

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: Ms. Susan Kane

Official School Name: Rock Island Elementary

School Mailing Address:
5645 Rock Island Road
Rock Island, WA 98850-9528

County: Douglas State School Code Number*: 2563

Telephone: (509) 884-5023 Fax: (509) 884-1720

Web site/URL: http://www.eastmont206.org/distoff/main_b/rock_island.html E-mail:
kanes@eastmont206.org

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. Garn Christensen

District Name: Eastmont School District #206 Tel: (509) 884-7169

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. Annette Eggers

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

_____ Date _____
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*
The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district: (per district designation)
- | | |
|----------|-----------------------------------|
| 5 | Elementary schools (includes K-8) |
| 3 | Middle/Junior high schools |
| 1 | High schools |
| 0 | K-12 schools |
| 9 | TOTAL |

2. District Per Pupil Expenditure: 9634

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. 1 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 | | | 0 |
| K | 21 | 27 | 48 | 7 | | | 0 |
| 1 | 23 | 17 | 40 | 8 | | | 0 |
| 2 | 20 | 23 | 43 | 9 | | | 0 |
| 3 | 24 | 16 | 40 | 10 | | | 0 |
| 4 | 27 | 19 | 46 | 11 | | | 0 |
| 5 | | | 0 | 12 | | | 0 |
| TOTAL STUDENTS IN THE APPLYING SCHOOL | | | | | | | 217 |

6. Racial/ethnic composition of the school: _____ % American Indian or Alaska Native
 _____ 1 % Asian
 _____ 1 % Black or African American
 _____ 64 % Hispanic or Latino
 _____ % Native Hawaiian or Other Pacific Islander
 _____ 33 % White
 _____ 1 % 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: 27 %

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. | 33 |
| (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)]. | 55 |
| (4) | Total number of students in the school as of October 1. | 204 |
| (5) | Total transferred students in row (3) divided by total students in row (4). | 0.270 |
| (6) | Amount in row (5) multiplied by 100. | 26.961 |

8. Limited English proficient students in the school: 50 %

Total number limited English proficient 108

Number of languages represented: 1

Specify languages:

Spanish.

9. Students eligible for free/reduced-priced meals: 82 %

Total number students who qualify: 178

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: 10 %

Total Number of Students Served: 21

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>2</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>13</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>3</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>1</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>0</u> | <u>1</u> |
| Classroom teachers | <u>10</u> | <u>0</u> |
| Special resource teachers/specialists | <u>1</u> | <u>3</u> |
| Paraprofessionals | <u>9</u> | |
| Support staff | <u>2</u> | <u>0</u> |
| Total number | <u>22</u> | <u>4</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 20 :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 | 93% | 90% | 90% | 91% | 91% |
| Daily teacher attendance | 93% | 95% | 94% | 94% | 94% |
| Teacher turnover rate | 0% | 8% | 0% | 8% | 0% |
| Student dropout rate | % | % | % | % | % |

Please provide all explanations below.

Student Attendance: Due to recent changes in data collection, we only have verifiable records for student attendance for 2006-2009. We assume that data for the other 2 years would be similar.

Teacher Attendance: Due to change in office staff and data collection, we only have verifiable records for 2007-2009. We assume that the data for the other 3 years would be similar.

Our school only goes through grade 4; so we did not fill in the drop out rate.

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 | % |

PART III - SUMMARY

The mission of Rock Island Elementary is to create and maintain a collaborative learning environment so all students develop and demonstrate academic excellence. Our dedicated staff continually strives towards excellence. For example, on a 2009 survey, 100% of the staff agreed we adapt instructional strategies to meet student needs, we expect lesson objectives to be linked to state standards, and we accept accountability for lesson outcomes. This mission is particularly difficult to achieve due to the nature of our community.

