

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. Jeff Hornby

Official School Name: Elrod School

School Mailing Address:
412 3rd Avenue W
Kalispell, MT 59901-4560

County: Flathead County State School Code Number*: 04660414

Telephone: (406) 751-3700 Fax: (406) 751-3705

Web site/URL: www.sd5.k12.mt.us/elrod E-mail: hornbyj@sd5.k12.mt.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. Darlene Schottle

District Name: Kalispell School District #5 Tel: (406) 751-3434

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. Anna Marie Bailey

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 2003.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)
- | | |
|----------|-----------------------------------|
| 5 | Elementary schools (includes K-8) |
| 1 | Middle/Junior high schools |
| 2 | High schools |
| 0 | K-12 schools |
| 8 | TOTAL |

2. District Per Pupil Expenditure: 5761

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. 5 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
K	31	21	52	7			0
1	27	26	53	8			0
2	30	23	53	9			0
3	26	27	53	10			0
4	26	19	45	11			0
5	25	26	51	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							307

6. Racial/ethnic composition of the school: 3 % American Indian or Alaska Native
1 % Asian
1 % Black or African American
1 % Hispanic or Latino
1 % Native Hawaiian or Other Pacific Islander
93 % White
0 % Two or more races
100 % Total

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

7. Student turnover, or mobility rate, during the past year: 12 %

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.	15
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	22
(3)	Total of all transferred students [sum of rows (1) and (2)].	37
(4)	Total number of students in the school as of October 1.	307
(5)	Total transferred students in row (3) divided by total students in row (4).	0.121
(6)	Amount in row (5) multiplied by 100.	12.052

8. Limited English proficient students in the school: 5 %

Total number limited English proficient 15

Number of languages represented: 4

Specify languages:

Russian, Ukrainian, Tagalog, and Japanese

9. Students eligible for free/reduced-priced meals: 64 %

Total number students who qualify: 197

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 16 %

Total Number of Students Served: 50

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> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> 3 Other Health Impaired
<u> </u> Deaf-Blindness	<u> </u> 10 Specific Learning Disability
<u> </u> Emotional Disturbance	<u> </u> 40 Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </u> 1 Mental Retardation	<u> </u> 1 Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	<u> </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> </u> 1	<u> </u>
Classroom teachers	<u> </u> 13	<u> </u> 2
Special resource teachers/specialists	<u> </u> 1	<u> </u>
Paraprofessionals	<u> </u> 6	<u> </u>
Support staff	<u> </u> 12	<u> </u>
Total number	<u> </u> 33	<u> </u> 2

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 22 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	96%	95%	82%	85%	82%
Daily teacher attendance	93%	93%	86%	86%	88%
Teacher turnover rate	0%	6%	13%	0%	6%
Student dropout rate	%	%	%	%	%

Please provide all explanations below.

Elrod is a K-5 school and we do not track dropout rates in our district until students reach 9th grade. With 15 classroom teachers, 1 retirement followed by a new hire is 6% with 2006-2007's teacher turnover rate at 13% due to two retirements filled with new hires.

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

Elrod Elementary School in Kalispell, Montana is a school of 310 students in a small community in a rural area. Our students come from low to middle income families, with 60-65% eligible for free/reduced lunch each year. For the past ten years, Elrod's mission has committed us to "...providing a safe and productive learning environment in which all students will succeed academically and socially." The entire staff at Elrod is committed to this mission: we look for ways to help all students achieve success, and to help parents and the community participate in this goal. Student success, facilitated by staff, parents, and community, is a concrete goal we strive towards in a number of specific ways.

We are especially proud of our Elrod Family Center Events, where teachers, students, and their families plan events in which even more students and their families participate. This strengthens communication between parents and the school, and is one of several avenues for parents to volunteer. It allows students to demonstrate their learning to their peers and parents, as well as providing them motivation to work towards making these events the best they can. Examples of the family events are Donuts for Dads, Holiday Crafts Night, Astronomy Night, Family Wii Night, and Morning with Moms. These events bring in hundreds of Elrod family members. Our most popular event this year was Turkey Bingo, attended by almost four hundred people. Local grocery stores and Elrod staff donated over 20 turkeys to be prizes in family Bingo games. Our town was hit very hard this year by job loss, which disproportionately affects the families at Elrod compared to other local grade schools. Turkey Bingo meant that families had a good time together, and that some had a little easier time celebrating the holidays with a free turkey.

