

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. Deborah Ade

Official School Name: English Elementary School

School Mailing Address:
P.O. Box 339
608 East 5th Street
English, IN 47118-0339

County: Crawford State School Code Number*: 1057

Telephone: (812) 338-2855 Fax: (812) 338-2856

Web site/URL: http://www.cccs.k12.in.us/school_home.aspx?schoolID=2 E-mail: dade@cccs.k12.in.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*: Dr. Mark Eastridge

District Name: Crawford County Community School Corporation Tel: (812) 365-2135

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. Debbie Kaiser

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)
- | | |
|---|-----------------------------------|
| 5 | Elementary schools (includes K-8) |
| 1 | Middle/Junior high schools |
| 1 | High schools |
| | K-12 schools |
| 7 | TOTAL |

2. District Per Pupil Expenditure: 10800

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. 13 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	6	10	7	17
K	10	9	19	7			0
1	17	9	26	8			0
2	7	16	23	9			0
3	14	14	28	10			0
4	16	4	20	11			0
5	10	9	19	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							152

6. Racial/ethnic composition of the school: _____ % American Indian or Alaska Native
 _____ % Asian
 _____ 1 % Black or African American
 _____ 1 % Hispanic or Latino
 _____ % Native Hawaiian or Other Pacific Islander
 _____ 95 % White
 _____ 3 % 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: 15 %

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.	12
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	12
(3)	Total of all transferred students [sum of rows (1) and (2)].	24
(4)	Total number of students in the school as of October 1.	162
(5)	Total transferred students in row (3) divided by total students in row (4).	0.148
(6)	Amount in row (5) multiplied by 100.	14.815

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

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 73 %

Total number students who qualify: 111

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: 16 %

Total Number of Students Served: 24

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>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>2</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>17</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>4</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>10</u>	<u>0</u>
Special resource teachers/specialists	<u>1</u>	<u>0</u>
Paraprofessionals	<u>5</u>	<u>0</u>
Support staff	<u>7</u>	<u>0</u>
Total number	<u>24</u>	<u>0</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 15 :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	97%	97%	97%	97%	97%
Daily teacher attendance	98%	98%	97%	98%	98%
Teacher turnover rate	0%	40%	0%	0%	0%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

Three certified teachers retired at the end of the 2008 school year. These teachers were offered a retirement package with health insurance support paid by the school corporation for three consecutive years.

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	<u>0</u>	%
Enrolled in a community college	<u>0</u>	%
Enrolled in vocational training	<u>0</u>	%
Found employment	<u>0</u>	%
Military service	<u>0</u>	%
Other (travel, staying home, etc.)	<u>0</u>	%
Unknown	<u>0</u>	%
Total	<u>0</u>	%

PART III - SUMMARY

The town of English, population 695, is situated in Southern Indiana. A rural community, English is located at the intersection of Hwy 37 and 64 in Crawford County. The community offers potential resources and strengths. English, Indiana was moved from a flood plain to higher ground after the town flooded in 1979. The new town consists of several expanding businesses and new buildings. A 250-acre championship golf course is open year-round. A medical clinic is located in the town and subsidized housing is available for low-income families. English is the county seat of Crawford County, and therefore home to the courthouse and jail. Mulzer's Quarry, Jasper Engines, local sawmills, and the school corporation are the major employers in our area. Scenic roads, nearby beautiful Patoka Lake, and scenic overlooks enhance the natural beauty of our rural environment.

English Elementary School is a kindergarten through grade six public school built in 1997 that currently houses 154 students, 14 instructional staff members and 17 support staff members. It is one of 5 elementary schools in the Crawford County School Corporation. English Elementary School is located in English, Indiana.

The facilities at English Elementary School consists of 14 classrooms, a multipurpose room with a twelve-station computer lab, a high school sized gymnasium with dressing rooms, a kitchen area with cafeteria seating for 112 students, an office area with conference rooms and a nurse's station, a complete library with a story area, two large playgrounds with a walking track, a baseball field, and an outdoor classroom.

