

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: Dr. Carla Wortman

Official School Name: Vian Middle School

School Mailing Address:
P. O. Box 434
100 School Street
Vian, OK 74962-0343

County: Sequoyah State School Code Number*: 02-0068-505

Telephone: (918) 773-8631 Fax: (918) 773-6239

Web site/URL: vian.k12.ok.us E-mail: cwortman@vian.k12.ok.us

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mr. Lawrence Barnes

District Name: Vian Public Schools Tel: (918) 773-5798

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: Dr. Patrick Sullivan

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)
- | | |
|----------|-------------------------------------|
| | 1 Elementary schools (includes K-8) |
| | 1 Middle/Junior high schools |
| | 1 High schools |
| | K-12 schools |
| 3 | TOTAL |

2. District Per Pupil Expenditure: 7431

SCHOOL (To be completed by all schools)

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

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

4. 9 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	6	47	37	84
K			0	7	48	46	94
1			0	8	32	28	60
2			0	9			0
3			0	10			0
4			0	11			0
5			0	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							238

6. Racial/ethnic composition of the school: 50 % American Indian or Alaska Native
0 % Asian
10 % Black or African American
0 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
40 % White
 % 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: 20 %

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.	25
(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)].	47
(4)	Total number of students in the school as of October 1.	231
(5)	Total transferred students in row (3) divided by total students in row (4).	0.203
(6)	Amount in row (5) multiplied by 100.	20.346

8. Limited English proficient students in the school: 1 %

Total number limited English proficient 3

Number of languages represented: 1

Specify languages:

Cherokee

9. Students eligible for free/reduced-priced meals: 78 %

Total number students who qualify: 186

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: 25 %

Total Number of Students Served: 60

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>1</u> Autism	<u>2</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>51</u> Specific Learning Disability
<u>4</u> Emotional Disturbance	<u>8</u> Speech or Language Impairment
<u>0</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>0</u> Developmentally Delayed

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>12</u>	<u>12</u>
Special resource teachers/specialists	<u>2</u>	<u>0</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff	<u>4</u>	<u>0</u>
Total number	<u>19</u>	<u>12</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 19 :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	95%	98%	97%	97%	98%
Daily teacher attendance	98%	99%	99%	97%	99%
Teacher turnover rate	8%	16%	8%	0%	0%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

2 math teachers moved to the high school. replaced them with two new ones.

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

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

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

PART III - SUMMARY

Vian Middle School is situated in a small rural area of eastern Oklahoma just off Interstate 40 in the heart of Green Country. Our school buses in most of its diverse population of two hundred thirty-eight Native American, African American and Caucasian children. The purpose of Vian Middle School, working with students, parents, and the community is to provide our students the opportunity to prepare for the challenges of tomorrow. Striving for excellence is the goal of administrators, teachers and students at Vian Middle School.

Vian Middle School exists to provide educational opportunities which empower students to live productive lives and become positive, contributing members of the world in which we work together as a team planning academic curriculum inclusive of all the Oklahoma Priority Academic Student Skills. Goals in these areas are achieved by integration of studies into all content areas. Our students may enroll in a variety of accelerated classes in English, math, and science. Agriculture, athletics, art, crafts, music, Spanish and technology education are offered for those whose interests lie in these areas. In addition, we believe these content areas must reflect relevancy to real life and address the attitudes, skills and knowledge of our students toward their development in citizenship, employability, maintenance of self, lifelong learning, and academics. Our academic achievement is supported by a program implemented to enhance student success by providing reinforcement learning opportunities. Zeros Aren't Permitted (ZAP) allows students to focus on problem areas and gives teachers extra time for one-on-one work with students. The middle school also offers an after-school tutoring program for students who need extra help with homework.

Vian Middle School has long been a proponent of a hands-on learning approach. Whether learning the writing process as a means of expression or the valuable lessons of experimentation in the science lab, students are empowered with the richness provided by role playing and modeling these experiences. Smartboards in every classroom light up with the most modern interactive technology to engage students in the latest hands-on activities for instruction. The opportunities we provide our students are based on constant review and updating to meet the students' needs. Staff development and curriculum review by our faculty provide an ongoing link to high performance by our students who consistently achieve at high levels.