Rock Island Elementary is a K-4 school located in a small community approximately ten miles from a larger city. Our students come from limited means financially. The 08-09 poverty rate was 84%. Many jobs are agriculturally related, which are seasonal. These occupations often include shift work and times of unemployment. In the year 08-09, 27% of our families were transitory in nature with 36% considered migrant and 67% were of minority status. The majority (64%) of our clientele come from Spanish speaking homes, making home-school communication complicated. Despite these challenges, we continue to close the opportunity gap as indicated by our Washington state assessment scores. From the year 2005, we have increased the number of our students meeting standard by 34% in reading, 51% in math, and 44% in writing. These percentages are much higher than the rest of the school district.

Because the town of Rock Island is not served by library services or other programs such as YMCA or YWCA and has a limited public transportation system, the school is an oasis for the children. We provide extended day and summer intervention programs that are widely attended. Not only are the students receiving additional instruction, they avoid going home to empty houses. Rock Island Elementary is also the focal point for the community. For many years, we have included the community in activities and programs such as musicals, Arts Festivals, Cultural Day, Grandparents' Day, before and after school read-ins, Veteran's Day Celebration, etc.

We feel we are a unique and successful place worthy of Blue Ribbon School status because of our achievements of particular milestones. For example, our staff has implemented and maintained a school wide citizenship program that supports students being responsible for their own behavior and learning. This program also requires teachers to be specific in their expectations for students. We continue to implement and maintain research based curriculum that aligns with state standards. As much as possible, our support staff is included in the trainings making them an integral part of the learning process. Also, in 1994 we remodeled the facility to be a student centered environment. We show our pride in our school and it remains "The Jewel of the District." During this remodeling phase, the community was extensively consulted as to the vision of the remodel. The overwhelming response was to keep the look of the building as a small, rural school at the center of the community. In addition, we received funding for a breakfast/lunch program, which helped our families provide two nutritional meals per day for their children. Since most of our students entering kindergarten have little or no pre-school experience, one of our most critical milestones was the establishment of all-day kindergarten in 2003. We know it is essential that all our students reach benchmark by second grade. Due to time constraints, the expectations were nearly impossible to achieve prior to an all-day program. Since the implementation of all-day kindergarten, our assessment scores have improved dramatically (see response in Part V, number 1 assessment results).

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Our third and fourth grade students are assessed every spring in the areas of reading, math and writing (fourth grade only), using the Washington Assessment of Student Learning (WASL). The state performance indicators are challenging for all children, but especially those from generational poverty, high mobility, and homes with limited English, yet 100% of our 3rd and 4th grade students take this test. Students are assessed by the following levels of performance to meet the state designated standard.

Reading 3rd grade: Students are expected to read fluently from a variety of genres and text forms; construct meaning; apply comprehension and vocabulary strategies; and compare, contrast and analyze causal relationships as assessed through written responses.

Reading 4th grade: Students are assessed on their ability to skillfully read with meaning and purpose, using comprehension and vocabulary strategies; and reflect and respond in writing, using evidence from a variety of genres and text forms regarding comparative and causal relationships.

Math 3rd grade: Students are assessed on fact fluency for addition, subtraction, and beginning multiplication and division, with inverse relationships; using standard units of measurement; identifying properties of shapes and line segments; understanding equality; and identifying missing numbers in equations.

Math 4th grade: Students are assessed on proficiency in multiplication and division of whole numbers; understanding of fractions and decimals; measurement; probability; statistics using graphing and measures of central tendency; and beginning knowledge of area, perimeter, geometric transformations, and relationships between and among two dimensional plane figures.

Writing 4th grade: Students write for a variety of purposes including describing/explaining and story telling; and produce writing that goes beyond a specific formula to show voice, and an understanding of the interplay between topic, audience, purpose, form and conventions.

Third and fourth grade teachers are interested in the specific assessment trends indicated by the tests and outline their following year's curriculum modifications at the beginning of August each year. Grade level teams meet prior to the next school year to finalize plans for each area. Teachers are invested in each student's academic achievement. Vertical discussions between grade levels ensure that areas of academic concern are addressed from one year to the next. Students are also assessed on the Measurement of Academic Progress Assessment, produced by Northwest Educational Assessments (NWEA), to track trends and areas where intensive instruction is needed.