Presently 73% of the students qualify for free or reduced priced meals. The student population is comprised of students with one home language. This language is English. English Elementary School has several funded programs, which focus on helping "at risk" students, and the special needs of all students. Presently, in addition to our regular curriculum, the school offers a Title 1 program, an at-risk tutoring program, a special education resource room, a gifted and talented program, and C.A.R.E.S. morning and after school program (Crawford's After School Reaches Everyone's Students).

English Elementary School is part of the Crawford County School Corporation, the only school district in Crawford County. Crawford County School Corporation serves approximately 1818 students in 5 elementary schools and 1 combined junior-senior high school. The Crawford County School Corporations' attendance area encompasses the communities of English, Leavenworth, Marengo, Milltown, and Taswell. The median household income in the area is \$20,800.

The mission of English Elementary School is to work "Hand in Hand" to offer a curriculum that intrinsically motivates our students to become lifelong learners and dedicated responsible citizens.

We believe...

- all students deserve a parent who is actively involved in his or her learning and supports our school's expectations
- all students deserve a dedicated, professional staff that demonstrates teamwork, loves all children, and believes learning is a priority.
- a safe, healthy learning environment is necessary in order to assure student achievement and develop positive social behaviors.
- all students deserve an aligned curriculum

- all students deserve to learn in the least restrictive environment
- instruction should be delivered in a way that all students are actively engaged in the learning process
- in using a variety of instructional techniques that academically challenge the individual student
- in curriculum and instruction that enhances individual strengths and strengthens individual weaknesses

English Elementary School is continually in the process of aligning and reevaluating the reading/writing/language arts, math, science and social studies curriculum to align with the Indiana Standards. Over the past five years pacing guides and assessments have been established for each nine week grading period K – 6. The assessments have been regularly revised and updated to reflect the current Indiana Standards.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Indiana Schools participate in a statewide exam called ISTEP+ (Indiana Statewide Test of Educational Progress). This test was created in Indiana to measure what students know and are able to do at each grade level. Based on Indiana's Academic Standards, ISTEP+ provides a learning check-up to make sure students are on track and signal whether they need extra help. Based on Indiana's Academic Standards, ISTEP+ covers English/Language Arts in grades 3-8, Math in grades 3-8, Science in grades 4 and 6, and Social Studies in grades 5 and 7. This test is a criterion-referenced test and has received wide recognition from the United States Department of Education. All students in grades 3-10 have taken ISTEP+ in September since 2002 and beginning in 2009, the test was changed to a spring administration. Currently ISTEP+ is administered in two sessions: March and April. The session in March is the open-ended portion where students have to respond to questions in writing. The April session is a multiple-choice test.

Indiana sets the cut scores for students at each grade level that characterizes a students' performance on the assessment. Did not pass, pass, and pass+ are categories indicated in Indiana.

Significant improvements have been revealed by the students at English Elementary School since the 1997-1998 school year. Students were only passing both sections of the Indiana State Test for Education Progress (ISTEP+) at a rate of 31.9%. During the 2008-2009 school year, 73% of English Elementary School students were passing both sections of ISTEP+.

The improvement in the average percent of students passing the ISTEP+ test. Students in 1999 were passing at an average rate of 48.9%. The most recent ISTEP+ testing reveals the students average percent passing rate at 82.9%.

The ISTEP+ data indicates the reading/language arts improvement of sixth grade students since 1999. At that time 55% of the sixth graders were passing the Indiana Statewide test. As of spring 2009, 91% of the sixth grade students passed the reading/language arts section of Indiana's exam.

ISTEP+ data indicates the improvement in math for sixth grade students since 1999 in math. At that time, 60% of the sixth graders were passing Indiana's exam. In the spring of 2009, 100% of the sixth grade students passed the statewide exam.

Currently, English Elementary School does not see a significant disparity between students who are from poverty and those who are more advantaged. However, some disparity in test scores is beginning to be revealed between boys and girls. Girls are passing the reading/language arts exam at a slightly greater rate than boys. Currently, boys and girls are passing the math statewide exam at nearly the same rate. This trend would somewhat match national gender trends.

