

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: Mr. Gary Lanpher

Official School Name: Thorntown Elementary School

School Mailing Address:
200 Mill Street
Thorntown, IN 46071-1346

County: Boone State School Code Number*: 0537

Telephone: (765) 485-2447 Fax: (765) 436-2630

Web site/URL: http://tes.weboschools.org/ E-mail: gary.lanpher@webo.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. Judi Hendrix

District Name: Western Boone County Community School District Tel: (765) 482-6333

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. Jane Faggetti

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) _____
2. Elementary schools (includes K-8) _____
- _____ Middle/Junior high schools
- 1 _____ High schools
- _____ K-12 schools
- _____ **3 TOTAL**

2. District Per Pupil Expenditure: 9000

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. 22 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	20	16	36	6	38	35	73
K	30	26	56	7			0
1	36	30	66	8			0
2	30	16	46	9			0
3	24	33	57	10			0
4	33	32	65	11			0
5	26	30	56	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							455

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
0 % Asian
0 % Black or African American
2 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
96 % White
2 % 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: 13 %

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.	28
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	29
(3)	Total of all transferred students [sum of rows (1) and (2)].	57
(4)	Total number of students in the school as of October 1.	447
(5)	Total transferred students in row (3) divided by total students in row (4).	0.128
(6)	Amount in row (5) multiplied by 100.	12.752

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

Total number limited English proficient 1

Number of languages represented: 1

Specify languages:

Spanish

9. Students eligible for free/reduced-priced meals: 43 %

Total number students who qualify: 194

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: 22 %

Total Number of Students Served: 99

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>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>10</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>14</u> Specific Learning Disability
<u>7</u> Emotional Disturbance	<u>60</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>2</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>2</u>	<u>0</u>
Classroom teachers	<u>20</u>	<u>1</u>
Special resource teachers/specialists	<u>12</u>	<u>0</u>
Paraprofessionals	<u>7</u>	<u>0</u>
Support staff	<u>4</u>	<u>0</u>
Total number	<u>45</u>	<u>1</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 10 :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%	96%
Daily teacher attendance	96%	95%	95%	96%	95%
Teacher turnover rate	2%	0%	0%	2%	2%
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	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> </u>	%

PART III - SUMMARY

Thorntown Elementary School is located in the town of Thorntown, Indiana. The school dates back to the late 1800's. A display in the school entrance of former graduating classes dating back to the 1890's reminds students and community of the rich heritage the school has provided for this community. Thorntown is located in the northwest corner of Boone County. A relatively close proximity to Indianapolis and Lafayette provides the Thorntown community with a significant rural influence while still having access to a metropolitan area.

In 1988 the present school was enlarged to add classrooms and a media center. In 1995 another major renovation occurred. During this renovation air conditioning, a media retrieval system, office space and mechanical updates were completed. During the current 2009-10 school year, extensive renovation is taking place. Each classroom is receiving a facelift including new casework, wall covering, and carpet. The addition of a cutting edge cafeteria will allow the renovation of existing space into a new, modernized art room. Additional areas to be renovated are the special needs areas and locker rooms. New site work will enhance the safe movement of buses and students during arrival and dismissal of students. The building will also be equipped with state of the art technology including Smart Boards, LCD projectors, and classroom sound field systems. Security features are also part of this plan that was supported by the Western Boone County Community School Corporation school board and the community. Having such a well maintained, updated, and enriched learning facility makes us unique in maintaining our small town feel while providing big world opportunities for each of our students. We are very proud of the history and heritage that remains within, and consider the legacy of learning that continues for local families to be the school's greatest strength and accomplishment.

Thorntown Elementary currently serves 455 students. Students attending Thorntown Elementary are primarily Caucasian, English speaking learners. The socioeconomic level of attending students falls in the middle to lower class with **43%** of students receiving textbook assistance and free/reduced lunches. The school offers a breakfast program that is available to all students. Approximately 20% of our students take advantage of this program. In 2006 we implemented a pre-school program that is available to local four year old students. We currently have 36 students enrolled in this program. In conjunction with this program, we incorporate our developmental pre-school students. This program includes three and four year old students with IEPs.