This commitment to looking at results has helped us continue our trend of improved growth over the past five years. Even when we disaggregate sub groups such as Free and Reduced Lunch students, Hispanic, and bilingual, all cells show a continued growth over the past five years (4th grade) and three years (3rd grade). Areas of significant improvement demonstrate how many students are meeting and exceeding the above standard. For instance, five years ago we had no students in 4th grade meeting an advanced score on the math assessment, in the Hispanic, free and reduced lunch, and bilingual sub-groups. Five years later all three areas show an over 50% improvement. The same trends are seen with reading which has improved over 40% in both 3rd and 4th grades. We are closing the opportunity gap. Although in 3rd grade, we showed a minimal decrease in math proficiency, we addressed that this year by some intensive teacher instructional practice trainings, curriculum adoption and instructional sharing of students with specific mathematical instruction needs. Writing is an area that seems to peak and valley for our school. As a result, we are providing

vocabulary intervention to enhance student responses and address our students' lack of background knowledge.

Additional testing data can be found at <http://reportcardospiK12.wa.us>

2. Using Assessment Results:

At Rock Island Elementary School, we use both formative and summative assessments to understand and improve student and school performance. Individual teachers and grade level teams use formative assessments to guide their instructional practices in the classroom on a regular basis. Based on student performance, teachers revise teaching practices and re-teach specific skills as needed.

Using the Response to Intervention (RTI) model, students are evaluated for placement in intervention groups and/or extended day programs based on performance on summative tests, including NWEA Maps, and Dynamic Indicators of Basic Early Intervention (DIBELS). Tier II students are placed in flexible groups to practice specific skills. Intervention groups in reading and math meet daily to work on skill development. Groups are revisited on a regular basis with students exiting these programs when skills are mastered. In kindergarten, intervention consists of language development using the Imagine Learning Program and one-on-one and small group instruction with bilingual staff to address specific needs.

Extended day programs are provided for second, third, and fourth grade students in the areas of reading, language development, and math. Programs used are Imagine Learning for language development, Success Maker Math, Math Renaissance, Reading Renaissance, and individually tailored skill development in reading and math.

Students who do not make adequate progress through Tier II intervention are referred to the Child Study Team. Students may be referred to a small group setting for more intensive work on skill development. Students who do not make adequate progress in the small group setting are considered for evaluation for special education services.

3. Communicating Assessment Results:

At Rock Island Elementary School, we communicate student performance, including assessment data, to parents, students, and the community on a regular basis in a variety of ways. Many teachers communicate with parents on a weekly basis through phone calls, e-mails, parent meetings, weekly progress reports, and/or newsletters. Our principal and office staff also makes regular phone calls to parents to share individual student successes and accomplishments. All communication is translated into Spanish for non-English speaking parents. We have parent/teacher conferences in the fall and spring. At those meetings, teachers share assessment results and explain the meaning of those results to parents and family members. Although the district only requires us to meet with parents of those students who are struggling academically, our staff has chosen to invite all parents to attend. We also choose to stay late on two nights to accommodate those parents who are unable to attend during school hours. Our attendance at both fall and spring conferences regularly averages around 98%. Translators are provided for all parents who need them.

Staff regularly communicates with students regarding their academic performance. Older students participate in setting and monitoring their own goals in reading and math using Reading Renaissance and Math Renaissance. Students review their progress with staff on a regular basis and receive milestone awards when they meet their goals. Students also monitor their reading fluency progress with their teachers on a weekly basis.

Rock Island Elementary School communicates with the community through our school web site. Academic accomplishments are posted on-line. Community members are also invited to our awards ceremonies, which

take place at the end of each trimester. At these awards ceremonies, students who have met their academic goals are recognized.

4. **Sharing Success:**

Our commitment to all students developing and demonstrating academic excellence is not limited to our school's exterior walls. We are determined to share our successes with our district elementary staff, as well as beyond our district and state. Our high level of collaboration can not simply end with our staff. We must enrich and be inspired by the knowledge and positive educational strategies of our fellow colleagues.