The students at English Elementary School have shown significant improvement over time at passing the ISTEP+ exam. Because the school is small, disaggregating groups of student data is difficult because the numbers of students in those groups are not significant enough to establish a school-wide reform effort. So, our school makes an attempt to address the needs of specific students and addresses their learning needs on an individual basis.

Because ISTEP+ is a criterion-referenced assessment, the school corporation began to see a need to assess student achievement using another measure. Northwest Evaluation Association services were purchased in

2007-2008 with implementation beginning in the fall of 2008. Students are tested three times per year: fall, winter, and spring. NWEA results are also used to identify student learning issues.

English Elementary School is one of five elementary schools in Crawford County. The school corporation is currently working on the completion of pacing guides and end of term assessments in the four core areas (Reading/Language Arts, Math, Science, and Social Studies) for all students 1-12. The Indiana Standards have been used as a guide to create the pacing guides and teachers have worked in grade level and subject level teams to create assessments. It is hoped that the assessments will reveal student learning at the end of each nine-week period. Results from the assessments will be used to drive instruction and remediation. Results will also be used to provide "talking points" for teachers at curriculum team meetings. The assessments will be used to "table grade" student work.

English Elementary School has been working on receiving Title I Schoolwide status. This will mean that the school can "legally" help any student who is struggling with learning. Student reading levels are assessed at the beginning of each year. Progress is monitored using DIBELS testing. Response to Intervention model is currently being implemented and a data wall has been added to measure student growth. The data wall is changed three times per year after NWEA results are available.

The Indiana Department of Education web site is www.doe.in.gov.

2. Using Assessment Results:

Assessment results from ISTEP+, NWEA, a nine-week end of term assessment, and reading assessments such as DIBELS are utilized when used to inform instruction. Teachers at English Elementary School use these results to reach specific students. Teachers teach students individually or in small groups themselves, arrange for support services through the Title I program, seek help from the C.A.R.E.S. before school and after school program, during the day and after school. Parent volunteers are also used to assist students.

School-wide and individual assessment information is also shared in weekly team meetings. These meetings are held each Thursday. Kindergarten through third grade teachers and their support staff meet in the morning. Fourth through sixth grade teachers and their support staff meeting in the afternoons. Teachers also meet every other Monday to discuss school-wide concerns. For example, English Elementary School is currently working on problem solving issues in math. The staff took the open-ended portion of the ISTEP+ exam (available on the Department of Education website). After taking the test, teachers discussed as a group some of the expected math issues for students. Then, the staff reviewed student responses on the math portion of the ISTEP+ exam. Specific student responses were discussed and issues noted. Teachers will use the discussed information and go back to the classroom and address those specific issues with students. Kindergarten, first and second grade teachers will use that information to scaffold the math curriculum. Teachers were also given a sample math problem that addresses the rigor needed in problem solving. The problem will be worked in teacher teams modeling the classroom approach. Issues for teachers completing this kind of problem solving will be addressed so that the school is ready to embed more rigorous problem solving for students in the fall of 2010.

Data is also used in district-wide grade level teams. Nine-week pacing guides and assessments have been created and are currently being piloted. These assessments will be reviewed and revised by teacher-leader teams. Full implementation of these nine-week assessments is expected in the fall of 2010. Data from these assessments will be shared district-wide. Grade level teacher teams will then be discussing and reviewing student work.

Students at English Elementary School review their own ISTEP+ and NWEA results with classroom teachers. Students are given the open-ended portion of their own ISTEP+ test. They are required to review

the scores they received from the scorers. Students and teachers discuss those responses. Students learn how they could have improved their own responses before taking the next exam.