One program that has affected the future of Vian Middle School is the addition of its Technology Student Association (TSA). Partnered with the Indian Capital Technology Center in Sequoyah County to celebrate National Career Tech Week and winning numerous awards on the local and state levels have gained much parental, community and business support for the technology association. Another valuable program that provides much needed financial support for lower income families is the Boy's and Girl's Club. This organization also provides summer and after school programs for students to keep them motivated and active in the summer and after school.

At Vian Middle School we believe in a safe and organized environment where discipline is administered with caring and logic. Students may visit with the guidance counselor at any time. The principal and faculty have an open-door policy to allow students access at all times.

We in the Vian Middle School are excited about education. Success and purpose are mirrored in the eyes of our students. As teachers and administrators we shoulder the responsibility for keeping that light alive. Administrators, faculty and staff at Vian Middle School are dedicated to this goal.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

No Child Left Behind (NCLB) began in 2001. It is an accountability program for the states to increase learning of all students. The Oklahoma State Testing Program (OSTP) uses the state criterion-referenced test to hold local schools accountable to NCLB. Oklahoma first started testing only fifth and eighth grades on the criterion-reference test in all core subjects: reading, math, science, history, and writing. In 2006 reading and math tests were added for sixth and seventh grades, plus geography for only seventh grade. Results from these tests and the attendance rate produce the Academic Performance Index (API). Benchmarks were set over a period of years for all schools to be at a score of 1500 by 2014.

Oklahoma's criterion-reference test is based on the state's Priority Academic Student Skills (PASS). Results of the test are reported in four categories: advanced, satisfactory, limited knowledge, and unsatisfactory. Advanced and satisfactory are considered meeting the state standards. All state scores are posted on the state web site at www.osde.state.ok.us.

Vian Middle School eighth grade showed significant improvement in math from 2005 at 68% to 85% in 2008 in the Satisfactory group, with significant numbers in the advanced group increasing from 15% in 2005 to 29% in 2008. The percentage dropped to 63% in 2009 with 24% still making advanced. The reason for this loss was due to the fact that the proficiency level was raised and those student that barely made satisfactory, in the previous years, fell below the bar. Reading scores in the satisfactory group dropped slightly each year to 2005 to 2008 but nothing significant until 2009; it dropped from 80% to 70%. The advanced group increased from 6% in 2005 to 19% in 2009. The Native American subgroup and the low socio-economic group increased significantly from 2005 to 2009. These gains are attributed to better teaching through curriculum alignment, curriculum mapping, benchmark tests, remediation classes, advanced classes and after school tutoring.

The seventh grade did not start testing until 2006. The seventh grade math satisfactory group increased by 10% from 2006 to 2009 while the advanced group increased by 35%. In the middle school we have advanced math for the ones that need it. We have really focused on math in the past few years trying to stay up with the increase in the NCLB goals. The seventh grade reading scores from 2006 to 2007 increased drastically, but from there to 2009 the percentage stayed about the same in the 76% in the satisfactory group with only a small increase in the advanced group. In the subgroups, Native American, special education and low socio-economic, the percentage increased by a significant amount. Once again this is due to the training the teachers received in our professional development program to increase student learning in all groups.

The sixth grade was not tested until 2007. The sixth grade math satisfactory group scores dropped significantly from 2007 to 2009 by 31%. The tested group of 66 students tested in 2007 increased to 84 students tested in 2009. The increase of special education students increased from 15 to 23 students. The subgroups, low socio-economic, Native American, and special education also showed a drastic drop in the percentage that was proficient in the satisfactory group, while the Native American subgroup showed the largest increase in the advanced group. The trend of the sixth grade also shows in the reading satisfactory group. The scores plummeted from 2007 to 2009 by 43% with an increase of 19 students of which 10 were special education students. The proficiency level was raised significantly for the 2009 year. This group of students has a total of eighty-five with twenty-six of them being in special education. Our challenges will be very great this year.