The Elrod staff encourages students' sense of belonging and ownership in their own school experience by cultivating a positive school atmosphere and a connection to others within our school and beyond it. Some of the ways we do this are: through our Meaningful Work program, where over 100 students volunteer to help others every year; the internationally recognized Olweus Bully Prevention program; social skill development lessons taught by our school counselor in all classrooms; school-wide projects like Random Acts of Kindness; monthly class meetings on these topics; and sing-along assemblies with student activities for special occasions. Before the school year begins, we hold a "Meet the Teacher" day to welcome new and returning students. Elrod's caring staff recognizes the importance of instruction within the guidelines of our state's standards, while not forgetting that we also need to support students in and provide skills for all facets of life, not merely in academics. We illustrate to our students how to be good citizens, caring for other students as well as the school facility.

In 2004, we adopted Everyday Math and have seen a steady increase in students' mathematical abilities each year. We installed Smartboards in every classroom in 2006-2007, which greatly enhanced instruction in all curriculum areas. We have now equipped 8 of our 14 classrooms with Classroom Performance System (CPS) Units, handheld devices used by students to enter information and respond to questions. The CPS units have increased the use of formative data to shape instruction, and dramatically increased student participation in the moment-to-moment life of the classroom. We also use NWEA's Measure of Academic Progress and the DIBELs to group and regroup students to best meet their specific learning needs. The staff at Elrod work every day to encourage students to be enthusiastic and life-long learners. .

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

In 2004, the first year Montana assessed fourth graders, Elrod scores indicated that only 29% of our students were proficient or advanced in mathematics. The scores from the 2009 state assessment indicated that Elrod students performed at 78% proficient or advanced on the Math test, a marked improvement that we felt validated our efforts in the meantime to work on student math performance. What contributed to such an increase? First, the state standards made explicit the expectations for grade level performance, which helped our teaching staff accommodate those standards better in their lesson plans. Further, our district adopted a new Math curriculum in 2004. The new curriculum placed a greater emphasis on specific strategies for student understanding that students could learn in one situation and then apply to new situations. We found that even having such a concrete goal for improvement, and specific data about how students were doing, made staff more motivated to address those shortcomings.

Reading scores also increased considerably during this period. In 2004, 47% of our students were proficient or advanced in Reading, which improved to 88% at proficient or advanced levels in 2009. This increase was due primarily to the use of DIBELs Data. Through this, we improved how reading was supported in the classroom, the amount of time devoted to reading, and the types of interventions we utilized when students were struggling. We had teams at each grade level, along with support staff, plan how to most effectively implement reading intervention strategies for students whose reading abilities were lagging. The staff at Elrod has been trained in Data Analysis, Differentiation, Marzano's Classroom Instruction the Works philosophy, McREL's Balanced Leadership, Focused Leadership, Classroom Walkthroughs, and other strategies for making our abstract goal of reading improvement more concrete.

The state average for math in third-fifth grade is 67% proficient/advanced, and for reading is 83% proficient/advanced. After starting significantly below the state average in Math 5 years ago, we are now 10 percentage points above the state average; we are also 5 percentage points above the state average in reading. Our staff is particularly proud of the fact that our free/reduced lunch population actually scored even higher than the school average, at 92% proficient or advanced for our third-fifth graders. The Elrod staff has agreed that the goal set by the No Child Left Behind legislation continues to be our achievable target as we focus on 100% of our students reaching proficiency in Math and Reading by 2014.

2. **Using Assessment Results:**

The Elrod staff recently began Response to Intervention (RtI) training. This training has made our analysis of DIBELs and MAP data more purposeful when tailoring reading and math groups to the needs of each student. RtI training has helped us improve our monitoring of students through the use of DIBELs and classroom-based formative assessments. This makes the data more meaningful for use in our differentiated learning approach. We rely on this data for the purpose of moving students within groups week to week, so everyone is challenged at an appropriate level, neither too little so they get bored nor too much so they get frustrated or feel like they are failing.

