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

Type of School: (Check all that apply) [] Charter [**X**] Title I [] Magnet [] Choice

Name of Principal: Mr. Jeff King

Official School Name: George L Myers Elementary School

School Mailing Address:
3100 Willowdale Road
Portage, IN 46368-4245

County: Porter State School Code Number*: 6877

Telephone: (219) 763-8035 Fax: (219) 764-6742

Web site/URL: http://www.portage.k12.in.us/my/site/default.asp? E-mail: jking@portage.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*: Mr. Michael Berta

District Name: Portage Township Schools Tel: (219) 762-6511

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

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Terry Hufford

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)

8	Elementary schools (includes K-8)
2	Middle/Junior high schools
1	High schools
0	K-12 schools
11	**TOTAL**

2. District Per Pupil Expenditure: 9502

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

[ ] Urban or large central city
[X] Suburban school with characteristics typical of an urban area
[ ] Suburban
[ ] Small city or town in a rural area
[ ] Rural

4. 4 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	38	32	70	**7**	0	0	0
1	34	31	65	**8**	0	0	0
2	30	40	70	**9**	0	0	0
3	42	25	67	**10**	0	0	0
4	33	37	70	**11**	0	0	0
5	33	41	74	**12**	0	0	0
		TOTAL STUDENTS IN THE APPLYING SCHOOL					416

6. Racial/ethnic composition of the school:

0	% American Indian or Alaska Native
0	% Asian
4	% Black or African American
17	% Hispanic or Latino
0	% Native Hawaiian or Other Pacific Islander
70	% White
9	% 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: 12 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	28
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	20
(3)	Total of all transferred students [sum of rows (1) and (2)].	48
(4)	Total number of students in the school as of October 1.	416
(5)	Total transferred students in row (3) divided by total students in row (4).	0.115
(6)	Amount in row (5) multiplied by 100.	11.538

8. Limited English proficient students in the school: 3 %

Total number limited English proficient 13

Number of languages represented: 4

Specify languages:

The four languages represented by our limited English proficient students are:

Spanish, Greek, Macedonian, and Urdu

9. Students eligible for free/reduced-priced meals: 47 %

Total number students who qualify: 205

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: 8 %

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.

3	Autism	0	Orthopedic Impairment
0	Deafness	1	Other Health Impaired
0	Deaf-Blindness	22	Specific Learning Disability
0	Emotional Disturbance	18	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities	0	Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	1	0
Classroom teachers	21	2
Special resource teachers/specialists	2	0
Paraprofessionals	6	7
Support staff	4	10
Total number	34	19

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 **24 :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%	96%	96%	97%	96%
Daily teacher attendance	96%	95%	95%	96%	95%
Teacher turnover rate	4%	0%	3%	3%	0%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

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

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

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

PART III - SUMMARY

Myers Elementary School, part of the Portage Township Schools Corporation, is located at 3100 Willowdale Road in Portage, Indiana. Myers Elementary is a K-5 school with a diverse staff that is proud to serve a diverse student population. Myers Elementary School has been recognized by the state of Indiana as an EXEMPLARY school since 2005 based on continuous academic improvement on the ISTEP+ annual assessment and attendance expectations. This EXEMPLARY status reflects a commitment to academic excellence every day. Myers Elementary has a professional staff with tremendous teaching talent. This teacher talent, along with the active involvement of our parents and community members, further enables us to achieve significant educational goals. All of our goals and successes stem from the school motto, "Achievement matters, and it's MY effort that makes a difference."

Myers Elementary offers a rigorous curriculum that meets and exceeds Indiana standards for grades K-5. The curriculum is deployed using the 8-Step Instructional Process that emphasizes the importance of student assessment and differentiated instruction. Each staff member is committed to meeting the needs of all learners through tutorials, maintenance, and enrichment.

Within this 8-Step Process, teachers use the Madeline Hunter lesson design to model expected learning and provide students with learning opportunities. This lesson design follows the “teach, practice, and apply” principles. Teachers model for students what is expected, guide them through practice while checking for understanding, and providing independent practice once students demonstrate the ability to perform the learning outcome with proficiency. Best practices and brain-compatible strategies are evident in the lesson design. Standards-based assessments have been developed to gauge the extent to which students are adequately demonstrating proficiency relative to the Indiana Academic Standards. Within our curriculum is a commitment to continuous improvement in order to increase overall student achievement.