The Thorntown Elementary School mission statement indicates: "Thorntown Elementary staff, parents, and community dedicate themselves to promoting and improving the education of children and youth. In addition, the school provides a safe climate favorable to positive educational growth. Educational experiences are flexible enough to enhance the personal and intellectual development of all students; as well as to provide encouragement for students to become life-long learners." Thorntown Elementary has an active Parent/Teacher Organization, and a supportive business community. Both are dedicated to sponsoring activities and providing financial support that benefit our students and staff.

Our school is committed to providing an exemplary education for students; one that aligns with Indiana's Academic Standards. Thorntown Elementary was named a Four Star School twice in the 1990's and again in 2006. Our school met the No Child Left Behind state requirements of Adequate Yearly Progress for the last four years. The school is dedicated to educational practices that are research-based to improve student achievement. Current professional development has focused on providing effective, data driven instruction. Thorntown is a Title I school. The Title I program works with classroom teachers to provide small group and differentiated literacy instruction for at-risk students. A math coach is an addition to our school staff this year. This coach provides remediation to identified students as well as enhanced instruction to high ability, high achieving students. Other special services include speech and language instruction, physical/occupational therapy, remediation and counseling. High ability, high achieving students participate in a gifted/ talented program. Leveled instruction supports the needs of all student learners in our school.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Thorntown Elementary participates in statewide and localized assessments each year. The school collects data in order to direct instruction towards the various learning needs of students. Upon the return of state test results each year, the school principals conduct grade level collaboration meetings to review the student test results, and to begin disaggregating data for potential strengths and weaknesses within teaching and learning. Teachers sort and categorize scores to note any trends in results that may be cause for realignment of teaching strategies. Individual teachers are given copies of their class testing results so that they may identify individual student progress compared to the state standards expectations. From this information, teachers develop plans for intervention, reteaching, and progress monitoring.

Student assessment data over the last five years has been analyzed for measurable growth per student. Particular areas of strength are noted over a four year period, with the same group of students between their third and sixth grade years. Third grade students during the 2005-2006 school year, who were then sixth grade students during the 2008-2009 school year, demonstrated a gain in reading from 85 to 94 total percent passing, and a math gain from 83-91 total percent passing. Within that same group of students, exemplary progress was achieved by the free and reduced lunch subgroup, with a gain in reading from 82 to 94 total percent passing, and a gain in math from 73 to 94 total percent passing, with 44 percent of those free and reduced subgroup students achieving Pass+ status in math. We are pleased to note, while over time, that the Thorntown free and reduced population has increased, test scores within that subgroup of students have been maintained or have improved. This is a tremendous indicator to staff as to the effectiveness of instructional programming and assessment of students.

Fall state test scores for 4th grade students during the 08-09 school year fell below the state average in math. This was of particular concern as it did not reflect growth from 3rd to 4th grade, and did not align with other grade level results during the same school year. That particular group of students faced many personal challenges in addition to academic struggles. As a result of this data, the administration and 4th grade teaching staff directed specific skill instruction towards increasing the percent of students passing. Additionally, a Title I math support plan was tailored and implemented for identified 4th grade students. Also during the 2008-2009 school year, Indiana initiated a spring testing window in order to move testing to the spring in continuous years. In addition to the new spring testing window, the test format and questioning was redesigned to align more closely with updated Indiana Academic Standards. Upon completion of the new spring ISTEP+ test, the 4th grade students demonstrated a gain in math from 60 to 71 percent passing. Within that group, students within the free and reduced lunch subgroup demonstrated an increase from 48 to 79 percent passing math, and 4th grade students within the special education subgroup showed improvement from 42 to 73 percent passing math. The demonstration of increased growth and improved learning affirmed the significance of data-driven instruction for the Thorntown staff, and the focused math instruction has continued for this class as 5th graders during the 09-10 school year. We are anxious to see the math results of all of these students after two years of intense math intervention.

Data collection during the 08-09 school year also indicated similar gains in the math performance of 5th grade students from fall to spring testing. Students demonstrated a gain in math from 76-86 percent passing. Within that group, the students in the free and reduced subgroup demonstrated growth in math with an increase from 59 to 79 percent passing, and students in the special education subgroup gained in math from 56 to 73 percent passing. Again, we were pleased with improved student performance between 4th and 5th grade, but also as the result of data driven instruction between the fall and spring testing windows.