Elrod uses the Student Intervention Team (SIT) process to pinpoint the areas of need for a struggling student and implement appropriate interventions. This helps the entire staff individualize and remain consistent with the support plan for a student. Students go through a goal-setting session with their team, which includes their teacher, the principal, the school counselor, and often the resource room teacher or Title 1 tutor. This helps everyone recognize what the learning objectives for this student are and allows students to take ownership of their learning. Once an area of need is identified for a student, there is a range of interventions that we may use, depending on circumstances. Consider reading as an example. Students may be assessed using alternative

means: if a student has a hard time performing written spelling tests, we may switch to a verbal spelling test. Peer readers, students drawn from a higher grade level, sit down and listen as struggling students read aloud. Students and teachers may arrange nonverbal cues to remind a student to refocus on their work. Homework modification is sometimes used, so students don't get overwhelmed and give up.

3. Communicating Assessment Results:

Student performance is communicated to parents in a variety of ways. The Elrod staff works hard to build and maintain relationships with students and parents through family events, email, phone calls, and on-line plus paper versions of our reporting system. Parents receive mid-term reports in October, which are delivered as part of parent-teacher conferences. This starts the schoolyear's assessment off with clear communication between parents and teachers, and helps parents understand what exactly is expected of their child and how their child is performing. The January and April mid-terms take the form of narrative and test data interpretations (DIBELS graphs and/or MAP graphs with narrative) or through conferences when needed for struggling students or if parents want to meet further.

Students receive feedback from their teachers daily. This can be through the use of the CPS units to answer questions, which provides immediate feedback on their own learning by seeing if they got the question correct, and receiving timely instruction on how the question could be answered. This use of CPS units is particularly helpful for providing feedback for mathematics skills. When students get a question wrong, there is often a consistent pattern in the incorrect responses, and teachers can address the misunderstanding right then and there. Students also receive assessment information through goal-setting sessions with their teacher, and informally through the personal relationships they develop with their teachers and peers.

Our local community also receives a variety of communications from the school. Over the past few years, the local newspaper has done stories about issues impacting the whole school, as well as stories about individual students. Our school newsletter goes home every other week, and each classroom at Elrod sends home a newsletter each week with updates and information specific to the individual classrooms.

4. Sharing Success:

Elrod has a long history of sharing success with other schools in the Flathead Valley and at the state level. This has occurred through the various networking groups that connect the staff at Elrod with peers at other schools. Some of the avenues our staff uses to communicate with those in other schools include The Northwest Montana Curriculum Cooperative, School Administrators of Montana, and Montana Elementary and Middle School Principals' Association (state-wide and western regional). Our staff also provide in-service training to other teachers and administrators at both the local and state levels, and we attend other state and national conferences, as well. Within our district, the Elrod staff frequently gets the opportunity to share and plan with teachers from other buildings via grade-level teams or through cross-grade level curriculum planning committees. Several teachers from our district, including one at Elrod, recently learned how to provide training to other teachers in how to use Smartboards in the classroom, so that we can make the most effective use of this technology that we can. Our Elrod Smartboard trainer assists other staff here as well as staff at other Montana schools. The relationships formed through these various networks of professionals are maintained through email, phone calls, planned study groups or other means determined by the different professional learning communities established. For instance, as part of making students comfortable with technology, a third grade classroom at Elrod and at another local grade school had a weekly online video conference meeting. Because this is a small town, we have close personal and professional ties to other educators in the area, so we can contribute our knowledge resources as well as draw on theirs.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

Elrod has benefitted from employing the principles of Marzano and Associates, including direct interactions with Bea McGarvey and Diana Moon (formerly of Marzano and Assoc) who have provided training to our entire staff. Through these sessions, directed to classroom teachers, administrators and support staff alike, we have focused on building our background knowledge, providing formative feedback on our methods, and ensuring effective teaching through this iterative process. The purpose of providing training to everyone has been to emphasize the point that we are all collectively and individually responsible for the education of each and every student who enters our building.

We also have trained ourselves in the use of differentiated instruction for challenging students with work appropriate to their abilities, and in data analysis to maintain ongoing assessments of how well we are accomplishing our educational goals for the school. We have also received training to help us understand poverty and its impact on our students, many of which can't be directly seen but which nevertheless have an enormous impact on a student's educational environment. Through these trainings, our staff has developed a common vision for the future of our school.