Students have internalized the importance of learning, effort, and education. Students strive for excellence as they practice essential academic skills, demonstrate proficiency through assessments, and hold themselves accountable for learning. Students also strive to be good citizens by using the virtues of compassion, cooperation, honesty, respect, responsibility, and self-discipline.

Myers Elementary provides after school programs that add to the overall educational experience. Such programs include: Student Council, Choir, Calculator Club, Drug Free Club, Literacy Club, Fitness Club, High Ability Art Class, Art Attack Club, and Good News Club. These programs provide opportunities for students and parents to become more involved with the school.

In order to reward learning and involvement, Myers Elementary School celebrates academic successes on a monthly basis. Students are recognized at assemblies for their achievements on ISTEP+ and for numerous other academic and extracurricular purposes. These recognitions serve as natural motivators for our students and encourage them to always give their personal best throughout their lives.

Myers Elementary also helps the community. Myers has a parent room offering a variety of parenting resources including computers with Internet access to check a student’s grades or complete online job applications and resumes. For families in need of clothing, Myers has a room stocked with donated clothing families can have at no cost.

Myers Elementary is committed to providing the best educational experience for all students. High academic expectations have been established, as has the love for learning. Both students and staff take tremendous pride in the school, and live out the mission statement here at Myers and the district – To provide all students with a quality education in a positive learning environment supported by cooperative efforts of the school, family and community that meets the students’ needs and aspirations while preparing them to become respectful, productive citizens who view learning as a lifelong process.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

The Indiana State Test of Educational Progress Plus (ISTEP+) test is the state assessment system. Prior to the 2008-09 school year, each grade level 3-5 took the language arts and math section of the ISTEP+ during the month of September. Beginning in the 2008-09 school year, each grade level now takes the ISTEP+ test during the months of March and May. ISTEP+ is divided into categories of pass plus, pass and did not pass. Cut scores define these categories. Separate scores are given for language arts and math and parent reports are sent home indicating student proficiency on both parts of the ISTEP+ test.

Myers Elementary School's ISTEP+ results have shown significant improvements including multiple double digit increases in several grade levels and subgroups in both sections (see Criterion-Referenced Test Tables). For the past four years overall combined language arts and math test scores have exceeded the state average by at least 15%. Since 2004-05, the Free and Reduced subgroup at Myers has increased its level of achievement for passing both sections by 35%, from 46% to 81%. In that same time, the Special Education subgroup saw significant improvements as well. Since 2004-05, the Special Education subgroup has increased its level of achievement for passing both sections by 29%, from 38% to 67%. Both the White / Not-Hispanic and Hispanic subgroups have increased their levels of achievement for passing both the language arts and math portions of ISTEP+ by 25%, from 60% to 85% and from 52% to 77% respectively.

Not only has Myers' had a significant increase in students passing the ISTEP+ test from 2004-05 to the 2008-09 school year, Myers also has a double digit increase in the number of students exceeding the passing score and attaining Pass+ status.

The only exception to these improvements was the 2007-08 school year. This discrepancy is attributed to a majority of 4th grade tests in language arts given a score of "undetermined" due to testing irregularities. Throughout the last five years, Myers Elementary has experienced a fluctuation of student enrollment due to program changes in the school corporation. Even with the fluctuations, Myers Elementary has shown continuous improvements on the ISTEP+ state assessment.

In order to triangulate data to foster continued student growth, Myers Elementary also uses additional assessments to have a current academic snapshot of each student and class. These assessment tools include, but are not limited to, STAR Reading and STAR Math diagnostic assessments, DIBELS (Dynamic Indicators of Basic Literacy Skills), power indicator assessments, and trimester exit exams.

STAR Reading and Math assessments are given three times a year and student growth is measured by grade equivalents and scale scores. DIBELS benchmark assessments are given three times a year as a diagnostic. Progress monitoring assessments for DIBELS are given after three weeks of reading intervention. Through the DIBELS assessment students are identified as At-Risk/Deficient, Some Risk/Emerging, and Low Risk/Established. Power Indicators are given to assess individual power indicators and students are expected to demonstrate mastery at 80% or better. Trimester exit exams are given three times a year with the level of mastery also at 80% or better.

Indiana's Department of Education website has school specific information and can be found at http://mustang.doe.state.in.us/SEARCH/snapshot.cfm?schl=6877.