The continuous process of disaggregating assessment data is improving instruction and learning. Information learned by the assessment of student progress mentioned above has resulted in the implementation of specific early intervention initiatives for students in kindergarten through 2nd grade. It has also assisted staff in developing more specific goals for understanding and aligning state standards outcomes with instruction, and in selecting textbook adoption materials that offer depth in state standards instruction. We are confident that continued revision of instructional planning and delivery will enhance and increase student growth during the next five years.

2. Using Assessment Results:

The Indiana Academic Standards are the driving force for all instructional programming at Thorntown Elementary. The ISTEP+ assessment serves as the most significant gauge in ascertaining the extent to which the standards are met by the students. Information gleaned from ISTEP guides the administrators and teachers in determining the effectiveness of the instructional program delivery and service to students.

The Thorntown staff participate in data days several times each year to disseminate data, determine curriculum needs, and prepare future instructional programs. In addition, the school maintains an assessment calendar in which all teachers administer local assessments such as DIBELS Reading, DIBELS Math, STAR Math, STAR Reading, and Individual Reading Inventories. The purpose of the assessment calendar is to ensure consistent pacing of assessments throughout the year across all grade levels. These assessments provide teachers with student diagnostic information. Teachers utilize the information to differentiate the instruction provided to all students.

Children of all ability levels are provided with math and language arts instruction tailored to their specific needs. Those students whose scores indicate non-mastery of grade-level standards are then monitored closely by the school's Tier II resource staff. Additional instructional time is provided to assist those students in obtaining the deficient skills revealed in the data. Students are progress monitored bi-weekly to determine the effectiveness of those interventions. In the event that those interventions are not producing the expected results, a team of educators, administrators, and often times, the parent, are brought together to create an intensive plan customized for the child. The plan most often includes additional interventions to take place in the classroom, home, and resource rooms. Students that do not respond to a Tier II intervention plan are then referred for a learning disability evaluation.

Thorntown Elementary is committed to meeting the individual needs of all students. Data retrieved through the various assessment methods allows the faculty to construct skill attainment information for all students. Utilization of data is a key to Thorntown Elementary's success.

3. Communicating Assessment Results:

Communicating data information with students and their parents is an important part of Thorntown's success. Teachers at Thorntown Elementary believe in analyzing and discussing data information with all stakeholders in the improvement process. They believe that improvement cannot take place until all participants, including the child, know how performance outcomes compare in relation to the learning expectations. Therefore, teachers conduct assessment result dialog with individual students and grade level team members on a regular basis. Students are informed about their individual performance on both standardized and local assessments, and often set sequential achievement goals with their teacher based on this information. Annually, the school provides parents with individual access codes to retrieve ISTEP+ results, and actual test items completed by their child. Formative assessment information is shared through progress reports, diagnostic reports, and parent-teacher conferences as well.

Thorntown Elementary School serves as the "hub" or "pulse" of this small community. Members of the community are often past graduates of the school, have family and friends attending currently, and frequently

visit the school to participate in public programs and events happening there. The small town, neighborhood school, where children walk together on the same sidewalks to and from school each day is unique among today's typical school community.

The school faculty and staff share student accomplishments in several ways. The school website is a primary path for dissemination of information and data to all stakeholders. The school's PL221 plan, and links to Indiana Department of Education documentation about the school, can be found there. ISTEP + assessment data is reported annually in our local newspaper and at school board meetings. Teachers and administrators at Thorntown Elementary are proud of student accomplishments, and know that those accomplishments are due in part, to the support and involvement of interested and informed school patrons.

4. Sharing Success:

Thorntown Elementary prides itself on the accomplishments of students and staff. In recent years, growing interest has developed in effective, data driven instruction to produce high student achievement results. The school has always welcomed guest students, teachers and administrators. It will continue to host school visitations, presentations, competitions, and celebrations with other schools as a method of sharing and collaborating about programs and instructional practices that advance student achievement. The school's professional development plan for the 2009-2010 school year has served as a model to other local schools as well. In addition, Thorntown's preschool program was featured in a documentary, "Learn to Read", which aired in 2008 on the Indianapolis Public Broadcast Station, WFYI. This documentary highlighted how quality preschool programs, enriched with literacy and language skill development, facilitate a successful start on the path of lifelong learning.