It cannot be stressed enough how vital to our instructional practices it has been to incorporate technology at Elrod. Every single area of curriculum is deliberately enhanced through the use of a variety of technological tools. New in 2009 alone, we now have a 31-station Mac lab, a 30-unit mobile laptop cart that can go from classroom to classroom, Smartboards in every classroom, handheld CPS units for students in 8 out of 14 classrooms, and a wide range of site licenses for effective online learning programs. Each classroom has at least one digital still camera and a digital video camera that students get to use. And what is most important, our staff are knowledgeable in the use of this technology and work to use it to their best advantage in their daily teaching. It is incorporated into existing curriculum in a wild variety of ways. Students may shoot videos, for instance, on a theme that comes from the book they are reading in literature. They may take pictures as part of a science report. They develop their own websites with slides shows they have written. Having access to and knowledge about technology deepens our teaching in every area of curriculum.

Student engagement has improved each year as students establish personal learning goals that are monitored by teachers and adjusted as the year progresses. Students have great opportunities to use visual and performing arts, and are exposed to foreign languages and cultures each year. Montana's development of the Indian Education for All program has helped us incorporate aspects of cultures students can experience right here in our own state, and students get the chance to read and act out cultural stories. Whether students are experiencing cultures from Montana or around the world, any unit of study must meet the Montana state standards specific to the grade level being taught, which act as a guide for the creative, knowledgeable staff at Elrod. We help students explore through wall maps, hand-made globes, Google Earth, Skype and other avenues to learn about other nations' celebrations, customs and languages.

2a. **(Elementary Schools) Reading:**

(This question is for elementary schools only)

Literacy is something that Elrod students have traditionally struggled with more than one would like. This is part of why we are so proud of their improvements in this area. Elrod uses Scott-Foresman Reading as our core reading program. We adopted this to sharpen our focus on specific elements of reading, particularly vocabulary, fluency, and comprehension. These three elements are explicitly taught, practiced, and assessed through the use of the textbook, independent reader materials, and other supplementary material. Our reading

curriculum allows us to apply strategies for reading skills beyond literature to incorporate many additional genres of reading.

It is particularly important to us that we give sufficient attention to informational texts. This is an area of reading in which we recognize our students need additional support, and one that will serve them well throughout their lives. This is part of our mission to help students become life-long learners. Each week, we focus on one reading skill, one reading strategy, one fluency skill, and one vocabulary skill. These are repeated and reviewed throughout the year. Students practice these skills and strategies during the week in the textbook and the accompanying independent reading books. These same skills and strategies are also applied to reading additional literature and informational texts beyond the Scott-Foresman Reading program. This weekly strategy is one we know enables students to better comprehend what they are reading. Reading comprehension is assessed both formatively and summatively. We have spent a great deal of time, in staff meetings and grade level meetings with support staff, interpreting data and planning ways to improve all students in the area of reading. We also use a variety of websites to enhance and remediate reading skills in 6 areas: writing, speaking/listening, vocabulary development, independent reading times, dramatizations and spelling.

3. Additional Curriculum Area:

We at Elrod are very fortunate to have both excellent technology and teachers who are infusing this daily into their classrooms. Our students have access to several online subscriptions such as WorldBook and EnchantedLearning for research, Reading A-Z and RAZKids to strengthen reading skills and individualize reading instruction, and BrainPopJr which uses animation to teach content from all subjects. Several classes are utilizing IXLMath for individualizing math instruction, providing additional practice, and for formative and summative assessments. Our district's commitment to fast internet access allows students to use wonderful online tools.

Our new state-of-the-art iMac lab is used extensively by all grade levels. It gives students the ability to use both commercial and open-source software to produce documents and presentations to practice skills or to display their learning. We also have a mobile cart of older iBooks that teachers use within classrooms. We made an intentional decision to include free open-source software like GoogleEarth, TuxPaint, OpenOffice, and Scratch: we want Elrod families with computers to be able to download the same software their children are using and to learn from, or along with, their children. Each classroom also has a webpage. Teachers can post announcements, spelling lists, homework assignments, and more, so students and their parents can access this information from home. Digital still and video cameras are used by both teachers and students to document learning and promote visual literacy. Students interact daily with Smartboards in each classroom, which dramatically increases student interest, attention, and learning. The CPS units allow teachers to plan, teach, assess, and modify instruction as needed – they are an astoundingly versatile tool for grade school classrooms.

We continually share new ideas with each other and provide training for new software. We understand that this early training and use is essential for our 21st century students.