2. **Using Assessment Results:**

Data helps support the decisions that drive instruction at Myers Elementary. The analysis of data is embedded in the 8-Step Baldridge Process deployed at Myers Elementary. Through the 8-Step process teachers analyze data from assessments and determine appropriate interventions for remediation, distributive practices for maintenance, and extensions for enrichment.

The district has identified the most critical indicators from the Indiana Academic Standards and developed assessments designed to measure student mastery towards these indicators. Results of power indicator assessments determine whether a student will be placed in a remediation group and given more time to practice and master specific skills or join an enrichment group that deepens their understanding of specific skills. Scheduling is adjusted to facilitate uninterrupted blocks of time each week so teachers can flexibly group students in these remediation and enrichment groups.

Through the Title I program the DIBELS (Dynamic Indicators of Basic Literacy Skills) assessment is implemented. DIBELS data is used to drive classroom instruction as well as Title I groups. DIBELS is used for all Kindergarten, first, second, and third grade children to identify early reading skills. Letter naming, initial sound fluency, phoneme segmentation, nonsense words, comprehension, and oral reading fluency are assessed throughout the year and then data is used to drive instruction and grouping. The lowest scoring students Kindergarten through 3rd Grade receive instruction by Title I staff to work on their deficiencies using the differentiated instruction model. While this remediation takes place the classroom teacher deploys on-level and above-level instruction.

Teachers have a wealth of data available to them through these assessments and STAR Reader, STAR Math, and Trimester exit exams. This data empowers teachers to be more prescriptive in modifying their curriculum in order to increase student achievement and meet individual student needs.

3. **Communicating Assessment Results:**

Frequent communication with students, parents, staff, and community help to assure that everyone is an integral part of each student's success. Monthly student assemblies are held to celebrate and showcase student successes on ISTEP+, extracurricular activities, and community service projects. Monthly PSO (Parent-Staff Organization) meetings allow staff to share assessment information and results with parent groups. For example, the principal provides a summary of student performance and successes on ISTEP+ and answers any questions parents might have regarding the assessment results. Monthly newsletters inform parents of upcoming assessments, assessment results, and activities. Current levels of student achievement in all subject areas can be accessed through the web-based Power School Parent Portal. This student information system provides every student with a username and password so parents have daily access to their child's progress. Progress reports and trimester report cards are sent home six times during the year. Parents of students with special needs receive updated IEP goals with their trimester report cards. In addition, three times during the year students take web-based assessments for STAR Reading and STAR Math. Results and growth over the course of the year are sent home to parents after these assessments are administered. An automated phone messenger system is used by the principal and classroom teachers to contact parents about events, activities, upcoming assessments and results, and test-prep strategies.

We extend communication to the community through the school website (http://www.portage.k12.in.us/my/site/default.asp). The website posts current data results and a link to the Indiana Department of Education website. Additionally, a marquee outside the building proudly displays news of upcoming events, assessment results and awards to the school, parents and the community at large. Myers Elementary has partnered with the two local newspapers as a way to communicate school-wide, grade level, and individual student successes.

4. **Sharing Success:**

Myers Elementary school successes include the significant increase of ISTEP+ scores, Exemplary Status Award, 4 Star School, and the National Blue Ribbon nomination, which has been reported to the community through numerous local newspaper articles. Staff members were asked to give presentations defining the attributes to academic success at the Portage Township School Board meeting. Myers is a member of the District Quality Schools Team where achievements are shared with other schools in the corporation. Staff members have been invited to share the Myers' attributes for success with local universities and neighboring school corporations. Myers enjoys a shared partnership with Valparaiso University where pre-service teachers come to observe and walk away with the critical school, teacher, and student level factors that lead to academic success.

In the event that Myers is named a National Blue Ribbon School, the plan will be to share this success with the educational community through various means. One mean to share success is through staff-written educational columns in local newspapers. Another means of sharing success will be to welcome aspiring educators, peers, school corporations, and universities to the school. Staff members will also accept invitations to speak at other schools and local organizations inquiring about the reasons behind the school's success. Ultimately, Myers is willing to share its successes whenever the opportunity arises. Sharing what works at Myers with the educational community would be a privilege and an honor.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

Myers curriculum is two-fold. First, there is a laser-like focus on the academic skills and knowledge students need to be successful both now and in life. Second, there is an intense focus on the moral virtues required to develop our students into caring and productive citizens.

