

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. Brian Grasmick

Official School Name: LaGrange Elementary School

School Mailing Address:

100 D Street

PO Box 188

LaGrange, WY 82221-0188

County: Goshen State School Code Number*: 801004

Telephone: (307) 834-2311 Fax: (307) 834-2312

Web site/URL: www.goshen.k12.wy.us E-mail: bgrasmick@goshen.k12.wy.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. Ray Schulte

District Name: Goshen County School District #1 Tel: (307) 532-2171

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. Linda Kessler

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 |
| 3 | High schools |
| 0 | K-12 schools |
| 11 | TOTAL |

2. District Per Pupil Expenditure: 17662

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. 17 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	1	5	6
K	2	2	4	7	0	0	0
1	1	3	4	8	0	0	0
2	2	3	5	9	0	0	0
3	3	1	4	10	0	0	0
4	2	3	5	11	0	0	0
5	2	4	6	12	0	0	0
TOTAL STUDENTS IN THE APPLYING SCHOOL							34

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
0 % Asian
0 % Black or African American
9 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
91 % 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: 31 %

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.	4
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	7
(3)	Total of all transferred students [sum of rows (1) and (2)].	11
(4)	Total number of students in the school as of October 1.	36
(5)	Total transferred students in row (3) divided by total students in row (4).	0.306
(6)	Amount in row (5) multiplied by 100.	30.556

8. Limited English proficient students in the school: 15 %

Total number limited English proficient 5

Number of languages represented: 2

Specify languages:

Spanish and German

9. Students eligible for free/reduced-priced meals: 74 %

Total number students who qualify: 25

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: 9 %

Total Number of Students Served: 3

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>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>0</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>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>2</u>	<u>2</u>
Special resource teachers/specialists	<u>0</u>	<u>4</u>
Paraprofessionals	<u>1</u>	<u>0</u>
Support staff	<u>0</u>	<u>5</u>
Total number	<u>4</u>	<u>11</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 11 :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%	94%	94%	92%	95%
Daily teacher attendance	95%	95%	96%	95%	96%
Teacher turnover rate	0%	0%	0%	0%	0%
Student dropout rate	%	%	%	%	%

Please provide all explanations below.

Daily student attendance rates below 95% were due to illness.

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

LaGrange Elementary School is rooted in the small southeast Wyoming town of LaGrange, along the old Texas Trail where authentic old-West cowboys once drove herds of Longhorn cattle. Pioneers whose vision recognized LaGrange's promises established their homes, families, and one-room schools on this remote frontier. From these roots and community spirit, LaGrange School flourished and evolved. Today as a school-wide Title I School, this heartbeat of the community provides a kindergarten through sixth grade education to thirty-four children of diverse interests and backgrounds. LaGrange Elementary School's population is composed primarily of students whose parents work in the agri-business industry or are affiliated with the local Frontier School of the Bible. These entities often draw families from outside the United States, providing cultural diversity to the area while enriching both community and school life. Seventy-four percent of the students qualify for free and/or reduced lunch, and seventy-one percent ride busses from surrounding ranches and farms. A large percentage of LaGrange's population is transient due to job turnover and completion of Bible School studies. Each year new students comprise approximately thirty-five percent of LaGrange School's total enrollment.

Despite the challenges of having a high rate of turnover among the student population, LaGrange School is dedicated to achieving high standards of academic excellence and instilling the value of responsible citizenship. The mission of LaGrange Elementary School's staff, parents, and community is to "work together to help students achieve their fullest potential, so they will develop into informed, competitive, and sociable citizens in our constantly changing world." To this purpose, LaGrange School shares the vision of the school district which is "to lead, empower and nurture a learning environment that engages students and prepares them to compete in society when they leave Goshen County School District #1.

The LaGrange instructional staff strives to meet the high expectations of the district "to design intellectually demanding work that students find engaging and from which they can learn at higher levels than they currently learn." LaGrange's highly qualified teachers implement this "core business" of student engagement through quality design within a safe, nurturing environment. Instruction is delivered in multi-grade classrooms with an emphasis on research-based, cross-curricular study. A variety of assessments is regularly used to evaluate student learning and to drive differentiated instruction. LaGrange Elementary School's staff is committed to providing all students a solid, standards-based education which will ensure their success and prepare them for the next phase. LaGrange's teachers, staff, and community dedicate their efforts to shaping students who are confident and prepared to succeed when they leave LaGrange Elementary after sixth grade in order to transition into their secondary education at Southeast Schools, twenty five miles away.

LaGrange Elementary School is enriched by the involvement of parents and community members who donate time, talents and resources to benefit the school learning community. LaGrange's parents and community members take an active role in the children's education through participation in the local parent/teacher organization, membership on decision-making and fundraising committees, well-attended parent/teacher conferences, regularly scheduled Family Nights, extended field trips, participation in humanitarian service projects, and reinforced learning through volunteering time in the classroom. As models of support and interdependence, so necessary in rural America, LaGrange School's constituents are an integral part of the success of the students.

LaGrange Elementary is a unique and successful school because of its high student achievement, low student-to-teacher ratio, effective communication, strong parent and community involvement, and nurturing environment. As a result, students radiate their own positive self-esteem by extending good will to others. Far-reaching opportunities offered at LaGrange School are community, state, and national humanitarian service projects, which come in the form of enrichment activities and standards-based units of instruction. Some student-made projects include letters and care packages sent to deployed soldiers, blankets made for displaced

children, and quilts created for disabled Wyoming Veterans. Humanitarian service projects enable students to expand their learning beyond the classroom, utilize the expertise of others, and connect classroom learning to real-life applications, while instilling a sense of compassion and good will. Connections and validations such as these LaGrange School experiences empower learners to achieve at higher levels and realize their own sense of worth. In these ways, LaGrange students begin to prepare for their future roles as productive citizens and community leaders, fulfilling the vision of LaGrange's pioneers.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The Proficiency Assessments for Wyoming Students (PAWS) is the primary assessment for state proficiency reporting and AYP progress in Wyoming. Additional information may be found at <http://www.k12.wy.us/SA/Paws/index.asp>. Students take this assessment in grades three through eight and eleven in the spring of each year. They are assessed in the areas of reading, writing, math, and science (at grades four, eight, and eleven).

To be considered proficient or advanced in the area of reading, a student must meet or exceed this level of performance: Proficient readers demonstrate an accurate understanding of a variety of grade-appropriate texts. Their comprehension extends beyond the literal level. They make relevant connections among texts, themselves, and other sources. They support inferences with textual evidence.

A student proficient or above in math must meet the following minimum criteria: Proficient students recognize relevant information and make connections among mathematical ideas. They apply concepts, skills, and strategies to solve problems. They provide some evidence to justify procedures and solutions. They communicate reasoning using mathematical language.

In looking at the results from the past five years of testing, LaGrange consistently demonstrates proficient and advanced levels of at least 50% or higher throughout all levels of testing with the exception of fourth grade math in 2004-2005. That year, the district was still using the WyCAS which was the state assessment prior to the PAWS assessment, and was only given to grades four, eight and eleven.

One item to note about the population of students who attend LaGrange Elementary is that there are a large number of students who transfer in and out during any given year, so it is difficult to compare data from year to year. Our class sizes average about four pupils per grade level, which also affects the data. Despite these facts, tracking these students over time demonstrates that individual students who were proficient maintained their proficiency or substantially raised their performance to the advanced level.

One of the most significant gains seen in the data would be our fourth grade class in 2004-2005. These students went from 33% proficient in math to 100% proficient as sixth grade students. Otherwise, most of our classes improved to at least an 80% proficiency level over the course of their school career.

2. Using Assessment Results:

Assessment data is a strong decision-making tool at LaGrange Elementary School. Due to LaGrange's low enrollment and high number of transient students, accurate disaggregating of assessments is difficult. However, the data gained from multiple assessments is used to understand and improve student and school performance.

Teachers at LaGrange Elementary School use a variety of assessments to regularly evaluate student learning and drive differentiated instruction within our multi-grade classrooms. Students who will be entering kindergarten are assessed using the Brigance Readiness screening in the spring prior to their fall enrollment. This provides staff with information of students' preparedness for school.

In the classrooms teachers use assessments to monitor the progress of students' growth using curriculum based tests, DIBELS, STAR Math, STAR Reading, and Body of Evidence (BOE's). These are used to

determine students' level of placement. The district standards assessment, MAPS, is administered twice a year. The results allow staff to place students in the appropriate levels for instruction and identify those who would benefit from summer school. The state assessment, PAWS, is administered annually to determine the school's AYP as well as students' overall proficiency in reading, writing, math, and fourth grade science.

Assessment results drive LaGrange Elementary School's Title I School Improvement Plan. Assessment data is used to establish Title I School Improvement Goals which in turn determines the allocation of funds to meet the needs of our students. LaGrange Elementary School's North Central Accreditation action plan is determined through a collaborative analysis of the combination of our data with that of Southeast Elementary School.

3. Communicating Assessment Results:

The LaGrange School Staff uses many methods to communicate student progress to students, parents, and the community.

Student progress and success is shared with the community both formally and informally. District-wide progress is published each year in the local newspaper, comparing academic progress at the school level to that of state levels on the Proficiency Assessments for Wyoming Students (PAWS), as well as on the Body of Evidence proficiency assessments (BOE). Student work is displayed in school, at the district office, at school board meetings, and occasionally in the community (including the Goshen County Fair), as well as in the school newsletter sent to parents and community members.

Children's report cards are sent quarterly to parents, but parents are also able to access their children's grades and assignments at any time through the internet on Power Grade. This program also allows parents to communicate directly with any of their children's teachers using e-mail. Parents and teachers can request face-to-face meetings at any time during the school year as well as during spring parent/teacher conferences. Scheduled conferences in the fall are attended by parents of 96% of the students. Parents whose children also receive special services attend an annual Individual Educational Plan Meeting. Parents also receive copies of the state and district assessment results for their students.

Teachers confer with individual students following classroom assessments and BOEs. If necessary, students are given multiple opportunities to demonstrate improved progress using alternate BOE assessments. Several of the curriculum programs used at LaGrange School have built in progress level certificates and reports, including Accelerated Reading and SuccessMaker. Students monitor their own progress with classroom charts. At the end of the school year, the school invites the community, parents, and the administration to join them in an Affirmation Day Assembly where all students are recognized for their growth and progress in academics, behavior, and community service.

4. Sharing Success:

Affirming student, staff, and building level successes is an important part of the educational process at LaGrange Elementary School. The experience of recognizing successes both provides a learning opportunity and validates the worth of the shared accomplishment. Success should be celebrated!

At LaGrange Elementary School student work is proudly displayed throughout the school building as well as in local businesses. Student achievements are publicized using the media: school and community newsletters, press releases, television news, and a local radio station. Students participate in opportunities such as Young Authors Contest, Spelling Bee, Zaner Bloser Handwriting Contest, WAEP Summer Reading Program, local and state art contests, and the District Science Fair. Annually, Goshen County School District Board of Trustees invites LaGrange School to present at one of the monthly Board Meetings. Kindergarten through sixth graders cooperatively plan and present their program in recognition of one of their accomplishments

during the school year. That same month LaGrange School's student work is on display at the district office. LaGrange Elementary culminates its school year with the school community gathering for an Affirmation Day Assembly confirming the value and successes of all students.

Because LaGrange Elementary School shares a principal with Southeast Schools, the two schools are in the unique position of learning from one another's successes. LaGrange staff has the opportunity to share their school successes and learn of Southeast's accomplishments in weekly meetings with the principal. This experience is mirrored in the staff development meetings LaGrange staff attends at Southeast.

District-wide Professional Development meetings provide LaGrange Elementary School teachers an opportunity to share classroom successes with peers from other schools. Grade level collegial groups meet monthly to create student engagement through quality curriculum design.

The doors of LaGrange Elementary School are always open for visitation and observation by interested educators. We gladly exchange ideas and experiences with fellow professionals in an ongoing search for ways to improve student learning.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

LaGrange Elementary is a small school where teachers and staff work with multi-grade classrooms. Because of this, much of the curriculum is selected for its ability to be used across several curriculum areas or grade levels. It is district practice to insure that curriculum materials are selected from research-based models.

The language arts curriculum focuses on a balanced literacy approach including reading, writing, speaking, and listening. Reading in LaGrange Elementary involves reading instruction, silent reading, and computer supplemented programs. All students participate in leveled Guided Reading Groups and first through sixth grade use Accelerated Reading for independent choice and enrichment. Kindergarten through sixth grade students acquire their basic instruction through the use of trade books, Scholastic Literacy Place, multi-leveled library books, and newspapers. By using this wide variety of instructional methods and materials, students at LaGrange Elementary are actively engaged in reading throughout the day. LaGrange's writing instruction is built on the writing process and the 6-Traits of Writing. Students learn through direct instruction, modeling, conferencing, peer editing, and publishing. Speaking and listening standards are integrated into all academic and non-academic areas of school.

LaGrange Elementary maximizes math instruction by utilizing a variety of research-based math programs which cover the necessary core strands: Number and Numeration, Operations and Computation, Data and Probability, Measurement, Geometry, Patterns, Functions and Algebra. In kindergarten, first, and second grade, students use Bridges. This program provides tools and strategies for students to meet state math standards by providing whole and small group lessons, as well as independent practice. Visual models and manipulatives help learners to investigate and discover on their own. Third, fourth, and fifth grades use Everyday Mathematics, a scientifically research-based program proven to build students' mathematical knowledge from the basics to higher-order thinking and critical problem solving. It includes a variety of teaching methodologies, such as class discussions, manipulatives, games, individual work, and group work. Students in grade six at LaGrange use College Preparatory Mathematics (CPM). This curriculum uses a variety of teaching methodologies, including direct instruction, class discussions, manipulatives, and structured study teams. During class, students are actively working on guided investigations to develop mathematical concepts and problem solving skills.

The social studies curriculum includes the Silver Burdett Ginn Series, World Geography by Holt, Wyoming History by Sodara & Adams, and the social studies Shutterbugs kits by Steck-Vaughn. Supplemental materials are drawn from periodicals by Scholastic and National Geographic, internet research, and library media.

Science is approached with an inquiry-based, hands-on philosophy. Students are engaged in completing scientific investigations as they learn scientific principles. The academic units and activities are drawn from Full Option Science Systems (FOSS), Insights, and Shutterbugs. Staff has developed a "science warehouse" where all pooled materials and equipment are available for teachers to access and use. The end of the year culminates with a school-wide science fair which is open to community members.

In music, LaGrange students learn to read, write, and perform both in and out of the classroom. The curriculum is from Silver Burdett's Making Music Program, which teaches both music history and theory. Art is a product-based curriculum that exposes students to a variety of mediums and techniques.

The physical well-being of our students begins with a physical education and health curriculum firmly established in the Wyoming State Standards. We follow an age appropriate scope and sequence spanning all

grades for fitness, team interaction, and health and wellness instruction. These include hygiene, first aid, nutrition, personal safety and reproductive education for the sixth grade.

Each year LaGrange Elementary's humanitarian service project emphasizes a multi-grade, cross-curricular integration of the core subjects. These projects enhance and authenticate the students' educational experience by using a broad range of learning and skills.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

LaGrange Elementary School staff is committed to producing successful life-long readers. The school's reading curriculum is based on a Balanced Literacy Approach. This instructional format was put in place after a systematic, district-wide examination of available literacy frameworks. The district-wide Literacy Committee comprised of teachers, administrators, and district facilitators chose this research-based framework because of its emphasis on student centered learning.

The Balanced Literacy Approach identifies students at their particular reading levels using individually administered informal reading inventories. These are routinely scheduled to direct the leveling of Guided Reading groups and provide diagnostic information: QRI, DIBELS, On the Mark, and STAR Reading. Once a baseline instructional level has been determined for each student, resources from various genres are provided to groups having similar needs. Resources may be provided from trade books, basals, newspapers, A.R., and multi-leveled library books.

This reading framework provides a gradual release of responsibility as students move from their instructional reading level to their independent reading level. Scaffolding is an approach that is provided for students to aid them in modeled instruction that leads to independent reading and writing. When introducing a new concept the teacher will begin with a "read aloud" that models a specific skill and students are the observer. The skill is then practiced by the whole group in a "shared reading" which allows for repeated practice with teacher support. The end product is the student's ability to practice "independent reading" which gives them choice and practice of modeled reading skills. This process is mirrored with writing as well.

3. Additional Curriculum Area:

Students at LaGrange Elementary School are introduced to a wide variety of technology which prepares them for their secondary and post-secondary education and their future as adults in a high tech world. Students are provided with updated desktop computers in the library and classrooms, Nova keyboards that can be checked out for homework, and access to a classroom Smartboard.

Children of all grades in LaGrange are taught beginning keyboarding, as well as Word, Power Point, and Publisher. Many children use these programs to complete and fine tune their entries in the Young Author Contest every spring. All students are guided through the process of Internet Research, which is a great advantage for students who do not have access to library and museum experiences. This research is used to create projects and presentations both in regular classroom assignments and in Body of Evidence Performance Assessments. Technology training prepares students to successfully navigate the state tests which are accessible primarily by computer. Both State and district testing (PAWS, MAPS) have online sections that require students to be ready to use technology to show educational progress.

A number of curriculum support programs are available to LaGrange students and include teaching staff to monitor student progress through technological assessments. STAR Reading and STAR Math can be used for both individual placement and monitoring. SuccessMaker has instruction, drill and practice, and leveled assessment for pre-reading, reading, math, and spelling. Leveled library materials allow students to check for comprehension using Accelerated Reading Quizzes.

4. Instructional Methods:

It is the core business of LaGrange Elementary School Staff as a part of Goshen County School District #1 to regularly and intentionally design work that students find engaging. Ongoing assessment allows staff to observe how individual students employ the most effective learning styles. A variety of instructional methods is used including direct instruction, small group work, individual instruction, hands-on learning activities, ability grouping, summer school, and individual tutoring. The staff is well practiced at personalizing instruction to meet students' learning levels and interests both for students who need extra support and for those who need enrichment.

A large percentage of LaGrange's population is transient, with many parents attending the local Bible College, or working as farm and ranch laborers (some migrant) with the agricultural business in southeast Wyoming. Some students stay only weeks or months, or travel in and out of the school area, missing much of the school year, thereby leaving gaps in their academic skills. Other students are non-English speaking, or have diagnosed special needs. In addition to offering differentiated instructional methods, LaGrange's staff is supplemented part time with an ELL specialist, a speech pathologist, and a school counselor. Other needs are supported with consultative services. The school counselor collaborates with staff to assist students socially and behaviorally, helping them to access both curriculum and assessments to the best of their abilities.

Students who are unable to acquire the required skills or information presented during regular classroom instruction have multiple opportunities through reteaching, individual instruction, peer tutoring, and review and practice through technology. Students are also given multiple opportunities for assessment in class and during Body of Evidence performance assessments (BOE). Peer tutoring provides both enrichment and remediation by giving a boost to early learners who have not yet acquired skills, while giving older students an opportunity to cement their skill while building self-confidence as a learner.

5. Professional Development:

The Professional Development program at LaGrange Elementary is aligned with the District Professional Development program. All district teachers have a minimum of eight contract days for professional development which is aligned to the "Core Business" of the district: To design intellectually demanding work that students find engaging and from which they learn at higher levels than they are currently learning. To this end LaGrange teachers actively design and/or redesign lessons which support the content standards and engage students in order to increase student achievement. This design work is done for the most part in district collegial groups by grade level. The collegial groups meet monthly to gain knowledge about curriculum design, analyze student data, and align content standards and benchmarks. LaGrange teachers apply this knowledge to design individual lessons for their classrooms.

In addition to the District Professional Development model, LaGrange teachers have participated in formal Guided Reading Training for almost two years. Guided Reading is an instructional model used by teachers to increase students' reading fluency, comprehension, and vocabulary. LaGrange teachers use Guided Reading on a daily basis within small student groups leveled by reading ability. Ongoing professional training is provided by a District Instructional Facilitator. The facilitator/coach meets with LaGrange teachers at least once a month to provide training and observe teachers leading their guided reading groups. Teachers are debriefed by the facilitator and provided additional training as needed.

Intensive staff development for teachers throughout Goshen County School District #1 has produced increased student achievement in LaGrange Elementary School as indicated on numerous student assessments.

6. **School Leadership:**

The leadership structure at LaGrange Elementary utilizes a principal and a head teacher. The principal is the administrator both for Southeast Schools, a kindergarten through twelfth grade school, and for LaGrange, a kindergarten through sixth grade school. LaGrange students, at the end of the sixth grade, transition to Southeast Schools to finish their seventh through twelfth grade education. The principal at both schools is Mr. Brian Grasmick and the head teacher at LaGrange is Mrs. Charlene Meier. Both have served in their positions for over 15 years.

Mr. Grasmick is tasked with seeing that all policies and procedures of Goshen County School District #1 are followed at LaGrange School. Mrs. Meier oversees day to day operations and procedural details at LaGrange.

In accordance with board policies, Mr. Grasmick conducts formal and walkthrough evaluations on all teachers at LaGrange. The purpose of evaluation is to evaluate and provide feedback on how well teachers are providing their students with engaging work that is aligned with the “core business of the district.” As principal, he also observes “Guided Reading” groups to assess teacher effectiveness in teaching specific guided reading strategies. Program evaluation by Mr. Grasmick is provided on an ongoing basis.

The principal provides shared decision-making with the staff whenever possible. From the general instructional budget provided by the district, Mr. Grasmick allows staff to help determine where the funds will be used, based on teacher requests. Classroom budgets are based on instructional needs as justified by teachers and supported by the standards.

Weekly meetings are facilitated to enhance communication with the staff and principal. Priority is given to analysis of student data and achievement, discussions about student engagement and behavior, and teachers’ design of student work.

In developing each year’s Title I budget, Mr. Grasmick seeks teacher and parent input. This budget strives to increase student achievement through the most efficient and effective use of Title I monetary resources and professional development.

The staff and administration continually focus on the “core business” of the district: “To design intellectually demanding work that students find engaging and from which they learn at higher levels than they are currently learning.” To this end Mr. Grasmick and Mrs. Meier focus their leadership efforts on increasing student achievement at LaGrange Elementary School.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Test: Wyoming Comprehensive Assessment System/Proficiency
 3 Assessment of Wyoming Students

Edition/Publication Year: 2004/2006 Publisher: Harcourt/Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
% Proficient plus % Advanced	100	100	100	50	
% Advanced	33	0	50	25	
Number of students tested	3	3	2	4	
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					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Assessment data is not available for 2004-2005 as WyCAS assesses only grades 4, 8, & 11

Subject: Reading

Grade: Test: Wyoming Comprehensive Assessment System/Proficiency
3 Assessment of Wyoming Students

Edition/Publication Year:
2004/2006

Publisher: Harcourt/Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
% Proficient plus % Advanced	67	100	100	50	
% Advanced	0	33	0	50	
Number of students tested	3	3	2	4	
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					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

There are not any results from 2004-2005 because the WyCAS only assessed grades 4, 8, & 11.

Subject: Mathematics

Grade: Test: Wyoming Comprehensive Assessment System/Proficiency
4 Assessment for Wyoming Students

Edition/Publication Year:
2004/2006

Publisher: Harcourt/Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	100	100	100	50	33
% Advanced	50	40	25	0	0
Number of students tested	4	5	4	4	3
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					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: Test: Wyoming Comprehensive Assessment System/Proficiency
4 Assessment of Wyoming Students

Edition/Publication Year:
2004/2006

Publisher: Harcourt/Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	100	80	75	50	67
% Advanced	50	40	50	0	33
Number of students tested	4	5	4	4	3
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					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Mathematics

Grade: Test: Wyoming Comprehensive Assessment System/Proficiency
5 Assessment of Wyoming Students

Edition/Publication Year:
2004/2006

Publisher: Harcourt/Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
% Proficient plus % Advanced	100	100	50	50	
% Advanced	60	50	0	25	
Number of students tested	5	4	4	4	
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					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

2004-2005 data is not available as WyCAS assesses only grades 4, 8, & 11

Subject: Reading

Grade: Test: Wyoming Comprehensive Assessment System/Proficiency
5 Assessment of Wyoming Students

Edition/Publication Year:
2004/2006

Publisher: Harcourt/Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
% Proficient plus % Advanced	80	50	75	100	
% Advanced	20	0	0	25	
Number of students tested	5	4	4	4	
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					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Data was not collected 2004-2005 as the WycAS only tested grades 4, 8, & 11

Subject: Mathematics

Grade: Test: Wyoming Comprehensive Assessment System/Proficiency
6 Assessment of Wyoming Students

Edition/Publication Year:
2004/2006

Publisher: Harcourt/Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
% Proficient plus % Advanced	100	67	100	100	
% Advanced	33	0	0	0	
Number of students tested	6	3	2	2	
Percent of total students tested	86	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					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: Test: Wyoming Comprehensive Assessment System/Proficiency
6 Assessment of Wyoming Students

Edition/Publication Year:
2004/2006

Publisher: Harcourt/Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
% Proficient plus % Advanced	86	67	50	100	
% Advanced	14	0	0	0	
Number of students tested	7	3	2	2	
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					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Assessment data is not available for the 2004-2005 school year because WyCAS only assessed grades 4, 8, & 11.