Our open door policy has allowed over ten elementary schools to observe and collaborate with our staff to increase their students' levels of academic achievement. To quote just one of the schools "...We came away with real inspiration...We appreciated the way the Rock Island Elementary staff uses every minute, communicates high expectations and intentionally squeezes all the learning they can out of the school day."

The educational staff is willing to share teacher made curriculum supplements that have had a positive impact on closing the achievement gap for under privileged and underserved children. Many teachers have been instrumental in offering in-services in the areas of reading, math, science, citizenship and Powerful Teaching and Learning. These classes are well attended with attendees taking with them new information to drive their further instruction.

It is important to note that in sharing success, we ourselves are continually looking for others to share their successes as well. The staff is 100% committed to furthering their education on a yearly basis. This is evident in the desire of all educational staff to adapt their instructional strategies to meet the needs of an ever changing student population. Our work is never really done, which is apparent in our continual academic gains despite the fact that each year a majority of our kindergarteners have significant language, academic or social delays.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The Rock Island Staff is committed to vertically aligning its' core curriculum with state standards by asking and answering four key questions: What do students need to know? How do we know they have learned the target? What do we do when goals are not achieved? How do we enrich the students who have reached the target? Through data collection and discussions with staff we develop tests, establish student grouping, create goals, monitor students' progress, test again, and repeat cycle when needed. Extended block scheduling for intensive students and low student/teacher ratios have been established at each grade level. Students at the 49th percentile and below are placed in flexible groups for 90 minutes to work on specific skill development. Groups are revisited on a regular basis with students exiting these programs when skills are mastered. In a 2009 survey, 100% of teachers support adapting instructional strategies to meet student's needs and are willing to work at improving instruction. Students understand that hard work, in social and academic areas, is recognized and supported by the entire staff. Ninety-six percent of parents agreed that teachers in our school are dedicated to helping all students learn.

Our reading program is a combination of researched based programs. The entire staff has been trained in Consortium on Reading Excellence (CORE) strategies. By using assessments such as Phonemic Awareness and Phonological Awareness surveys, DIBELS and Measurement of Academic Progress (MAP) testing we meet the specific needs of every student either as intervention or enrichment by fluid grouping. Our core reading curriculum is Open Court, supplemented with Read Naturally for fluency practice, Earobics and Body Coding for phonics instruction, literature circles, and Imagine Learning for vocabulary. Embedded in Open Court are social studies topics that focus on state standards and are reinforced by our librarian.

Students and staff at Rock Island see writing as an integral component of all academic areas. Step Up to Writing and Thinking Maps are utilized in creating organized and creative writers at every level. Student modeling and Writer's Workshop provide opportunities for student reflection and growth in written communication.

In order to meet the diverse needs of our students we use the following programs: Math Expressions, SuccessMaker and Renaissance Math. Our curriculum enables teachers to eliminate educational gaps. We focus on using a diagnostic approach to mathematics in reaching every student's needs. Based on MAP scores and classroom-based assessments, students are placed in intervention groups beyond their general math instruction to differentiate instruction.

The FOSS scientific program develops student understanding of scientific principles and processes. The inquiry-based program provides hands-on science exploration. Student centered collaborative lessons foster multiple meaningful opportunities towards mastery of essential science questions by sharing their learning through peer, small group and class discussions.

Students participate in 100 minutes of physical education instruction weekly. Standard based instruction develops skills in movement, games and sports, lifelong health and aerobic activity. Opportunities provided expose students to activities they may not experience away from school. Additionally, monthly calendars are sent home to encourage family and community involvement.

The arts are a unique part of our school culture. In addition to music instruction that focuses on foundational music applications, visual and performing arts are fostered through a yearly cultural Arts Festival. Multiple mediums of the arts taught throughout the year are exhibited during the event.