Academically, all Myers Elementary teachers rely on best practices to teach. Teachers apply the educational knowledge they have gained from trainings, personal research and research-based school initiatives into their daily instruction. Teachers use a variety of teaching methods and supplemental materials aimed at leading students to mastery.

Myers curriculum is driven by the Indiana State Standards. Language Arts and Mathematics power indicator curriculum maps have been developed for each grade level based on the standards and divided between the three trimesters. These maps serve as the guaranteed and viable sequence of instruction that assures our students have the prior knowledge needed to move from one skill to the next and one grade level to the next.

The curriculum is deployed using the 8-Step Instructional Process that emphasizes the importance of student assessment and differentiated instruction. Within this 8-Step Process, teachers use the Madeline Hunter lesson design that follows the "teach, practice, and apply" principles.

The reading curriculum at Myers focuses on fluency and comprehension. Reading instruction is a collaborative effort between the classroom teachers, media specialist, special education, and the Title I staff. Teachers have identified six critical reading comprehension strategies for our students to learn as they progress through the grades. These strategies were determined to assure all students are reading and comprehending at grade level by the end of fifth grade. A variety of research-based teaching methods are used through individual instruction, small group, and whole group.

The math curriculum at Myers focuses on teaching the power indicators and taking our students from conceptual understanding to abstract applications through the use of manipulatives and best practices. Myers established six critical problem-solving strategies for our students to learn and apply in any mathematical situation. Along with these problem-solving strategies, teachers use "Rocket Math" for basic fact practice and computation mastery.

The writing curriculum at Myers is taught through the 6+1 Traits writing model. Each grade level has a specific trait that they introduce and teach to mastery. By the end of 5th grade, students have learned and are able to apply the six traits of writing into narrative, persuasive, and expository writing. Formative writing prompts are administered three times a year to measure student growth in writing. These prompts are scored using state rubrics. Writing instruction is then adjusted based on areas of weakness found in each class and with each student. ISTEP+ scores have shown positive results since the deployment of the 6+1 writing curriculum.

Both science and social studies curriculum are integrated into language arts and mathematics. The inquiry model is used for science. Hands-on instruction and modeling occurs with science experiments. Fourth grade students learn the scientific method and demonstrate mastery by presenting a science project to the class. Fifth grade students study government and rights while completing "resident expert" projects on famous people or events in history.

Myers Elementary has a strong technology component that empowers teachers to provide additional learning opportunities for individuals and small groups of students in all the core subjects through differentiated computer and web-based programs.

All students receive weekly instruction in art, music, and physical education. All three areas have aligned their standards with the academic curriculum in order to build connections between subject areas.

Socially, Myers teaches compassion, cooperation, honesty, respect, responsibility, and self-discipline. These moral virtues foster positive social skills.

2a. **(Elementary Schools) Reading**:
(This question is for elementary schools only)

Research-based best practices drive the reading curriculum. Myers has designed an uninterrupted block of time devoted to reading instruction for each grade level. Teachers established a progression of six critical reading comprehension strategies that guide instruction and determine teaching methods. Comprehension strategies start in kindergarten and spiral through fifth grade. These strategies include decoding, monitoring/correcting, summarizing, inferring, synthesizing/making connections, and analyzing. Also, teachers utilize Ruby Payne research-based strategies such as graphic organizers, analogies, and a vocabulary component.

At the primary level, K-2, DIBELS (Dynamic Indicators of Basic Literacy Skills) is deployed to develop and assess emergent readers. Letter naming, phoneme segmentation, comprehension, initial sounds, nonsense word fluency, oral reading and fluency are the skill areas covered. Students struggling with these literacy deficiencies are provided with remedial interventions such as Wilson Reading, SOAR, and Road to the Code.

At the intermediate level, 3-5, teachers deploy the reciprocal teaching strategy using leveled readers, basals, trade books, and supplemental reading materials. Teachers assess students regularly through written and oral responses using Benjamin Blooms' levels of questioning.

Myers Elementary uses the Accelerated Reader (AR) program in grades 1-5. An independent reading range is established for every student through the STAR Reading assessment. Students read for thirty minutes every day, take comprehension and vocabulary quizzes, and reach an individual goal each trimester. This rigorous initiative has shown to greatly improve student comprehension and understanding on formative and summative assessments such as ISTEP+.

Various other programs such as Pizza Hut's Book-It, Read to Succeed Six hour reading club sponsored by Six Flags, Family Reading nights, Title I sponsored Bingo for Books, and author visits are in place to foster motivation and a life long love for reading.