3. Communicating Assessment Results:

School performance results are first shared with individual parents. English Elementary School does this in the fall during parent-teacher conferences and sets goals for individual students. Parents who are unable to attend are called and phone conferences are scheduled. ISTEP+ results are shared individually first. Group parent meetings have been scheduled each year to share ISTEP+ results. Information concerning school performance also goes home in a weekly parent-letter enclosed in a school VIP (Very Important Paper) folder that goes home weekly. This parent letter is also available on the corporation website. School performance is also widely announced in the local newspapers. The Courier-Journal, the Louisville, Kentucky newspaper, publishes all of the local schools' ISTEP+ results. The article is copied for parents and sent home in the weekly folder. Those results are also posted in the hallways for viewing by all stakeholders, including students. The more local newspaper, the Clarion, also publishes school achievement/performance information regularly. Our school corporation has purchased a school messenger program that automatically calls every family.

4. Sharing Success:

English Elementary School is always willing to share teaching and learning approaches that have worked with families in poverty. Teachers find it easy to speak about the areas that have led to English Elementary School success. For example, a few years ago, our school invited teachers from other schools to observe our second grade teacher, Mrs. Angela Wilcox, as she became quite an expert on the "Four Block" method of teaching reading and writing. Groups of teachers observed and had an opportunity to debrief with Mrs. Wilcox after sessions were complete. Our staff has shared results with the local school board, parent groups and the Indiana Department State Board of Education. Now that the school has been nominated as a Blue Ribbon School, other schools in the State of Indiana have been requesting professional development concerning issues with students and families in poverty.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Indiana Academic Standards provide the basis for what students should learn. These standards have been embedded into the curriculum through the creation of nine-week pacing guides for teachers. These pacing guides serve as a guide for what should be accomplished. The English Elementary School instructional staff recognizes that these serve as a guide and that the needs of the individual student must also be met. The staff also recognizes that the standards provide a framework for the minimum requirements and strive to exceed the standards when possible.

A grant from the Eli Lilly Foundation to provide all-day, every day kindergarten was instrumental in getting students "off to a good start." When the full-time kindergarten appeared as though it might be a reality, Kindergarten teachers had to be prepared to increase expectations for student learning. Standards based pacing guides and assessments were created. A reporting system for parents was also created. As a result, the expectation for student learning dramatically increased. Now most kindergarten students enter first grade reading and writing and are well above level in attainment of math skills. Current NWEA results for kindergarten students continue to support an idea that this early learning is crucial. This significant event drastically began to change the level of learning for first graders and ensuing second graders.

Four block reading instruction began to change instructional staff practices with reading and writing instruction. A minimum of twenty minutes of independent reading is expected from students to accompany daily guided reading, writing and working with words. All teachers are also expected to read aloud to students daily at all grade levels. Although our school still relies heavily on those premises, newer practices with reading instruction are currently being embedded. The school corporation has used stimulus monies to train literacy coaches for each elementary school building. The English Elementary School staff is currently learning how to add the basics of a balanced literacy approach to teaching reading. Our school corporation adopted the Scott-Foresman reading series to support students in reading practice. Teachers have all been trained to teach the core concepts of 6+ 1 Traits of Writing. Fourth, fifth and sixth grade students all have the same teacher for reading which allows that teacher to address student reading issues for three years. Title I and Special Education services are embedded during the reading block.

Saxon Math has been utilized in the building for nine years. For our students of poverty, the repetition and spiraling curriculum has provided what our particular students needed. Some experimenting with a computer based program called ALEXS was attempted during the 2008-09 school year with some success for students. Fourth, fifth, and sixth grade students are departmentalized for math and have the same teacher and remediation aide for three years. This allows for that teacher and aide to address student needs for three consecutive years.

State standards and the resulting pacing guides provide the basis for the current science program. The Scott Forsman Science text is used as a teaching resource. Concepts in science are taught through a combination of hands-on project-based activities. Science curriculum and materials were enhanced through a Lily Foundation grant that our corporation called Merlin. This program allowed for purchases of science equipment and supplies that supported teachers with instruction. An outdoor learning path was constructed near Camp Fork Creek just south of the English Elementary School building. Once again, the fourth, fifth, and sixth graders are departmentalized for science and have the same two teachers for science for three years. Increases in student understanding have been revealed in current ISTEP+ results for the past three years. One of the instructional assistants who is a retired science teacher is working with the primary teachers to embed hands on experiences for primary students.