4. Instructional Methods:

Because our students span a wide range of abilities, we have found that differentiated learning is key to keeping them all engaged. Differentiation happens in two ways. The first is based on meeting the distinct developmental needs of students while also accounting for the standards that all students are expected to meet. It is therefore structured according to those needs so each level can meet or surpass the required level of proficiency. For instance, our entire fifth grade is regrouped into two math classes that are established to broadly address different needs. Additionally, the pacing of lessons in our Everyday Math program within those math classes are adjusted, which in this case is determined by formative assessments. This means

students move through some lessons rather quickly while moving through others much slower. Students are also moved between groups as their progress changes. The process for grouping and regrouping students occurs at all grade levels for both reading and math.

The second way differentiation happens in classrooms is by giving students options in how they demonstrate their proficiency at learning goals. One example of this happened in a recent math class, where the learning goal was being able to explain a geological cycle. The class discussed expectations for various levels of proficiency. Students can then demonstrate their knowledge in a variety of ways—narrative writing, expository writing, verbal explanation, or diagrams. In this way, proficiency was evaluated according to established guideline while also allowing students a great measure of ownership, which in turn provided them with added motivation and enthusiasm. Teachers collaborate, brainstorm strategies, look at our RtI pyramid for supplemental materials, and together we work toward having all students meet the district learning goals/state standards.

5. Professional Development:

Elrod staff has explicitly made three “critical commitments” to focus on: Building background knowledge, Providing formative feedback, and Ensuring effective teaching. Bea McGarvey from Marzano and Associates addressed these with us in a school-wide development course. These three areas have helped bring all the great ideas we have floating around into a more manageable form for implementation. We now see how identifying and setting learning objectives (targets) means that “the why” is easily explained to students, which helps them “hit” the target. Writing (6-Traits and Step up to Write), Indian Education for All, Love and Logic, guided reading, and Olweus Bully Prevention are just a few of the trainings our staff has been involved in over the past five years. These provide tools and ideas to help us meet our critical commitments.

Training on the value and use of formative assessment has also helped us better support student achievement. As a result, we now use formative assessments more frequently and appropriately to increase student learning. In one math class, for instance, students learn a new concept and then take a brief formative assessment. Students receive immediate feedback, and then help each other in a paired-peer setting. Students take another brief assessment with the hope of increasing proficiency. The result is that students know their goal for the day and know exactly where they stand in terms of learning that goal by the time they leave math class. There is no question in their mind or the teacher’s. They also have multiple opportunities to learn the concept: teacher instruction, guided practice, formative assessment, peer instruction, and immediate feedback. This practice has added clarity to instruction and has changed the culture of our classrooms. Students often cheer after receiving the immediate feedback when they know they have reached the learning goal.

6. School Leadership:

The current principal at Elrod was hired in 2004. He has worked with staff to balance tradition with innovation based on researched best practices. As a result of staff training through the Montana Behavior Initiative and Safe and Civil Schools, a team consisting of a cross-section of staff meets monthly to discuss procedures, policies, and safety issues. In 2006, a school leadership team coordinated the training of the entire staff in the Olweus Bully Prevention program. This has blended well with our activities to develop a positive school climate, and it provides great direction for any adult at Elrod to appropriately and effectively address students who mistreat other students. With the school climate enhancement going well, we also took a hard look at how to address academic needs. In 2005, the principal began a series of trainings, “Balanced Leadership,” from the staff at McREL, which is now work with Diana Moon in “Focused Leadership.” The administrative team for our school district has also received training in the Effective Schools model from Dr. Larry Lezotte. A number of factors have recently lead the Elrod leadership team into the RtI training, which has made great improvements in our curriculum delivery. It has helped us to better understand how to take the greatest advantage of our core curricular materials, and how and when to supplement instruction by providing

2nd and 3rd doses in the areas of reading and math. The principal, along with the district administrative team and building level teams, will continue to monitor progress and make needed adjustments in the areas of school climate as well as curriculum and instruction to ensure that Elrod students can all find success and support in their extended learning environment.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: MontCAS CRT

Edition/Publication Year: 2009

Publisher: Measured Progress

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
% Proficient plus % Advanced	89	68	72	82	
% Advanced	51	33	36	41	
Number of students tested	47	52	53	46	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	82	55	72	79	
% Advanced	46	22	38	26	
Number of students tested	28	18	29	19	
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	1	1	0	
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	2	1	2	
4. Special Education Students					
% Proficient plus % Advanced		40			
% Advanced		20			
Number of students tested	5	10	8	5	
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	2	3	2	1	
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

In the state of Montana, third graders were not assessed until 2005-2006. Ethnic subgroups were too small for the state to indicate percentages of Proficient and Advanced.