Collaboration with the corporation's other schools has been an important part of strengthening the instructional programs corporation-wide. In an effort to consistently implement effective instructional techniques, utilize assessment data, and provide similar levels of academic rigor, there has been particular emphasis placed on vertical and horizontal articulation among all three buildings annually during professional development sessions. As a result, the staff has dramatically improved upon the reporting of data to the jr. high as students transition into seventh grade. In addition, Thorntown has freely shared their model for language arts and math remediation with the corporation's other elementary. Thorntown's remediation program now serves as a model to this sister-school, and members of the Thorntown staff often provide consultation to their corporation colleagues as they initiate a similar program. Continued partnerships and networking with other schools will expand learning opportunities for Thorntown teachers and students.

The journey of teaching and learning never ends at Thorntown Elementary School. Everyday the adventure continues. Blue Ribbon School status would serve as the road sign reminder of where our students have come from, and what new directions we can take in leading them towards exemplary academic success.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The Thorntown Elementary School curriculum is based on and aligned with the core academic subjects and related arts standards adopted by the Indiana State Board of Education. The pending development and implementation of the National Core Standards will provide an elevated level of growth expectations and achievement outcomes for all students.

Math-Daily math instruction is differentiated within the classrooms to meet individual student needs. The Thorntown math curriculum is a balanced blend of computational skills and problem solving strategies, and includes the integration of reading, writing, and science skills and concepts. Teachers concentrate their efforts on ensuring that students show measured growth with mathematical concepts through grade level, developmentally appropriate activities. The teaching of math incorporates a daily math meeting, usage of hands-on manipulatives, cooperative learning, interactive computer lessons, Smart Board interactive lessons, textbook assignments, and frequent assessment of learning. Emphasis for instruction of computational and problem-solving skills relates to real-life experiences that our students have had or will have. We are committed to equipping our students with high-level math skills for sustained application throughout life.

Reading-The English and Language Arts curriculum at Thorntown Elementary School enables students to effectively use the communication skills of speaking, reading, writing, and listening. Students acquire and refine skills through a variety of multi-sensory approaches such as balanced literacy instruction, process writing, listening activities, literature-based curriculum, daily oral language activities, and journal writing. Daily Reading and Language Arts instruction is provided through a 60-90 minute Literacy block. Within this time, differentiated literacy instruction, including tiered instructional components of the RtI model, is implemented. Students receive instruction through whole groups, small groups, student-teacher conferencing, and peer cooperative learning. The format and pace of instruction is based on present levels of student performance data, gathered through benchmarking and progress monitoring. Intervention, including reteaching, peer tutoring, modified assignments, and staff resource support, assists students who require additional instruction beyond classroom core instruction. Teachers incorporate higher level and critical thinking skills daily in the instruction of English and Language Arts. Teachers use such techniques as story mapping, graphic organizers, literary analysis, writing and publishing, open ended questioning, and connecting literature and writing with personal life experiences. Novels, short stories, and picture books are frequently used for reading instruction at all grade levels. Teachers integrate content and technology to provide enriched understanding of and interaction with the skills they are teaching.

Science- Science curriculum is integrated within reading and writing instruction, and through specific units of study as they relate to the standards expectations for each grade level, and the age and experience levels of the students. We want children to use science process skills, understand science concepts, and see the relationships of these skills and concepts to daily living experiences. An interactive science curriculum, integrated through classroom Smart Boards and internet resources, provides the needed tools for observing, classifying, experimenting, and recording data as children learn through discovery. Local resources provide meaningful study trip experiences, such as Eagle Creek Reservoir for courses on nature, Indianapolis Zoo visits to study animal and environmental biomes and habitats, expeditions to our Indianapolis Children's Museum, and visits to local orchards, farms, and greenhouses. Students enrich their scientific inquiry beyond the core science curriculum through school-wide science and academic fairs, study trips, and supplemental science resources such as Current Science and Weekly Reader Science.

Social Studies - We strive to help our children to attain an understanding of their past, present, and future, and of their location in the state and world through the use of a variety of strategies and tools. Instructional

strategies used to increase awareness in this subject include map skills, integration of world events within geography, student gathered photos or artifacts from home and family, investigating cultures around the world, and relating historical events to the present with current events. Differentiating the curriculum meets individual student needs, while incorporating essential thinking and analysis skills, research report writing and process skills, open-ended questioning and response skills, and independent presentation skills.