Further information may be found on the Oklahoma web site at www.osde.state.ok.us.

2. Using Assessment Results:

As soon as the test scores arrive, the principal gets a copy from the test coordinator to do enrollment for the sixth grade. Students are grouped according to test scores in reading and math with lower scores having fewer students per class in order to lower the pupil teacher ratio so teachers can give them more individual help. At-risk students are placed in an extra reading and math skills class to further help them. The advanced group of students are taught at an advanced level in reading and math.

In the seventh and eighth grades, the at-risk students are also placed in remediation classes for reading and math while the advanced students are placed in an Algebra I class and the advanced readers are placed in an advanced language arts class.

With enrollment completed and the new year starting, the first three days of school are for professional development. During part of this time the teachers of like areas meet to discuss test results, strengths and weakness, and what strategies will be used to overcome weak areas for the coming year. Curriculum mapping training has been underway for the past two years. All math and reading teachers have received training in this area. It is not yet complete, but it is also an ongoing process to be reworked each year and month to month. The reading and math teachers meet once a month for three hours to work on curriculum mapping and to create benchmark tests for their subject area. We have a person on staff who is half-time curriculum mapping trainer. She is available to help our teachers, especially the new ones. The students are given a monthly benchmark test in reading and math. If they are not proficient, it is given until they reach mastery of 70%.

3. Communicating Assessment Results:

As Vian Middle School teachers are checking out for the summer, instead of, "Have a nice summer," their statement is, "Call me when the test scores come in," Not only are we excited about the test results, but we are anxious to see if our educational practices were effective. As soon as the test results have arrived at school, the test coordinator calls the principal with the results and the teachers drift in or call to see how their class did. So far we have always had good news; thanks to our teachers and students hard work. The test results are posted on the school web site (www.vian.k12.ok.us). The results are also published in the Sequoyah County Times and the Vian Newspaper along with scores of all the schools in the county to inform the community how their school compared to other schools in the county against state and national norms. The scores can also be found on the state web site www.osde.state.ok.us. The principal shares the scores at the local school board meeting in September. Individual test results are sent to parents to inform them of their child's performance in the different testing areas. The school report card is sent home with each child at the appropriate time to inform them of several different areas including the results of the test for that year.

4. Sharing Success:

Vian Middle School teachers have attended many workshops to enhance the performance of our students. We have attended three of the curriculum mapping conferences by Heidi Jacob-Hayes in Oklahoma City, OK, Indianapolis, IN, and St. Louis, MO. Other workshops attended were on classroom management, managing students with specific disabilities, and closing the achievement gap. While attending these workshops, teachers and administrators have been given the opportunity to discuss what is being effective in their school on a national level. State sponsored workshops have also provided opportunity for teachers and administrators to share our ideas and successes. The administrators have attended national conferences and had the opportunity to identify what is being effective at their school. While at national and state sponsored meetings, our teachers and administrators are exposed to top educational practices for improving student learning.

On the local level, we are located within forty miles to an educational college. We provide a setting for future teachers to do their observations for their college classes. Our teaching and instructional methodologies are passed on in this manner also. We are also a mentoring program for future principals for those teachers working a masters degree in administration. We have mentored four in the past five years.

In the event we are awarded the Blue Ribbon School status, the Vian Middle School teachers and administrator will be happy to continue sharing our effective teaching practices with others.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

In our language arts program (reading skills, literature, English, vocabulary, writing), instruction is delivered in a variety of ways (see question 4) and students are engaged with significant content based on their level. First, each sixth grade student is placed according to individual reading test scores (PASS results from the fifth grade test). The seventh graders are not placed according to test results. But, the instructional methodology is still done through a variety of methods on their reading level, Reading Counts program, plays, library books, DEAR time, listening, writing, and reading skills. The top scoring eighth graders are placed in an advanced English/writing class and they also have literature. The delivery methods vary from teacher to teacher but all do extra things to reward the students in different ways.