Subject: Reading
Edition/Publication Year: 2009

Grade: 3 Test: MontCAS CRT
Publisher: Measured Progress

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
% Proficient plus % Advanced	92	86	87	93	
% Advanced	49	42	38	52	
Number of students tested	47	52	53	46	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	86	94	90	95	
% Advanced	43	50	28	37	
Number of students tested	28	18	29	19	
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	1	1	0	
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	2	1	2	
4. Special Education Students					
% Proficient plus % Advanced		50			
% Advanced		10			
Number of students tested	5	10	8	5	
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	2	3	2	1	
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

In the state of Montana, third graders were not assessed until 2005-2006. Ethnic subgroups were too small for the state to indicate percentages of Proficient and Advanced.

Subject: Mathematics

Grade: 4

Test: MontCAS CRT

Edition/Publication Year: 2009

Publisher: Measured Progress

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	69	74	80	78	70
% Advanced	31	32	41	35	30
Number of students tested	48	50	49	37	50
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	82	75	71	60
% Advanced	33	38	19	19	21
Number of students tested	24	16	16	21	28
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1	1	0	1	0
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	2	1	3	3	1
4. Special Education Students					
% Proficient plus % Advanced		41			
% Advanced		8			
Number of students tested	8	12	4	0	3
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced		0			
Number of students tested	1	1	3	1	0
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

In 2003-2004 our school proficiency rate was 29%. We made a significant gain the next year and anticipate increases this year based on the use of our Guaranteed and Viable Curriculum document and pacing guide that have helped focus our instruction. Ethnic subgroups were too small for the state to indicate percentages of Proficient and Advanced.

Subject: Reading
Edition/Publication Year: 2009

Grade: 4 Test: MontCAS CRT
Publisher: Measured Progress

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	85	80	84	84	68
% Advanced	31	24	35	30	42
Number of students tested	48	50	49	37	50
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	96	88	76	85	64
% Advanced	29	38	13	14	39
Number of students tested	24	16	16	21	28
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1	1	0	1	0
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	2	1	3	3	1
4. Special Education Students					
% Proficient plus % Advanced		58			
% Advanced		8			
Number of students tested	8	12	4	0	3
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1	1	3	1	0
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Ethnic subgroups were too small for the state to indicate percentages of Proficient and Advanced.

Subject: Mathematics
Edition/Publication Year: 2009

Grade: 5 Test: MontCAS CRT
Publisher: Measured Progress

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
% Proficient plus % Advanced	84	81	63	70	
% Advanced	44	43	27	33	
Number of students tested	55	53	44	43	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	1	1	0	0	
Percent of students alternatively assessed	2	2	0	0	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	90	70	50	72	
% Advanced	50	29	5	27	
Number of students tested	30	17	22	22	
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1	0	1	0	
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1	4	3	1	
4. Special Education Students					
% Proficient plus % Advanced	58				
% Advanced	8				
Number of students tested	12	6	2	4	
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	2	3	0	
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

In the state of Montana, fifth graders were not assessed until 2005-2006. Ethnic subgroups were too small for the state to indicate percentages of Proficient and Advanced.

Subject: Reading
Edition/Publication Year: 2009

Grade: 5 Test: MontCAS CRT
Publisher: Measured Progress

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
% Proficient plus % Advanced	94	78	81	82	
% Advanced	56	53	36	33	
Number of students tested	55	53	44	43	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	1	1	0	0	
Percent of students alternatively assessed	2	2	0	0	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	100	53	77	82	
% Advanced	63	29	18	32	
Number of students tested	30	17	22	22	
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1	0	1	0	
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1	4	3	1	
4. Special Education Students					
% Proficient plus % Advanced	75				
% Advanced	17				
Number of students tested	12	6	2	4	
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	2	3	0	
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

In the state of Montana, fifth graders were not assessed until 2005-2006. Ethnic subgroups were too small for the state to indicate percentages of Proficient and Advanced.