The most significant learning for students in social studies is a building-wide use of lifelong guidelines and life skills. Teaching lifelong guidelines such as trust, truth, active listening, personal best and no-put downs throughout the school promotes what it means to be a good citizen. Lifeskills such as integrity, initiative, perseverance, flexibility, organization, sense of humor, effort, common sense, problem solving, responsibility, patience, friendship, curiosity, cooperation, caring and courage teach students skills that will allow them to learn how to be productive members of society. In addition, teacher use the nine-week pacing guide and assessments to drive instruction. The Scott Foresman Social Studies series uses as a teaching resource. Scholastic News for K-3 provides the current events.

Art and music are provided by regular classroom teachers. These subjects are usually integrated into the regular curriculum. A licensed physical education teacher provides organized instruction once a week for all students. The school corporation offers a variety of athletic opportunities for elementary students such as cross country, basketball, cheerleading, dance, basketball, track, and volleyball camps. The C.A.R.E.S. before school and after school program offers gymnastics and karate.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

English Elementary School's reading instruction is based on a combination of programs proven to be effective for differentiated learning. Significant support is provided by the Title I program, support staff, Special Education staff, and parent volunteers.

- All teachers and instructional staff were trained on implementing the four-block method of teaching reading. This includes guided reading, writing, working with words and self-selected reading.
- Twenty minutes of independent reading is expected daily.
- A teacher read aloud is expected daily.
- At least fifteen minutes of reading practice at home is expected from each student.
- Writing instruction and time to practice is expected daily.
- All staff was trained on using Tucker signing as a strategy for learning letter sounds and sounding out words. This is mostly utilized for kindergarten students, but may be used for students above kindergarten, if necessary.
- Pacing guides and assessments are used for instructional purposes.
- NWEA achievement testing three times per year gives the staff feedback on student learning.
- Title I staff supports literacy groups in kindergarten and first grade.
- Title I staff supports students during guided reading and writing instruction building wide.
- Fourth through sixth grade students have the same teacher for reading. Title I services and Special Education services are embedded into the reading routine at that level.
- Reading skills are also taught and supported in the content reading areas such as math, social studies and science.
- RIF (Reading Is Fundamental) has provided free books for students for the past eight years. These RIF giveaways were scheduled with a "kids friendly" theme three times per year.
- Scott-Foresman, the district's adopted reading series, is also used to support students in providing a balanced literacy program.
- A remediation period in the afternoon provided by classroom teachers and Title I staff assists students with skills not yet mastered.
- Students are encouraged to read by the school librarian. Students go to the library and learn library skills two times per week for 30 minutes at each session.
- The school also has a strong parent-volunteer program. This group of volunteers assists with kindergarten and first grade students who have not mastered necessary skills for grade level reading.
- Smartboard technology has been added to each upper grade classroom. This has allowed for focused student learning.
- Students also have at least 30 minutes per week in the computer lab.

- Teachers are encouraged to use the computer lab for connecting student learning to the technology that is available.

3. **Additional Curriculum Area:**

Math instruction at English Elementary School has been one of the most successful stories over the past eight years. The ISTEP+ scores have improved significantly, especially for exiting sixth graders.

- Saxon Math, the school corporation adopted math series, has provided the necessary structure of the math program for the past nine years.
- Fourth, fifth, and sixth graders have had the same teacher and remediation aide to support their math learning. This gives the instructor a better insight into the strengths and weaknesses of each math student for three consecutive years.
- The school corporation has also created nine-week pacing guides and assessments based on the current Indiana Standards. Assessments are given at the end of each nine weeks.
- A remediation period supported by teachers, the remediation aide, and Title I staff assist with mastery of math concepts.
- Last year students were exposed to an on-line math program called ALEXS. Students had the program available for use at school as well as use at home. Students were required to use ALEXS once per week for 40 minutes. Students were leveled according to known concepts. They were able to add to their learning by passing ALEXS level assessments.
- Students have daily math homework from kindergarten through sixth grade. Parents are then able to monitor skills being taught.
- Smartboard technology has been added to each upper grade classroom. This allows for focused student learning.