Math students are also placed where they will succeed the best. Advanced sixth and seventh graders take an advanced math while advanced eighth graders take Algebra I. We have a few students that have taken geometry in the eighth grade. Classes are based on student needs. Lower sixth graders are placed in leveled math classes to best suit their needs. All others take math on their regular level. If we do not have a class available for a particular student, that student may go to the high school (which is on the same campus) for an advanced course, as needed.

Our science program is based on an inquiry method. Our eighth graders learn life science through dissecting, microscopes, smartboards, computers, visits to the local wildlife refuge, coordinated classrooms building woodduck and blue bird houses and then installing them at the refuge, and going to local ranches to collect leaves for their leaf collections. The seventh graders learn earth science by many of the same methods. They also participate in Earth Clean-up Day, Arbor Day and do special things through the year to enhance their learning. The sixth graders study general science including; matter, the earth's surface, space and the solar system, animals and the human body, the earth's environment and natural resources. All grades learn through a variety of methods using local field trips, resources around school, (our WPA gym has all kinds of fossils in the rock walls), and a few labs.

The eighth grade history uses lectures, videos, and research to bring American history up to 1877 alive for the students. The seventh graders learn about the world and its people through world geography. They learn using most of the five senses. They may sample foods of other nations, view things on the smartboard that tie into their lesson for the day, and hear the language of the country. The sixth graders learn about the early years of world history. They learn about early civilizations, the rise of Christianity, Islamic civilizations, early China, medieval Africa, Japan and Europe, and the early Americas. All classes use graphs, charts, and maps to teach their subject areas.

Visual arts include art, crafts and wood classes. They are taught safety first. Art class includes spatial drawings, acrylic paintings, bead work, and clay. Crafts class are taught ceramics, clay, and leather work, yarn weaving, basket weaving and bead work. Wood classes do small wood projects from gun racks and shelves to trivets.

The performing arts (choir and band) learn to read music and perform in local programs for audiences and at high school football and basketball games. They attend local, regional and state competitions

Spanish is offered to middle school students. Sixth graders have a nine week period of Spanish while seventh and eighth graders that choose have a semester of it. They are taught the Spanish alphabet, counting, conversions, and basic vocabulary.

Athletics is a big part of the culture at Vian. We offer competitive sports for middle school girls in softball (fast pitch and slow pitch), basketball, cheerleading, and track. For our boys we offer football, baseball, basketball, and track. Before our students get to middle school level sports, some of them have played little league football, baseball, softball, basketball for five or six years.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

Our reading program is based on our state Priority Academic Student Skills (PASS). We use scientific based research by Marzano, Jacobs, Ainsworth. We also use our latest test data to drive our reading curriculum. Not only reading teachers but everyone teaching works on the students' reading skills.

In the sixth grade, test scores are used to place each student at their reading level. The seventh and eighth grade are not grouped because it does not fit the master schedule. Each students test scores are reviewed by objectives to find the weak to strongest areas so the teachers can teach accordingly.

Each year the curriculum is reviewed for each unit to make sure it aligns with the state PASS standards. Curriculum mapping (Jacobs) is used to align with the present data. Benchmark test are give quarterly to make sure students are progressing toward the PASS standards. Students scoring below seventy percent are targeted for intervention. We offer reading skills classes and after school tutoring for intervention in grades six through eight. We also use a Reading Counts program to enhance student reading skills. The librarian has a student book club that encourages students to read. DEAR (drop everything and read) time is also used by the teachers.

Each teacher uses a variety of methods to teach the specific skills. Comprehension is checked daily through teacher-student interaction in the classroom. Because of different teacher personalities, each class may vary as to how the subject is delivered.

Each teacher has a state adopted basal reader which is used as supplemental. The teachers use smartboards and computers to bring reading skills into the twenty-first century. Last year our students got interested in reading the "Twiliight Series." The school provided four sets for each reading and English class. After the eighth graders read the book, they were taken to see the movie as a learning experience reward. The sixth and seventh graders also read the books and did reports and acted out their favorite parts or characters. The year before this the sixth and seventh graders did the "Chronicles of Narnija."

