edition/Publication Year: 1997

Grade: 5 Test: AIMS
Publisher: CTB/McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
exceeds + meets	90	87	89	79	80
exceeds	27	28	28	78	18
Number of students tested	87	83	110	78	86
Percent of total students tested	100	100	100	98	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					
exceeds + meets	81	86	85	57	82
exceeds	17	10	15	0	9
Number of students tested	41	29	27	14	25
2. African American Students					
exceeds + meets					
exceeds					
Number of students tested					
3. Hispanic or Latino Students					
exceeds + meets	83			100	70
exceeds	17			0	0
Number of students tested	12			10	10
4. Special Education Students					
exceeds + meets	60	45		62	56
exceeds	0	0		0	0
Number of students tested	10	11		13	19
5. Limited English Proficient Students					
exceeds + meets					
exceeds					
Number of students tested					
6. Largest Other Subgroup					
exceeds + meets					
exceeds					
Number of students tested					

Notes:

The blank spaces had less than 10 in that subgroup.

There are no other ethnic groups with less than 10.

Subject: Reading
Edition/Publication Year: 1997

Grade: 5 Test: AIMS
Publisher: CTB/McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
exceeds + meets	88	90	88	79	85
exceeds	15	8	17	11	12
Number of students tested	87	83	110	79	88
Percent of total students tested	100	100	100	99	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					
exceeds + meets	85	89	82	60	91
exceeds	15	3	15	0	9
Number of students tested	41	29	27	15	25
2. African American Students					
exceeds + meets					
exceeds					
Number of students tested					
3. Hispanic or Latino Students					
exceeds + meets	83			100	70
exceeds	0			0	0
Number of students tested	12			10	10
4. Special Education Students					
exceeds + meets	70	45		31	72
exceeds	0	0		0	0
Number of students tested	10	11		13	19
5. Limited English Proficient Students					
exceeds + meets					
exceeds					
Number of students tested					
6. Largest Other Subgroup					
exceeds + meets					
exceeds					
Number of students tested					

Notes:

The blank spaces had less than 10 in the subgroup.

There are no other ethnic groups with less than 10.