4. **Instructional Methods:**

English Elementary School uses a variety of instructional techniques to meet the diverse needs of students of poverty. The school has clearly communicated expectations for student learning: to students, to parents, and to staff members. There is absolutely no differentiation as it relates to poverty. Differentiation is practiced according to ability and/or needs of the students. The school has a high expectation for student learning for every student.

The school staff has created a homework policy that is clearly communicated. All students starting in kindergarten have daily homework. In kindergarten through third grade, parents are given a homework assignment sheet on Mondays that explains homework for the week. Homework folders at those levels are sent home with students Monday through Thursday. Parents are required to acknowledge that homework was completed on a daily signature page. Students in fourth through sixth grade have daily assignment books that students complete. A system of consequences for homework not being completed has been created by the staff. Each incident is reported to the parent and the notification has to be signed and returned to school.

High expectations for student learning is holds true for all students, even our students who have been identified with special needs. Students with special education needs are included in the regular classroom most of the time. Modifications and accommodations are often taken care of by the regular classroom teacher, but the special education teacher and his assistant support classroom instruction by assisting with those modifications and accommodations. Special education students also meet in small groups or in individual sessions as needed.

Special education staff and Title I staff members are embedded into reading, language arts and writing sessions in classroom, when possible.

Remediation is addressed by regular classroom teachers. When necessary, students are remediated in the afternoons during a 30 minute block of time set aside for students in need of extra help. There is a 30 minute period set aside for K-3 students and a 30 minute period set aside for 4th-6th grade students. This remediation period is staffed by Title I, Special Education, and classroom teachers.

Science instruction at all levels has been taught using a "hands-on" approach to learning. Students are embedded in experiences that involve experimentation, observation, and drawing conclusions from results. Science instruction has largely been aligned to the Indiana Standards as a guide and the textbook has largely been used as a resource only.

5. Professional Development:

The staff and administration at English Elementary School believes that professional development must be related to the learning needs of students. Student scores are studied to determine learning needs of students. The State of Indiana requires that professional development be tied to School Improvement plans. So, professional development has been largely focused on reading, writing, math, and problem solving for the past ten years.

One of the recent current focuses for English Elementary School has been higher order problem solving in all curricular areas. As a result, the staff studied Blooms Taxonomy and learned how to embed Blooms leveled questioning into daily practice. Teachers experimented with adding Blooms level inquiries (projects) to the classroom. Teachers then shared the results with each other. This was a focus that all staff were required to participate in some way. Teachers and staff were actually given choice projects to complete at each one of the levels of Blooms Taxonomy themselves.

Crawford County School Corporation has determined that literacy for all students is a main goal. As a result, one elementary staff person at each elementary has been trained as a literacy coach. Literacy coaches have been meeting with teachers each Thursday to learn about Fountas and Pinnell's Balanced Literacy. English Elementary School has been focusing on one aspect of balanced literacy: the independent reading block.

The State of Indiana provides copies of the open ended portion of individual students ISTEP+ tests. Those open-ended responses have been studied over the years to address student response issues. Because the open ended responses have been openly shared, teachers have taken the tests themselves, have had to actually write to a prompt, and respond to the math problems as though they were students. That practice alone has informed teachers on how students respond to the assessment. Teachers also make sure that students receive their own responses, and score the responses, talk about what a score "6" looks like. Students and teachers report alike that the ISTEP+ scorers are very lenient when scoring!

6. School Leadership:

English Elementary School's leadership structure consists of a team of people, both certified and non-certified, that work "Hand in Hand" to reach a common goal: to offer a curriculum that intrinsically motivates our students to become lifelong learners and dedicated responsible citizens.

Mrs. Debbie Ade, principal of English Elementary School, has been employed by Crawford County School Corporation for thirty-three years. She was a second grade teacher for fourteen years and a sixth grade teacher for seven years. She has spent the past twelve years at English Elementary School as the school leader.