Consistent improvement based on the ISTEP+ assessment indicates that the current combination of methods and strategies is successful.

3. **Additional Curriculum Area:**

Research-based best practices drive the math curriculum. The curriculum at Myers focuses on teaching the power indicators and taking students from conceptual understanding to abstract applications. Myers Elementary has implemented several math initiatives to assist students in this process because each student is expected to achieve or exceed grade level proficiency in mathematics.

Unique to Myers is the development of a rigorous standards-based learning program (Breakfast for the Brain) in which students engage in new learning and review previously learned skills daily throughout the course of the school year. Significant academic gains in math on ISTEP+ can be strongly attributed to this program. On average, the math scores for the past three years are within the 90th percentile school-wide.

Myers has also identified six critical problem-solving strategies to assist students in their approach to solving problems. These strategies include: using objects, drawing a picture, identifying function words, using logical

reasoning to explain, simplifying problems, creating an organized list, and guess and check. In addition, teachers use Otter Creek's "Rocket Math" to teach and assess basic facts.

Teachers differentiate instruction in math on a daily basis taking results from the power indicator assessments and develop lessons and activities for all levels of learners. Each classroom has skills-based board games that empower teachers to differentiate instruction that provides remediation and enrichment opportunities for all students. Several math technology programs such as Skills Tutor and Bronco Math are utilized to differentiate instruction, remediate, enrich, and enhance the math curriculum. Myers Elementary also provides support for students in need by implementing techniques such as Touch Math, Drops in the Bucket, adaptive curriculum, small group settings, and individual instruction.

The passion for mathematics within the building impacts the attitude and achievement for all Myers' students and fosters a positive learning environment.

4. **Instructional Methods:**

A district-wide initiative in Portage encourages all teachers to use best practice and brain-based teaching strategies, and to keep in mind the purpose of the lesson drives the choice of instruction. Myers Elementary tailors instruction to meet the diverse needs of learners by focusing on three distinct techniques: 1) direct, explicit instruction and modeling when material is first introduced; 2) provide additional time for students who are struggling; and 3) differentiate instruction to keep all levels of learners motivated to learn.

Teachers use the Madeline Hunter lesson design. Within this design, teachers model for students what is expected, guide them through practice while checking for understanding, and provide independent practice once students demonstrate the ability to perform the learning outcome with proficiency.

Teachers analyze assessment data and group students according to their level of understanding. These flexible groups change from skill to skill and subject-to-subject based on individual student proficiency. Teachers use anchoring activities and differentiated centers to differentiate instruction based on assessment results. For example, students who have not mastered the skill of place value will be given more time in a remedial session with the teacher or assistant while students who have mastered this skill are deepening their understanding through enrichment activities independently or with a small group.

In order to better prepare for student differences, Myers' teachers have created pretests to gauge prior knowledge before instruction. The results of these pretests empower teachers to develop tiered lessons for each group of learners based on each student's current level of prior knowledge. Some students receive remediation, some additional practice, while others are given more challenging tasks for enrichment.

Students who struggle also receive Special Education services, Title I services and prescriptive interventions through the Response to Intervention (RtI) process.

5. **Professional Development:**

The Professional Development plan at Myers Elementary has been driven by two factors: district initiatives and school assessment results. District initiatives include differentiated instruction, Accelerated Reader, indicator assessment development, and DIBELS in K-2. School assessment results have created professional development opportunities for 6+1 writing, problem solving, and various technology initiatives.

Funding for professional development is allocated through the corporation and Title I accounts. Professional development takes place during weekly professional learning community meetings (PLCs) at each grade level and staff meetings. In these meetings teachers discuss what to do for students who are struggling and what to do for students who are at mastery. Teachers also present new information and teaching techniques based on research or from conferences such as 6+1 writing, Carolyn Coil, Centers in a Snap, and national reading conferences.

Portage Township Schools and Myers Elementary have adopted the "Train the Trainer" model to use experts within the corporation and school to further the advancement of teacher expertise. Trainers at Myers Elementary have advanced the teaching expertise of differentiated instruction by demonstrating how to create anchoring activities, centers, pretests, and tiered lessons. The lab coordinator has also led professional development on how to use particular programs for instructional purposes and how to create websites for classroom teachers to communicate with parents. The Special Education Department also hosts workshops on relevant topics.