Related Arts - Art, music, media, and physical education enhance all areas of the school curriculum. Key instructional strategies used in the arts are cooperative learning, and instructional adaptation. These related classes enable students to use critical thinking and problem solving skills through comparing and contrasting music selections, analyzing and creating art work from different time periods and artists, reading award-winning books, and creating a routine for physical activity. Individual learning styles, creative talents, and physical capabilities can all be activated and addressed through the related arts classes.

Foreign Language-We do not offer a daily foreign language program at Thorntown, however, when offered through our local YMCA, we host after school Spanish classes for our students.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

The faculty at Thorntown Elementary has devoted considerable effort in developing a reading program centered around students' individual ability levels. The faculty maintains the belief that providing standards-driven instruction at a readability level appropriate for each child is the best way to help children achieve mastery in reading. A variety of formative and summative assessments are utilized to obtain specific information about each child's skill level and progress. Those assessments include DIBELS K-3, Individual Reading Inventories, diagnostic reading screenings, and STAR reading. Driven by the results from these ongoing assessments, students are provided with whole class, small group, and individual reading instruction. This needs-driven approach begins with our earliest learners in the preschool program. The school's three and four year olds participate in a curriculum based on the Foundations for Preschool and Early Literacy standards developed by the state of Indiana. The preschool program provides a print and language-rich environment based on purposeful play with meaningful outcomes. In addition to a two hour core literacy block, all students in the primary grades participate in daily, leveled literacy groups focused on skill acquisition in the five key areas of reading: phonemic awareness, phonics, vocabulary, fluency, and comprehension. For students known to have the greatest literacy needs, additional intense intervention is provided to individuals and small groups by the school's Title I department. In the intermediate grades, leveled literacy instruction has been a key to our success. Students participate in a ninety minute literacy block consisting of leveled core reading instruction focusing on the five components of reading. Thirty minutes of that time is devoted to writing linked to the reading. This literacy component was implemented after analysis of the data revealed deficit scores in writing, and in fulfilling the requirements of open-ended questioning across the curriculum. Likewise, students whose scores fall short of the intended trajectory are provided with thirty minutes of daily literacy support tailored to their individual needs. Identified High Ability students have additional literacy and writing opportunities within a two hour weekly enrichment class.

3. Additional Curriculum Area:

Technology plays an essential role in Thorntown's school-wide curriculum focus because it is significant to the accomplishment of our school mission. We understand that more and more students will enter our schools as "Digital Natives". However, many of the Thorntown students come from families with lower socio-economic status. Beyond the school walls, many of these children do not have access to computers, wireless networks, digital cameras, or cellular phones. We feel strongly that technology integration must take place within the students' learning while they are physically in the school each day. Technology integration facilitates interactive and measurable learning, application of individual knowledge and interest, and stimulates the students' greatest potential for thinking, problem solving, creating, and producing in the future.

Our academic instruction incorporates computers, a Smart Board, an LCD projector, and an electronic sound field into the classroom curriculum on a daily basis. In addition, the school houses one computer lab, a mobile Mac lab, an mobile iPod lab, a mobile Netbook lab, an electronic student response clicker system, digital video streaming, Smart Tables, digital cameras, and scanners. The variety of this technology, and the far-reaching extent to which it can be used, helps to meet the needs of students of different ability levels. Individual student learning needs can be addressed by the instructional options these tools offer. Classroom computers are networked throughout the building which allows our students to maintain and complete on-going research, visual and graphic design projects, word processing assignments, and on-line assessments from various areas in the building. Our teachers and students also benefit from communication each morning through a live, school-wide morning announcement broadcast and news show.

To effectively utilize technology in their classrooms, teachers have and continue to receive training in hardware systems and software/ internet programming and usage. Teachers utilize many search engines and resources within the internet to supplement and enrich the curriculum. Teachers also access an electronic school-wide data base to document student information and assessment data. Parents also have access to the information system which creates an effective and meaningful tool for shared communication between home and school. Teachers and parents have the opportunity to strengthen communication at Thorntown through voicemail, email, and a school website hosting teacher webpages and school related links.

We believe the availability of all of the technological resources listed demonstrates an exemplary learning environment for all students at Thorntown Elementary School.