Students are aware of standards and expectations in meeting them as teachers clearly state and post aligned academic and behavior performance expectations. Students are engaged in self-reflection throughout every lesson. Students at all academic levels are engaged in setting goals in reading, writing and math. Goals are reflected upon continually.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

We use Open Court Reading, a phonics based curriculum. It places a strong emphasis on developing phonemic awareness as a precursor to decoding and spelling. Decodable stories, stressing specific phonics skills, are an important component for students in grades kindergarten through third. Students are exposed to literature in a variety of writing styles and genres. Intentional instruction is used to teach core language components, with skills arranged from simplest to most complex. In addition to Open Court, we use Reading Renaissance to practice and assess comprehension, Read Naturally to assess fluency, Earobics to enhance phonemic awareness, Imagine Learning and Into English to build vocabulary for bilingual students, and Read Well in the special education classroom.

Our school chose Open Court Reading when we became a Title 1 School. We made our selection based on the fact that it was a research based curriculum with strong data supporting its success with at risk students such as ours. The additional materials we use were selected to complement Open Court and reinforce areas which needed additional support. All staff members, including paraprofessionals, have received extensive training in the use of the curriculum. Open Court is used with fidelity in all classrooms.

Students are frequently assessed in the areas of phonemic awareness, phonics, fluency, and comprehension skills. Based on these assessments, students in the lower quartiles are placed in flexible intervention groups to receive individualized reading assistance in their specific areas of need. Students are frequently reassessed with students exiting intervention as their needs are met. Students who do not make adequate progress are referred to our Child Study Team for further testing and intervention. Students set their own reading fluency and comprehension goals with their teachers and are actively involved in monitoring their own progress toward meeting those goals on a weekly basis.

3. Additional Curriculum Area:

In response to math scores which lacked consistency between 2004 and 2008, as a staff, we restructured our approach in delivering math instruction. The first goal was to develop lessons that specifically and intentionally addressed our state mathematical standards of number sense, algebraic sense, measurement, geometry and probability and statistics. In addition to these lessons we used Renaissance Math and SuccessMaker educational programs to increase mathematical vocabulary, fluency and differentiated instruction for all levels in mathematics. Students at every percentile ranking improved their mathematical understanding. As a result, 89.7% of our 4th grade students met the state standard in 2009.

This year we have added the Math Expressions curriculum. Each teacher received numerous hours of instruction in the early adoption of this program. To further increase our students understanding of the mathematical state strands, this program offers components of quick fact mastery, visual drawings and models of key concepts, mathematical language development, promoting students to be math leaders, and oral and written response to mathematical processes. These were all areas that were recognized as challenges.

Additionally, two staff members are currently serving on a regional Math Leadership Alliance committee. Basic math strategies are broken apart during their meetings for a more diagnostic approach towards math. Information is then shared in collaborative groups to increase understanding and delivery of math instruction.

Frequently, students are assessed on essential skills and knowledge. Data is then used during math intervention periods beyond their general math instruction time. Collaboratively, grade teams use this time to differentiate instruction either in areas of challenge or enrichment. If additional assistance is needed, students attend before or after school math focus groups or receive small group interventions during the day. We also provide an enrichment program for selected 2nd-4th graders which focus on science and local history.

4. Instructional Methods:

At Rock Island Elementary we do our best to differentiate instruction to meet the needs of our diverse population. We have a large percentage of students for whom English is a second language. Additionally, the majority of our students are children of poverty. We use sheltered English instruction in our classrooms to enhance the vocabulary of all our students. Additionally, students with limited English skills participate in Imagine Learning, a computer based language acquisition program, on a daily basis. Students engage in activities at their own language level and receive frequent feedback.

In the general education classrooms, we use Reading Renaissance and Math Renaissance to challenge students at their own academic levels. Students choose books at their independent reading levels, set reading and math goals for themselves, and monitor their own performance. Using Success Maker Math, a computer based program, students daily complete a variety of math problems at their own level, with the degree of difficulty increasing as they master skills.

We are a two-track school, with two teachers at each grade. One teacher provides intervention for those students who are not making adequate progress, while the other teacher provides enrichment activities for students who are at benchmark. Both teachers use formative and summative assessments to determine the specific needs of the individual students in their groups. Groups are flexible with students exiting intervention as they meet their academic goals and other students entering as the need arises. Students who do not make adequate gains, even with intervention, are referred to the Child Study Team. Students may be placed in a small group for targeted intervention and ultimately recommended for special education testing. Students who are performing at a high level are enrolled in our enrichment program and given opportunities to participate in projects that emphasize their own interests.