Myers Elementary shares and disseminates information on best practices for the purposes of improving curriculum, working with student disabilities, meeting student needs, and increasing achievement. The impact on student achievement is profound because collaboration and idea sharing is of utmost importance. Teachers embrace the importance of collaboration, creative thinking, and risk-taking. Therefore, research-based ideas spread throughout the grade levels. The professional quest for continuous improvement has been an attribute for success at Myers Elementary.

6. **School Leadership:**

Leadership at Myers Elementary is shared between the building principal, staff, and parents. The building principal serves as the instructional leader, engages the staff and parents in the problem/solution process, and initiates necessary change.

Shared leadership is evident through committees like the Site-Based Team, Design Teams, Team Leaders, and grade level Professional Learning Communities (PLCs). All of these shared leadership groups collaborate, analyze data, identify challenges, and develop possible solutions. For example, the Site-Based team consists of the building principal, staff from all departments, and parent representatives. Ultimately, the Site-Based team addresses school-wide challenges, discusses possible solutions, and determines a plan of action.

During the 2008-09 school year, student discipline was an issue. The Site-Based Team discussed possible solutions. First, the SBT established the six moral virtues of compassion, cooperation, honesty, respect, responsibility, and self-discipline that we emphasize, teach, and expect at Myers. Then, the Home School Advisor developed the program known as STARS (Students Taking action and Responsibility for Success) around these virtues to address student discipline. Preliminary results indicate a 27% decrease in office referrals. This decrease is believed to be a direct result of the STARS program.

The Site-Based Team has also determined the need for SMART goals. These goals are designed to stretch the staff, address needs, improve curriculum, and increase student achievement. Every Site-Based member is the leader of a design team. The design teams such as reading, writing, mathematics, parent involvement, climate, school safety, and technology meet and determine a goal for improvement based on current assessment data. These SMART goals developed through shared leadership set the course for each school year. Site-Based and Design Teams then evaluate the effectiveness of each goal through data collected in the form of assessment results and surveys.

Assessment data reflects an increase in student achievement based on current initiatives and the deployment of shared leadership in the decision-making process.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: ISTEP+

Edition/Publication Year: 1997 Publisher: McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Pass and Pass+	90	77	83	85	64
Pass+	39	29	22	24	2
Number of students tested	72	83	113	123	81
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 and Pass+	90	66	68	84	57
Pass+	29	23	18	21	0
Number of students tested	31	35	40	38	21
2. African American Students					
Pass and Pass+					
Pass+					
Number of students tested					
3. Hispanic or Latino Students					
Pass and Pass+		67	86	65	55
Pass+		33	7	15	9
Number of students tested		15	14	20	11
4. Special Education Students					
Pass and Pass+		60	53	42	
Pass+		0	12	16	
Number of students tested		10	16	19	
5. Limited English Proficient Students					
Pass and Pass+					
Pass+					
Number of students tested					
6. Largest Other Subgroup					
Pass and Pass+	88	83	85	93	69
Pass+	46	31	28	29	2
Number of students tested	52	58	86	89	64

Notes:
Beginning the 2008-2009 school year, Indiana state testing transitioned from the fall to the spring. Other subgroup = white.

Subject: Reading Grade: 3 Test: ISTEP+

Edition/Publication Year: 1997 Publisher: McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Pass and Pass+	92	77	79	80	64
Pass+	19	20	26	20	9
Number of students tested	72	83	113	123	81
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 and Pass+	94	69	60	71	62
Pass+	13	11	15	18	14
Number of students tested	31	35	40	38	21
2. African American Students					
Pass and Pass+					
Pass+					
Number of students tested					
3. Hispanic or Latino Students					
Pass and Pass+		67	71	60	82
Pass+		20	14	20	9
Number of students tested		15	14	20	11
4. Special Education Students					
Pass and Pass+		60	47	21	
Pass+		10	6	5	
Number of students tested		10	16	19	
5. Limited English Proficient Students					
Pass and Pass+					
Pass+					
Number of students tested					
6. Largest Other Subgroup					
Pass and Pass+	94	83	86	87	63
Pass+	25	22	31	24	9
Number of students tested	52	58	86	89	64

Notes:
Beginning the 2008-2009 school year, Indiana state testing transitioned from the fall to the spring. Other subgroup = white