The teachers do so many things to try to motivate the students to read that all cannot be identified. The major ones have been discussed. Through the efforts of all the teachers, we manage to see a small gain each year. Some years we have our doubts, but the students manage to do a little bit better each year. The middle school has a tradition of rewarding the students for doing their personal best during testing. When testing is over, we all go out to lunch and a movie. There has never been anyone in our ten year tradition that was not allowed to go on this end of year trip.

3. Additional Curriculum Area:

Our technology program is sponsored through the Oklahoma Department of Career and Technology Education. It provides leadership, resources and assures standards of excellence for a comprehensive statewide system of career and technology ranging from middle school students to college students. Our students that take the technology classes learn the essential skills and knowledge based on our school mission, "The purpose of Vian Middle School, working with parents, students, and community, is to provide our students the opportunity to prepare for the challenges of tomorrow." Our students that join the Technology Student Association (TSA) participate in leadership classes, speech contests, debates, and hands-on activities. In many ways, not only are prepared for the challenges of tomorrow, they are the future leaders

of our country. Our students compete against students in very large schools with state of the art technology and have many advantages that a small rural school does not offer, but our school has been such stiff competition that the school sponsoring the event would not invite us to compete the next year.

In the technology classes students learn about careers and the technology involved with them from electricity to health careers. While the students are learning about their future world, they are also learning to be leaders by running for local and state offices in their student organizations.

We have three different levels of technology classes. All sixth graders spend nine weeks learning keyboarding and surfing the web. Students in the seventh and eighth grades learn power point, video production, programable robotics, computer aided drafting (CAD), electronics, public speaking and leadership skills. We are extremely proud of our technology program.

4. Instructional Methods:

Our teachers use effective methods and instructional strategies that are based on scientifically based research. Our curriculum is aligned to the Oklahoma Priority Academic Student Skills. We teach to appropriate student learning styles. We use the Meta-analysis by Marzano, Pickering and Pollock which include identifying similarities and differences, summarizing and note taking, reinforcing effort and providing recognition, homework and practice, nonlinguistic representations, cooperative learning, setting objectives and providing feedback generating and testing hypotheses, cues, questions and advance organizers. We also use Bloom's Taxonomy which teaches to all levels on the depth of knowledge. We use RTI-Response To Intervention-reteaching in ways that will work for each student. We build academic vocabulary (Marzano) and use curriculum mapping (Jacobs).

We provide opportunities for all children to meet proficient and advanced levels of student academic achievement. Students are screened weekly by reading and math teachers for at-risk status. Supplemental opportunities for at-risk student learning are offered in the forms of: tutoring, remediation classes, teacher's aides which give extra one-on-one, and computer assisted instruction using Click and Learn. Students are screened at the end of each nine weeks by the principal to do necessary class changes so the students are given every opportunity to master reading and math. If students are failing in either subject, they are placed in an extra reading or math class or a studies skills class for extra help. We use computer labs and smartboards to enhance all classes.

5. Professional Development:

Our professional development plan is aligned to our needs as teachers and administrators. NCLB makes us accountable for all students' learning. Our teachers were first trained by the EDIT group to align the curriculum horizontally and vertically to our state Priority Academic Student Skills (PASS). Teachers use the test scores to break down curriculum strengths and weaknesses and rank them in ascending order from weak to strong. They align the curriculum to spend more time on the skills in which students are weak. We have attended Marzano's workshop on Building Academic Vocabulary to help students better understand key words on the test in order to better answer the questions. We have attended Curriculum Mapping by Heide Jacobs in Oklahoma City, OK, St. Louis, MO, and Indianapolis, IN. We have another group scheduled to attend again next month in Oklahoma City, OK. Curriculum mapping is a calendar-based monthly process for collecting and maintaining an on-going data base of the operational curriculum in a school or a district. It includes benchmark tests that are given monthly to make sure students are mastering the skills on which our tests are based. We have on staff a half-time curriculum mapping person who spends time with our teachers to complete their mapping. Our reading and math teachers are given release time of three hours per month to work on their mapping. The goal is to complete reading and math first. We have computer software to assist us in managing the mapping of our curriculum. We also attended workshops to address the differentiating needs of our diverse student body: autism, , bipolar, ADHD, ADD, etc. Teachers have also

been trained in the Ruby Paine's Framework on Poverty. We take all that we learn in profession development and apply to our job of teaching students to increase their achievements.