5. Professional Development:

In a recent survey, 100% of our staff reflected core values of changing the school for the better, welcoming innovative ideas, and the belief that all students can meet state standards in math, reading, and writing. We continue the tradition of seeking out the best researched educational practices, receive training, collaborate, evaluate and seek out additional curriculum to meet our students' needs. Professional development is used to align curriculum vertically and with state standards, and to share strategies. Our curriculum is attached to pacing guides appropriate for success.

Staff has been trained in the following core areas: phonics, phonemic, and vocabulary awareness instruction through researched based Consortium On Reading Excellence, Additional training includes: Read Naturally Fluency, and Open Court materials Regular training has been beneficial in the continued improvement of state reading scores as noted by the 34% increase since 2004-05.

Certificated staff members are currently receiving math training with our new math adoption, Math Expressions, as we are working toward increased mathematical understanding at every grade level. In addition, two staff members attend Math Leadership Alliance. This training has a high emphasis on improving student's ability to communicate math vocabulary and processes which are necessary for being successful on state assessment and provides a diagnostic approach to math instruction. The 51% increase in math scores since 04-05 is evidence of our hard work.

All staff members have received training on Step-Up to Writing and 6-Traits, a curriculum for organizing and extending writing. A focus on vertically aligning grade level standards, developing a pacing guide, and collaborating across grade levels have increased our writing scores by 44% since 04-05.

Currently, teachers are working toward advanced training in Powerful Teaching and Learning Protocol. This program encourages teachers to intentionally analyze their practices and the practices of others to improve their teaching.

6. School Leadership:

The principal and site council (representative governing body) inspire staff, students and parents to emulate our mission statement by working toward common goals. We annually review our mission and School Improvement Plan (SIP) and meet twice monthly to discuss actions to improve student learning. Certified and classified staff, community members and parents are represented on this council. Goals or policies are adjusted throughout the year to meet the needs of students and establish new areas of growth. We use our mission, assessment data and the Nine Characteristics of High Performing Schools to formulate and guide our SIP goals throughout the year.

The principal's vision of leadership is that each staff member assumes leadership roles, receives training on academic improvement strategies, and presents to staff. Our principal's duties include, implementing School Board Policies, Negotiated Agreements and Parent Involvement Policies. She is responsible for monitoring State assessment scores, and how they relate to our SIP. She builds relationships between staff, students, families and community members. She creatively seeks funding sources and supplements where funding is not available. Through her efforts, retired teachers and community volunteers work with students to enhance reading skills; and the Watch D.O.G.S. program brings fathers into the school setting as volunteers, assisting in a variety of activities, ranging from reading with students to monitoring students during transitions. Additionally, she schedules paraeducator time to optimize student support.

Annually, the staff takes two surveys (Educational Effectiveness Survey and Site Council Evaluation Survey) to address the leadership system in school. The leadership questions give us feedback on our overall perception of leadership and help determine future changes. We believe that every staff member, serving as a leader and having a common body of knowledge, has improved our ability to reach all kids and strengthened our commitment to a collegial work environment.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: WASL

Edition/Publication Year: 2006-2009

Publisher: Pearson

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | |
| SCHOOL SCORES | | | | | |
| % Proficient plus % Advanced | 69 | 79 | 74 | 71 | |
| % Advanced | 31 | 28 | 17 | 11 | |
| Number of students tested | 45 | 29 | 46 | 38 | |
| 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 | 65 | 78 | 74 | 70 | |
| % Advanced | 33 | 26 | 13 | 9 | |
| Number of students tested | 40 | 23 | 38 | 33 | |
| 2. African American Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | 66 | 83 | 83 | 67 | |
| % Advanced | 35 | 33 | 20 | 13 | |
| Number of students tested | 29 | 18 | 30 | 24 | |
| 4. Special Education Students | | | | | |
| % Proficient plus % Advanced | 44 | 100 | 80 | 50 | |
| % Advanced | 11 | 0 | 0 | 0 | |
| Number of students tested | 9 | 4 | 5 | 6 | |
| 5. Limited English Proficient Students | | | | | |
| % Proficient plus % Advanced | 47 | 70 | 73 | 46 | |
| % Advanced | 13 | 10 | 13 | 0 | |
| Number of students tested | 15 | 10 | 15 | 11 | |
| 6. Largest Other Subgroup | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |

Notes:

In the school year 2004-2005, the 3rd grade WASL was not available. Therefore, there are no results for these years.