Subject: Mathematics Grade: 4 Test: ISTEP+

Edition/Publication Year: 1997 Publisher: McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Pass and Pass+	84	90	92	88	63
Pass+	24	45	33	29	4
Number of students tested	82	112	120	113	73
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 and Pass+	79	84	87	86	61
Pass+	16	30	22	13	0
Number of students tested	38	44	45	37	18
2. African American Students					
Pass and Pass+					
Pass+					
Number of students tested					
3. Hispanic or Latino Students					
Pass and Pass+	83	73	82	77	
Pass+	17	20	23	8	
Number of students tested	18	15	22	13	
4. Special Education Students					
Pass and Pass+	50	57	58	60	
Pass+	0	21	5	27	
Number of students tested	10	14	19	15	
5. Limited English Proficient Students					
Pass and Pass+					
Pass+					
Number of students tested					
6. Largest Other Subgroup					
Pass and Pass+	86	93	95	91	70
Pass+	29	52	40	33	4
Number of students tested	56	86	85	93	54

Notes:
Beginning the 2008-2009 school year, Indiana state testing transitioned from the fall to the spring. Other subgroup = white.

Subject: Reading Grade: 4 Test: ISTEP+

Edition/Publication Year: 1997 Publisher: McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Total Passing	80	46	85	85	71
Pass+	13	4	16	17	4
Number of students tested	82	112	120	113	73
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 and Pass+	82	50	73	86	50
Pass+	5	2	13	11	0
Number of students tested	38	44	45	37	18
2. African American Students					
Pass and Pass+					
Pass+					
Number of students tested					
3. Hispanic or Latino Students					
Total Passing	78	73	82	85	
Pass+	11	0	5	15	
Number of students tested	18	15	22	13	
4. Special Education Students					
Pass and Pass+	60	36	42	53	
Pass+	0	0	0	7	
Number of students tested	10	14	19	15	
5. Limited English Proficient Students					
Total Passing					
Pass+					
Number of students tested					
6. Largest Other Subgroup					
Pass and Pass+	82	42	92	86	72
Pass+	16	6	19	18	4
Number of students tested	56	86	85	93	54

Notes:
Beginning the 2008-2009 school year, Indiana state testing transitioned from the fall to the spring. Other subgroup = white

Subject: Mathematics Grade: 5 Test: ISTEP+

Edition/Publication Year: 1997 Publisher: McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Pass and Pass+	96	98	86	90	71
Pass+	41	44	32	38	5
Number of students tested	106	121	117	94	76
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 and Pass+	95	98	86	84	50
Pass+	24	33	37	11	5
Number of students tested	41	43	35	19	20
2. African American Students					
Pass and Pass+					
Pass+					
Number of students tested					
3. Hispanic or Latino Students					
Pass and Pass+	89	95	75		
Pass+	17	38	0		
Number of students tested	18	21	12		
4. Special Education Students					
Pass and Pass+	93	80	43		
Pass+	14	7	7		
Number of students tested	14	15	14		
5. Limited English Proficient Students					
Pass and Pass+					
Pass+					
Number of students tested					
6. Largest Other Subgroup					
Pass and Pass+	97	98	88	92	69
Pass+	51	49	36	42	6
Number of students tested	77	88	89	74	54

Notes:
Beginning the 2008-2009 school year, Indiana state testing transitioned from the fall to the spring. Other subgroup = white.

Subject: Reading Grade: 5 Test: ISTEP+

Edition/Publication Year: 1997 Publisher: McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Pass and Pass+	90	87	83	88	80
Pass+	23	21	15	21	2
Number of students tested	106	121	117	94	76
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 and Pass+	90	81	77	74	70
Pass+	15	16	17	0	0
Number of students tested	41	43	35	19	20
2. African American Students					
Pass and Pass+					
Pass+					
Number of students tested					
3. Hispanic or Latino Students					
Pass and Pass+	83	81	67		
Pass+	11	19	8		
Number of students tested	18	21	12		
4. Special Education Students					
Pass and Pass+	79	40	21		
Pass+	7	0	7		
Number of students tested	14	15	14		
5. Limited English Proficient Students					
Pass and Pass+					
Pass+					
Number of students tested					
6. Largest Other Subgroup					
Pass and Pass+	91	91	88	92	81
Pass+	29	22	17	23	2
Number of students tested	77	88	89	74	54

Notes:
Beginning the 2008-2009 school year, Indiana state testing transitioned from the fall to the spring. Other subgroup = white.