4. Instructional Methods:

The faculty and staff at Thorntown Elementary provide differentiated instruction based on student need as identified by formal and informal assessment. Students with special needs are included in the general education classroom when appropriate. Case conference decisions drive the location of special education support. Professional development in previous years has focused on supporting at risk students in the general education setting. As indicated by the Response to Intervention model, general education teachers provide quality Tier I instruction in the classroom. Tier II interventions may be teacher led in the classroom. We are fortunate to have staff supports in place to assist with both Tier II and Tier III interventions.

Thorntown Elementary is a Title I school. We have Title I lead teacher in addition to 5 teaching assistants. The primary focus of the program is literacy development. Support is provided individually, in small groups, or in the general education classroom. The Title I staff supports leveled, literacy group instruction with our first grade students. This year we were fortunate to add a math coach. She works with students requiring Tier II math support, and in classrooms identified with significant needs. In addition, the math coach supports our high ability, high achieving students to engage them in higher level thinking math activities. Eligible students are also provided opportunities to engage in activities in our gifted/talented program. We also employ a math remediation specialist. She supports students who have not demonstrated mastery of the state standards as measured on the ISTEP+ test. We added math support as a focus for our Title I identified students this year to address math needs. One of the Title I assistants supports students with math instruction.

English Language Learners are assessed based on state criteria. Currently, we have only one student who is being assessed. Support is provided to ELL students based on individual need as measured by this assessment.

5. Professional Development:

It is the belief and practice of the administrative team at Western Boone Schools that teachers need to engage in best practices. Research states that effective professional development includes a continuous process of questioning, planning, trying out, and evaluating their own and their students' learning. Teachers need to work

toward establishing a professional community where they rely on the expertise and mutual support of colleagues to support their day to day decisions and that teachers need opportunities to learn about research-based strategies and pedagogy. The model of professional development implemented this year at Thorntown Elementary has focused on weekly collaborative discussions using content from the book Classroom Instruction that Works by Marzano, Norford, Paynter, Pickering, & Gaddy. Teachers participated in individual, grade level and staff discussions about concepts presented in the book. Teachers were given the opportunity to practice strategies in the classroom followed by debriefing to discuss successes and challenges.

Additional topics of professional development revolved around the response to intervention model and data driven instruction. Using technology to enhance student learning has also been a focus to support teachers utilizing the new technology introduced in their classrooms.

The focus of the professional development activities has enabled teachers to develop instructional strategies to enhance the teaching and acquisition of state standards across all curricular areas. Daily classroom instruction shows teachers providing differentiated instruction based on student needs.

Continued areas of professional development will focus on using assessment data to drive instruction. Grade levels will establish data walls to support visualization of student progress on standards. An outcome of this professional development will allow teachers to reflect on the individual growth of all students.

6. School Leadership:

The Thorntown Leadership Team consists of a principal and assistant principal. Duties and responsibilities are shared equally. Yet, each administrator is encouraged to lead in their field of expertise. Both administrators are responsible for building supervision and evaluation. We have assigned specific duties in our building. Mrs. Taylor handles Special Education, Title I, Professional Development and assessment requirements. Mr. Lanpher handles discipline, transportation, student activities, attendance, building project, maintenance, staff, ECA, policies and allocation of funds.

The corporation leadership team consists of a Superintendent, building principals and key personnel. Corporation meetings are bi-monthly or as needed. Our building level principals meet daily. We meet weekly with the office staff (secretaries / school nurse) to review, plan and delegate responsibilities for the week. We meet with all staff members monthly and grade levels bi-weekly to review current data and professional development.

We lead by example. We identify staff strengths and match those strengths to student and curriculum needs. Communication is maintained via weekly staff newsletters, bi-monthly parent newsletters, e-mails and daily personal contact. We engage in dialog that is meaningful and honest. We uphold matters of confidentiality. We seek trust each and every day. We practice consistency in decision making. Concerns and issues are addressed in a timely manner. We are visible in the building to communicate our accessibility to parents and students. Proactive solutions are sought rather than a reaction. Staff input and ownership are valued. We encourage a team atmosphere. It is our belief that these actions motivate students and adults to strive for excellence in academics as well as being a member of a community.

We celebrate success. We promote a positive school climate. We want students and staff to be happy and successful. Building relationships with families is a key to our school success. Parents are invited and encouraged to support and visit our school. School is meant to be part of the community.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: ISTEP+

Edition/Publication Year: N/A

Publisher: CTB MCGRAW-HILL

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
% Proficient plus % Advanced	79	72	78	83	91
% Advanced	12	8	28	24	14
Number of students tested	58	60	74	46	64
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	62	57	61		100
% Advanced	0	10	13		0
Number of students tested	21	21	23		10
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced	62	60	59		70
% Advanced	15	10	9		10
Number of students tested	13	10	22		10
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Publication is updated yearly. Assessment data is not reported for subgroups less than ten.