Subject: Reading
Edition/Publication Year: 2006-2009

Grade: 3 Test: WASL
Publisher: Pearson

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | |
| SCHOOL SCORES | | | | | |
| % Proficient plus % Advanced | 82 | 69 | 78 | 66 | |
| % Advanced | 33 | 24 | 15 | 21 | |
| Number of students tested | 45 | 29 | 46 | 38 | |
| 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 | 80 | 65 | 76 | 67 | |
| % Advanced | 30 | 17 | 13 | 21 | |
| Number of students tested | 40 | 23 | 38 | 33 | |
| 2. African American Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | 83 | 61 | 83 | 54 | |
| % Advanced | 24 | 17 | 17 | 13 | |
| Number of students tested | 29 | 18 | 30 | 24 | |
| 4. Special Education Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 5. Limited English Proficient Students | | | | | |
| % Proficient plus % Advanced | 73 | 50 | 73 | 27 | |
| % Advanced | 6 | 0 | 0 | 0 | |
| Number of students tested | 15 | 10 | 15 | 11 | |
| 6. Largest Other Subgroup | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |

Notes:

In the school year 2004-2005, 3rd grade WASL was not available. Therefore, students results are not available.

Subject: Mathematics
Edition/Publication Year: 2005-2009

Grade: 4 Test: WASL
Publisher: Pearson

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| % Proficient plus % Advanced | 90 | 54 | 69 | 71 | 39 |
| % Advanced | 67 | 24 | 39 | 21 | 0 |
| Number of students tested | 39 | 46 | 39 | 28 | 39 |
| 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 | 88 | 53 | 77 | 74 | 35 |
| % Advanced | 65 | 20 | 40 | 13 | 0 |
| Number of students tested | 34 | 40 | 30 | 23 | 37 |
| 2. African American Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | 96 | 68 | 73 | 75 | 33 |
| % Advanced | 67 | 32 | 41 | 19 | 0 |
| Number of students tested | 24 | 28 | 22 | 16 | 24 |
| 4. Special Education Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 5. Limited English Proficient Students | | | | | |
| % Proficient plus % Advanced | 93 | 33 | | | 21 |
| % Advanced | 50 | 0 | | | 0 |
| Number of students tested | 14 | 12 | | | 14 |
| 6. Largest Other Subgroup | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |

Notes:

Specific special education student data is not available for 2004-2005.

Subject: Reading
Edition/Publication Year: 2005-2009

Grade: 4 Test: WASL
Publisher: Pearson

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| % Proficient plus % Advanced | 90 | 72 | 87 | 82 | 56 |
| % Advanced | 21 | 17 | 13 | 4 | 15 |
| Number of students tested | 39 | 46 | 39 | 28 | 39 |
| 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 | 88 | 70 | 87 | 78 | 54 |
| % Advanced | 65 | 18 | 40 | 13 | 0 |
| Number of students tested | 34 | 40 | 30 | 23 | 37 |
| 2. African American Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | 92 | 75 | 86 | 75 | 54 |
| % Advanced | 17 | 25 | 9 | 0 | 13 |
| Number of students tested | 24 | 28 | 22 | 16 | 24 |
| 4. Special Education Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 5. Limited English Proficient Students | | | | | |
| % Proficient plus % Advanced | 93 | 58 | | | 50 |
| % Advanced | 0 | 17 | | | 14 |
| Number of students tested | 14 | 12 | | | 14 |
| 6. Largest Other Subgroup | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |

Notes:

Specific special education student data is not available for 2004-2005.