6. School Leadership:

The NCLB ensures that states meet certain standards and be accountable for the education of all students. Our state education department sets guidelines for all schools. These guidelines are what drives the educational process. Policy is a plan to keep the school in line with the federal and state laws. Within the guidelines leaders must balance school safety, learning environments, teacher morale, student morale, curriculum, student behavior, etc. These are just a few of the things a principal work on during the year. These are the main headings; there are many subheadings beneath these.

Our comprehensive local education plan (CLEP) is part of the school policy. Everyone has input in some way to produce this plan. When we have planning meetings we invite parents, students, other community entities. Of course, teachers and administrators have input into planning the best practices and most effective methods and best resources to increase student achievement. It is the principal's job to implement and evaluate the practices of the plan.

At Vian Middle School we have implemented several programs to increase student achievement. Our zero's aren't permitted (ZAP) program brings students in at lunch time with a sack lunch to continue on late or incomplete work. Our state requires students be remediated through the ACE program. We offer an after school tutoring program for students that need extra help beyond what has already been offered. Study skill class is also an extra class to do home work.

A positive relationship fosters a team environment when teachers are given opportunity to be part of the decision-making process. This creates ownership of the decisions and a buy-in to the process to bring others on board.

This year one of the resources we put in every classroom is the smartboard. A survey was completed to get student input after the boards were use the first semester. There responses stated: it keeps my attention better, its hands-on learning, I remember it better than listening to my teacher, and it creates classroom interaction. This is only one resource, but the latest. The students are excited about a different learning method.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: Oklahoma Criterion-reference

Edition/Publication Year: the year the test was taken

Publisher: Data Recognition Corp/Riverside Publishing Co.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Satisfactory	59	72	90	0	0
% Advanced	21	13	26	0	0
Number of students tested	84	78	66	0	0
Percent of total students tested	100	98	100	0	0
Number of students alternatively assessed	1	1	8	0	0
Percent of students alternatively assessed	1	1	12	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Satisfactory	54	68	87		
% Advanced	16	9	27		
Number of students tested	73	66	52		
2. African American Students					
Satisfactory					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Satisfactory					
% Advanced					
Number of students tested					
4. Special Education Students					
Satisfactory	9	17	43		
% Advanced	0	0	0		
Number of students tested	23	20	15		
5. Limited English Proficient Students					
Satisfactory					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
Satisfactory	59	70	88		
% Advanced	23	14	20		
Number of students tested	47	43	40		

Notes:

Sixth grade was not tested until 2006. Largest other subgroup is Native American.

Subject: Reading
Edition/Publication Year: the year the test was taken

Grade: 6 Test: Oklahoma Criterion-reference
Publisher: Data Recognition Corp/Riverside Publishing Co

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Satisfactory	54	86	91	0	0
% Advanced	5	4	3	0	0
Number of students tested	84	79	65	0	0
Percent of total students tested	100	100	100	0	0
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					
Satisfactory	51	84	90		
% Advanced	3	3	4		
Number of students tested	73	67	51		
2. African American Students					
Satisfactory					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Satisfactory					
% Advanced					
Number of students tested					
4. Special Education Students					
Satisfactory	4	42	71		
% Advanced	0	0	0		
Number of students tested	24	21	14		
5. Limited English Proficient Students					
Satisfactory					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
Satisfactory	61	84	87		
% Advanced	4	5	5		
Number of students tested	47	43	39		

Notes:
No Test was given for sixth grade until 2006. Largest other subgroup was Native American.