Mrs. Ade has been responsible for creating an environment that has encouraged high expectations for students and staff. Mrs. Ade and her staff have worked closely to improve expectations for student learning and behavior. The school staff has worked together holding each other accountable for what students know

and are able to do. The staff holds students accountable for their learning with a "how can I help you?" attitude.

Mrs. Ade and her staff could easily be seen as "problem solvers." When an issue arises, the staff addresses the problem by discussing the issues and "figures out" instructional practices that will directly address the problem. Often, this is completed as an instructional team.

Mrs. Ade has also been responsible for curriculum development for the Crawford County School Corporation. Educate Indiana funds supported the development of benchmark assessments for all elementary schools. This program supported elementary teachers "getting together" in grade level teams to create those benchmark assessments. Funds also helped purchase new books for classroom libraries to support self-selected reading in the corporation.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: ISTEP+

Edition/Publication Year: Updated Annually 2008

Publisher: CTB McGraw Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Pass plus Pass +	81	79	84	91	73
Pass +	5	8	11	9	9
Number of students tested	21	24	19	23	22
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					
Pass plus Pass +	73	76	79	88	67
Pass +	7	6	0	6	8
Number of students tested	15	17	14	16	12
2. African American Students					
Pass plus Pass +					
Pass +					
Number of students tested					
3. Hispanic or Latino Students					
Pass plus Pass +					
Pass +					
Number of students tested					
4. Special Education Students					
Pass plus Pass +					
Pass +					
Number of students tested	2	3	4	4	3
5. Limited English Proficient Students					
Pass plus Pass +					
Pass +					
Number of students tested					
6. Largest Other Subgroup					
Pass plus Pass +					
Pass +					
Number of students tested					

Notes:

Subject: Reading

Grade: 3 Test: ISTEP+

Edition/Publication Year: Updated Annually

Publisher: CTB/McGarw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Pass plus Pass +	86	75	89	83	73
Pass +	10	25	5	22	23
Number of students tested	21	24	19	23	22
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					
Pass plus Pass +	80	71	86	75	67
Pass +	13	18	0	13	33
Number of students tested	15	17	14	16	12
2. African American Students					
Pass plus Pass +					
Pass +					
Number of students tested					
3. Hispanic or Latino Students					
Pass plus Pass +					
Pass +					
Number of students tested					
4. Special Education Students					
Pass plus Pass +					
Pass +					
Number of students tested	2	3	4	4	3
5. Limited English Proficient Students					
Pass plus Pass +					
Pass +					
Number of students tested					
6. Largest Other Subgroup					
Pass plus Pass +					
Pass +					
Number of students tested					

Notes:

Subject: Mathematics

Grade: 4 Test: ISTEP+

Edition/Publication Year: Updated Annually

Publisher: CTB McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Pass plus Pass +	91	87	83	85	73
Pass +	9	5	8	9	27
Number of students tested	22	21	24	26	15
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					
Pass plus Pass +	87	84	75	79	64
Pass +	7	9	6	7	36
Number of students tested	15	11	16	14	11
2. African American Students					
Pass plus Pass +					
Pass +					
Number of students tested					
3. Hispanic or Latino Students					
Pass plus Pass +					
Pass +					
Number of students tested					
4. Special Education Students					
Pass plus Pass +					
Pass +					
Number of students tested	2	3	3	4	4
5. Limited English Proficient Students					
Pass plus Pass +					
Pass +					
Number of students tested					
6. Largest Other Subgroup					
Pass plus Pass +					
Pass +					
Number of students tested					

Notes:

Subject: Reading

Grade: 4 Test: ISTEP+

Edition/Publication Year: Updated Annually 2008

Publisher: CTB McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Pass plus Pass +	73	82	83	88	80
Pass+	9	14	21	19	7
Number of students tested	22	21	24	26	15
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					
Pass plus Pass +	67	70	81	79	73
Pass+	0	10	19	29	9
Number of students tested	15	10	16	14	11
2. African American Students					
Pass plus Pass +					
Pass+					
Number of students tested					
3. Hispanic or Latino Students					
Pass plus Pass +					
Pass+					
Number of students tested					
4. Special Education Students					
Pass plus Pass +					
Pass+					
Number of students tested	2	3	3	4	4
5. Limited English Proficient Students					
Pass plus Pass +					
Pass+					
Number of students tested					
6. Largest Other Subgroup					
Pass plus Pass +					
Pass+ (males)					
Number of students tested					