Subject: Reading

Grade: 3

Test: ISTEP+

Edition/Publication Year: N/A

Publisher: CTB Mcgraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
% Proficient plus % Advanced	86	73	76	85	86
% Advanced	16	7	14	15	14
Number of students tested	58	60	74	46	64
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	67	81	61		60
% Advanced	0	10	4		10
Number of students tested	21	21	23		10
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced	62	50	50		60
% Advanced	23	20	0		0
Number of students tested	13	10	22		10
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Publication updated yearly. Assessment data is not reported for subgroups less than ten.

Subject: Mathematics
Edition/Publication Year: N/A

Grade: 4 Test: ISTEP+
Publisher: CTB McGraw Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
% Proficient plus % Advanced	60	75	88	83	83
% Advanced	4	16	22	12	16
Number of students tested	55	73	50	66	58
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	48	64	73	82	78
% Advanced	4	9	27	9	11
Number of students tested	25	22	11	11	18
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced	42	44		50	
% Advanced	0	6		8	
Number of students tested	12	16		12	
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Publication is updated yearly. Assessment data is not reported for subgroups less than ten.

Subject: Reading

Grade: 4

Test: ISTEP+

Edition/Publication Year: N/A

Publisher: CTB McGraw Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Sep	Sep	Sep	Sep
SCHOOL SCORES					
% Proficient plus % Advanced	69	85	90	83	88
% Advanced	7	16	22	17	22
Number of students tested	55	73	50	66	58
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	68	73	82	64	83
% Advanced	8	5	27	0	11
Number of students tested	25	22	11	11	18
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced	33	56		42	
% Advanced	8	0		8	
Number of students tested	12	16		12	
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Publication is updated yearly. Assessment data is not reported for subgroups less than ten.

Subject: Mathematics

Grade: 5

Test: ISTEP+

Edition/Publication Year: N/A

Publisher: CTB McGraw Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
% Proficient plus % Advanced	76	88	87	80	77
% Advanced	24	35	22	42	18
Number of students tested	79	48	69	59	65
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	59	91	72	84	53
% Advanced	9	36	6	47	7
Number of students tested	32	11	18	19	15
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced	56		47		29
% Advanced	0		0		14
Number of students tested	16		15		14
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Publication is updated yearly. Assessment data not reported for subgroups less than ten.

Subject: Reading

Grade: 5

Test: ISTEP+

Edition/Publication Year: N/A

Publisher: CTB McGraw Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
% Proficient plus % Advanced	76	83	75	86	75
% Advanced	11	8	9	19	11
Number of students tested	79	48	69	59	65
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	63	91	50	89	40
% Advanced	6	18	0	16	0
Number of students tested	32	11	18	19	15
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced	44		27		29
% Advanced	0		0		0
Number of students tested	16		15		14
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Publication is updated yearly. Assessment data is not reported for subgroups less than ten.

Subject: Mathematics
Edition/Publication Year: N/A

Grade: 6 Test: ISTEP+
Publisher: CTB McGrawHill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
% Proficient plus % Advanced	91	94	91	90	93
% Advanced	52	44	60	30	46
Number of students tested	54	72	55	71	70
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	94	88	79	71	69
% Advanced	44	18	50	10	25
Number of students tested	18	17	14	21	16
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced		73		57	
% Advanced		0		14	
Number of students tested		15		14	
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Publication is updated yearly. Assessment data is not reported for subgroups less than ten.

Subject: Reading

Grade: 6

Test: ISTEP +

Edition/Publication Year: N/A

Publisher: CTB McGraw Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
% Proficient plus % Advanced	94	82	84	80	86
% Advanced	13	13	16	14	10
Number of students tested	54	72	55	71	70
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	94	59	71	62	81
% Advanced	17	12	7	10	0
Number of students tested	18	17	14	21	16
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced		33		36	
% Advanced		0		0	
Number of students tested		15		14	
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Publication is updated yearly. Assessment data is not report in subgroups less than ten.