Subject: Mathematics

Grade: 7 Test: Oklahoma Criterion-reference

Edition/Publication Year: the year the test was taken

Publisher: Data Recognition Corp.and Riverside Publishing Co.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES					
Satisfactory	83	81	80	73	0
% Advanced	44	36	16	9	0
Number of students tested	92	87	73	75	0
Percent of total students tested	100	100	100	100	0
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					
Satisfactory	85	77	75	67	
% Advanced	41	33	12	4	
Number of students tested	64	63	49	51	
2. African American Students					
Satisfactory					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
Satisfactory	88	19	45	27	
% Advanced	25	0	18	0	
Number of students tested	17	16	11	11	
5. Limited English Proficient Students					
Satisfactory					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
Satisfactory	0	75	70	66	
% Advanced	33	31	17	0	
Number of students tested	37	39	36	38	

Notes:

Oklahoma criterion-reference test in reading was first given in 2006

Subject: Reading
Edition/Publication Year: the year the test was taken

Grade: 7 Test: Oklahoma Criterion-reference
Publisher: Data Recognition Corp/Riverside Publishing Co.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Satisfactory	76	76	98	75	0
% Advanced	9	9	6	0	0
Number of students tested	94	87	73	75	0
Percent of total students tested	100	100	100	100	0
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					
Satisfactory	74	75	96	67	
% Advanced	8	8	4	0	
Number of students tested	65	63	49	51	
2. African American Students					
Satisfactory					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
Satisfactory	71	6	82	18	
% Advanced	0	0	0	0	
Number of students tested	18	16	11	12	
5. Limited English Proficient Students					
Satisfactory					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
Satisfactory	71	75	97	74	
% Advanced	11	8	3	0	
Number of students tested	37	39	36	38	

Notes:
State criterion-reference test did not start for seventh grade reading until 2006

Subject: Mathematics

Grade: 8 Test: Oklahoma Criterion-reference

Edition/Publication Year: the year the test was taken

Publisher: Data Recognition Corp/Riverside Publishing Co

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Satisfactory	91	85	75	71	68
% Advanced	52	29	27	16	15
Number of students tested	75	59	52	49	0
Percent of total students tested	98	100	100	100	0
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	2	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Satisfactory	88	83	73	63	
% Advanced	42	26	20	13	
Number of students tested	57	47	45	38	
2. African American Students					
Satisfactory					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Satisfactory					
% Advanced					
Number of students tested					
4. Special Education Students					
Satisfactory	87	71	22	44	20
% Advanced	47	21	11	0	0
Number of students tested	15	16	11	10	
5. Limited English Proficient Students					
Satisfactory					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
Satisfactory	88	87	80	61	
% Advanced	40	29	28	22	
Number of students tested	40	24	25	23	

Notes:

08-09 school scores were taken from the Accountability page where only FAY scores were used and the scores came from the section under "All Students". Number of students tested was unknown in 04-05. Largest other subgroup was Native American.

Subject: Reading

Grade: 8 Test: Oklahoma Criterion-reference

Edition/Publication Year: the year the test was taken

Publisher: Data Recognition Corp/Riverside Publishing Co

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Satisfactory	90	80	81	84	85
% Advanced	7	9	8	6	6
Number of students tested	76	59	52	49	0
Percent of total students tested	100	100	100	100	0
Number of students alternatively assessed	3	0	3	0	0
Percent of students alternatively assessed	2	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Satisfactory	87	76	77	79	
% Advanced	1	6	4	0	
Number of students tested	58	47	45	38	
2. African American Students					
Satisfactory					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Satisfactory					
% Advanced					
Number of students tested					
4. Special Education Students					
Satisfactory	100	50	33	33	
% Advanced	0	0	0	0	
Number of students tested	15	16	11	10	
5. Limited English Proficient Students					
Satisfactory					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
Satisfactory	39	79	80	82	
% Advanced	7	4	4	4	
Number of students tested	41	24	25	23	

Notes:

08-09 school scores were taken from the Accountability report with only FAY scores listed under "All Students. Largest other subgroup not listed is Native American. The number of students tested on 04-05 is unknown.