Notes:

Subject: Mathematics

Grade: 5 Test: ISTEP+

Edition/Publication Year: Updated Annually

Publisher: CTB McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Pass plus Pass +	76	92	77	81	94
Pass +	12	4	16	13	33
Number of students tested	17	24	31	16	18
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					
Pass plus Pass +		86	70	85	91
Pass +		0	5	15	27
Number of students tested	9	14	20	13	11
2. African American Students					
Pass plus Pass +					
Pass +					
Number of students tested					
3. Hispanic or Latino Students					
Pass plus Pass +					
Pass +					
Number of students tested					
4. Special Education Students					
Pass plus Pass +					
Pass +					
Number of students tested	3	3	5	4	3
5. Limited English Proficient Students					
Pass plus Pass +					
Pass +					
Number of students tested					
6. Largest Other Subgroup					
Pass plus Pass +					
Pass +					
Number of students tested					

Notes:

Subject: Reading

Grade: 5 Test: ISTEP+

Edition/Publication Year: Updated Annually

Publisher: CTB McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Pass plus Pass +	59	83	74	56	94
Pass +	12	17	16	6	28
Number of students tested	17	24	31	16	18
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					
Pass plus Pass +		79	74	54	91
Pass +		0	16	8	18
Number of students tested	9	14	31	13	11
2. African American Students					
Pass plus Pass +					
Pass +					
Number of students tested					
3. Hispanic or Latino Students					
Pass plus Pass +					
Pass +					
Number of students tested					
4. Special Education Students					
Pass plus Pass +					
Pass +					
Number of students tested	3	3	5	3	3
5. Limited English Proficient Students					
Pass plus Pass +					
Pass +					
Number of students tested					
6. Largest Other Subgroup					
Pass plus Pass +					
Pass +					
Number of students tested					

Notes:

Subject: Mathematics

Grade: 6 Test: ISTEP+

Edition/Publication Year: Updated Annually 2008

Publisher: CTB McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Pass plus Pass +	100	96	89	100	100
Pass +	33	37	32	47	40
Number of students tested	24	27	19	19	25
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					
Pass plus Pass +	100	94	88	100	100
Pass +	35	19	38	40	35
Number of students tested	17	16	16	10	17
2. African American Students					
Pass plus Pass +					
Pass +					
Number of students tested					
3. Hispanic or Latino Students					
Pass plus Pass +					
Pass +					
Number of students tested					
4. Special Education Students					
Pass plus Pass +					
Pass +					
Number of students tested	2	6	5	4	5
5. Limited English Proficient Students					
Pass plus Pass +					
Pass +					
Number of students tested					
6. Largest Other Subgroup					
Pass plus Pass +					
Pass +					
Number of students tested					

Notes:

Subject: Reading

Grade: 6 Test: ISTEP+

Edition/Publication Year: Updated Annually 2008

Publisher: CTB McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Pass plus Pass +	92	70	74	89	76
Pass +	8	7	0	32	0
Number of students tested	24	27	19	19	25
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					
Pass plus Pass +	88	63	75	80	71
Pass +	6	0	0	20	0
Number of students tested	17	16	16	10	17
2. African American Students					
Pass plus Pass +					
Pass +					
Number of students tested					
3. Hispanic or Latino Students					
Pass plus Pass +					
Pass +					
Number of students tested					
4. Special Education Students					
Pass plus Pass +					
Pass +					
Number of students tested	2	6	5	4	5
5. Limited English Proficient Students					
Pass plus Pass +					
Pass +					
Number of students tested					
6. Largest Other Subgroup					
Pass plus Pass +					
Pass +					
Number of students tested					

Notes: