

PART I - ELIGIBILITY CERTIFICATION

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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 2010-2011 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 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
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

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All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 9 Elementary schools
 (per district designation) 4 Middle/Junior high schools
2 High schools
0 K-12 schools
15 Total schools in district
2. District per-pupil expenditure: 7682

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban with characteristics typical of an urban area
4. Number of years the principal has been in her/his position at this school: 6
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	36	44	80		7	0	0	0
1	43	37	80		8	0	0	0
2	52	42	94		9	0	0	0
3	34	56	90		10	0	0	0
4	37	44	81		11	0	0	0
5	0	0	0		12	0	0	0
Total in Applying School:								425

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
3 % Asian
17 % Black or African American
4 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
75 % 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 2009-2010 school year: 16%
 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, 2009 until the end of the school year.	38
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	31
(3)	Total of all transferred students [sum of rows (1) and (2)].	69
(4)	Total number of students in the school as of October 1, 2009	427
(5)	Total transferred students in row (3) divided by total students in row (4).	0.16
(6)	Amount in row (5) multiplied by 100.	16

8. Percent limited English proficient students in the school: 4%
 Total number of limited English proficient students in the school: 17
 Number of languages represented, not including English: 6
 Specify languages:

English, Spanish, Chinese, Burmese, Gujarati, Japanese

9. Percent of students eligible for free/reduced-priced meals: 32%
 Total number of students who qualify: 139

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-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 5%
 Total number of students served: 25

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>1</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>4</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>16</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>1</u>
Classroom teachers	<u>20</u>	<u>0</u>
Special resource teachers/specialists	<u>5</u>	<u>3</u>
Paraprofessionals	<u>1</u>	<u>0</u>
Support staff	<u>1</u>	<u>1</u>
Total number	<u>28</u>	<u>5</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: 16:1

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

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	97%	97%	97%	97%	96%
Daily teacher attendance	97%	96%	95%	97%	96%
Teacher turnover rate	6%	26%	15%	3%	8%
High school graduation rate	%	%	%	%	%

If these data are not available, explain and provide reasonable estimates.

Teacher Turnover Rate - the 15% teacher turnover rate during the 07/08 school year is a result of teacher contract buy out incentive offered by the district for teachers with more than 26 years experience. The 26% teacher turnover rate during the 08/09 school year is a result of rezoning and the opening of a new elementary school.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

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	_____ %
Total	_____ 0%

PART III - SUMMARY

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The Jim Stone Elementary Family is comprised of students, parents, and staff who share a vision of academic character and team excellence. Located in Conway, Arkansas, population 59,511, Jim Stone Elementary opened in 1993 and is home to 430 students and 41 staff members. Named after a former beloved assistant superintendent, the mission of Jim Stone is to provide an exemplary learning environment that meets the unique needs of each student. With the leadership of Principal Mark Lewis, and Assistant Principal Dayna Coleman it is the school's goal to instill in our students the desire to become life-long learners and prepare them to meet the challenges of an ever-changing technological world.

The concept of the Jim Stone Elementary Family is best exemplified in the manner in which the staff took over in Mr. Lewis' extended absence in the 2008-2009 School Year. In September, his three year old son, Adam Lewis, was diagnosed with Acute Lymphoblastic Leukemia, causing Mr. Lewis to miss half of the school year. Not only did the staff provide an exemplary learning environment, but Jim Stone was also honored as a high achieving school by the National Center for Educational Achievement as ranked by the Office of Educational Policy, for its high achievement in both Math and Literacy. The shared decision making also enabled then assistant principal, Dr. Tina Antley, to assume the helm. She was honored as the Arkansas Association of Educational Administrator's State Assistant Principal of the Year because of the leadership that she showed during this time. In Adam Lewis' honor, the school formed Adam's Army and began a tradition of philanthropy. A tradition that will carry on long after Adam's family sees his cure.

The guiding principle of Adam's Army is to teach our students to think locally, regionally, nationally and globally. Jim Stone students have participated in volunteering, fundraising, and providing for those who are in need. The student led projects benefit a range of worthwhile projects, such as adopting local homeless shelters and food pantries, providing toys for the toy closets at Arkansas Children's Hospital, fundraising for the Make-A-Wish Foundation and performing the Chicken Dance Marathon to benefit the purchase of chickens for an orphanage in the slums of Kitale, Kenya.

Since 2005, the percentage of Jim Stone students who receive free and reduced lunch has steadily increased from 8% to 32.5%. The number of students in need of intervention services has increased dramatically; however, the percentage is not high enough for us to qualify for federal assistance. This makes the continued achievement of our students and staff noteworthy. Without federal assistance it has been difficult to provide intervention and technology for students. The school administration has worked in unison with our PTO to find parents who can assist in classrooms while teachers work with students in need. Beginning seven years ago, funding was allocated for Phonic Ear Sound Field Systems for every classroom. This has improved student attention in classrooms and reduced teacher absence due to loss of voice. In spring 2010, Arkansas Governor Mike Beebe awarded our staff \$23,700 as incentive money for High Achieving Status as mentioned above. This money could be used as a financial bonus for staff, additional employees, or for materials and supplies. The Jim Stone Staff voted unanimously to use it to purchase technology for our classrooms. Every classroom is now equipped with document cameras and projectors and many have SMART Boards.

Jim Stone Elementary has achieved excellence through years of family involvement. After the school shootings in Jonesboro, Arkansas, we implemented the WatchDOGS (Dads of Great Students) Program originated in Springdale, Arkansas. Every dad, grandfather, or male figure is asked to volunteer one day per year at school. During this day, he will tutor students and walk the perimeter of the campus each hour helping to ensure safety. After the implementation of this program, mothers of students became interested in volunteering their time. In coordination with the school's PTO, the staff developed the MASHmoms (Moms are Super Heroes) Program. Moms, grandmothers, and female figures tutor students and assist teachers. Involvement in both programs is outstanding, and the participants are huge assets to the school.

Other examples of family involvement

- Grandparent's Day
- Grade Level Academic Family Nights (Grades Kindergarten through Fourth)
- Monthly Character Assemblies
- Jim Stone Speeders Running Club (After school)
- Fine Arts Festival
- School Musicals
- Red Ribbon Drug Free Week
- Dr. Seuss Week
- Turn Off Your TV Week

1. Assessment Results:

The Arkansas Comprehensive Testing and Accountability Program (ACTAAP) is a comprehensive system that includes high academic standards, professional development, student assessment, and accountability for schools. The Qualls Early Learning Inventory is administered to all kindergarteners at the beginning of the school year. Instruction and intervention for kindergarten students is designed based on data from the Qualls. The MAT 8 is administered in April to assess student achievement in kindergarten. The SAT 10 is a norm-referenced exam that assesses student achievement in first and second grades. The state of Arkansas has set expected cut scores for these grade levels. Academic Improvement Plans (AIP) and Intensive Reading Interventions (IRI) are developed for students who fail to meet these scores. AIP's and IRI's are plans that contain a detailed description of remedial instruction used in addressing the student's area of deficiency. All third and fourth grade students in the state are assessed in the areas of literacy and mathematics utilizing the Arkansas Augmented Benchmark Examination. This exam is both criterion-referenced and norm-referenced. Performance levels for student achievement on the Benchmark exam are advanced, proficient, basic, and below basic. Students scoring at the proficient level demonstrate solid academic performance for the grade tested and meet the state standard. AIP's and IRI's are developed for students who need academic support to meet state proficiency levels in literacy and/or mathematics.

One performance trend found in Jim Stone's assessment results is the movement of students from proficient to advanced. In 2005-2006, the percentage of third grade students scoring advanced on the Benchmark Mathematics was fifty-nine percent. This percentage increased to eighty-two percent in 2009-2010. In 2005-2006, the percentage of third grade students scoring advanced on the Benchmark Literacy was forty-five percent. This percentage increased to sixty percent in 2009-2010. In 2005-2006, the percentage of fourth grade students scoring advanced on the Benchmark Mathematics was forty-four percent. This percentage increased to eighty-nine percent in 2009-2010. In 2005-2006, forty percent of fourth graders who took the Benchmark Literacy scored advanced. This percentage increased to seventy-three in 2009-2010. We believe professional development in the areas of data-driven decision making, differentiated instruction, and enhancement of professional practice have helped us move students from proficient to advanced.

On the 2009-2010 Benchmark exam, ninety-six percent of third graders and ninety-six percent of fourth graders scored at the proficient or advanced level in mathematics with eighty-two percent of third graders and eighty-nine percent of fourth graders scoring at the advanced level. In the area of literacy, ninety-two percent of third graders and ninety-six percent of fourth graders scored at the proficient or advanced level with sixty percent of third graders and seventy-three percent of fourth graders scoring at the advanced level.

Jim Stone had an achievement gap in fourth grade literacy on the 2009-2010 Benchmark exam. Ninety-six percent of the eighty-three students tested scored at the proficient or advanced level. However, only seventy-five percent of the twelve students in the socio-economic disadvantaged subgroup scored at the proficient or advanced group. To close the achievement gap, Jim Stone teachers create classrooms that are responsive to the diverse needs of all children. Teachers get to know the strengths, interests, and needs of each individual student. Teachers have realistic and achievable expectations that allow students of varying abilities to work at different levels on different activities. Teachers actively engage students in developmentally appropriate, research-based learning activities. Self-directed, hands-on learning activities are balanced with teacher-directed activities. Teachers set high expectations for all students and provide the necessary support to achieve these expectations. We believe parental involvement in educational programs is necessary for school success. Therefore, parent involvement at Jim Stone begins with school to home communication through family nights, regular notes, and newsletters.

The Arkansas Education Report, which is completed by the Office of Education Policy at the University of Arkansas Fayetteville, recognizes the high performing schools around the state with Outstanding Educational Performance Awards. These awards are based on performance on Benchmark exams in mathematics and literacy. In 2010, Jim Stone Elementary ranked number thirteen in Benchmark Mathematics, number five in Benchmark Literacy, and number six in combined Benchmark Mathematics and Literacy for High Achieving “Overall” Schools. The significant improvement in mathematics and literacy Benchmark scores is believed to be a direct result of Jim Stone’s data-driven decision making and differentiated instruction, a formula on which we intend to capitalize for even greater future improvement.

WEB LINKS

<http://arkansased.org>

<http://normes.uark.edu>

2. Using Assessment Results:

Jim Stone uses Benchmark and interim assessment data to drive instructional improvement and measure student progress. Assessment and instruction are closely linked at Jim Stone. Mr. Lewis engages teachers in effective data-driven dialogue to make shared meaning of the data. Areas of strengths and weaknesses for individual students as well as for groups of students are diagnosed. Conway Public Schools (CPS) is a member of The Learning Institute (TLI). TLI has aligned CPS’ curriculum to the state’s curriculum frameworks and the Augmented Benchmark Exam. TLI provides CPS a straightforward roadmap of the scope and sequence of instructional objectives students will be held accountable for on the Benchmark exams. TLI also provides interim assessments in mathematics and literacy. TLI’s assessments help to determine strengths and weaknesses in curriculum and instruction. Immediate feedback is provided on interim assessments. Teachers collaborate to analyze the data and create a focused direction for classroom instruction.

Academic Improvement Plans (AIP) and Intensive Reading Interventions (IRI) are developed for students who need academic support to meet state proficiency levels. AIP’s and IRI’s are plans that contain a detailed description of remedial instruction used in addressing the student’s area of deficiency. Jim Stone teachers know the most effective way to help students meet standards is by differentiating the instruction. Teachers change the pace, level, or kind of instruction they provide in response to individual learners’ needs. Scaffolding is an instructional method teachers use to close the gap between the desired goal of proficiency and their current level of achievement. Teachers model the skills and thinking for the students. As understanding is increased, the teacher withdraws the assistance allowing the students to take more responsibility for the learning. SMART Boards are being creatively used to enhance instruction and student performance. Students are actively engaged in interactive websites that accommodate different learning styles. Jim Stone doesn’t view assessment as an annual event but rather an integral part of our planning and instruction.

3. Communicating Assessment Results:

Communication is a vital part of what makes Jim Stone Elementary so successful. Parents, extended family, and community members are all crucial to the high achievement of our school, and each helps create the strong sense of family and community within our campus. Every August, Jim Stone’s principal mails each student a back to school informational flyer. The flyer sets a welcoming tone, identifies achievements, explains building and staff changes, as well as announces back to school events.

Throughout the school year, open communication is maintained through the use of our weekly newsletter, The Stallion Stampede. In addition to The Stallion Stampede, each grade level prepares its own weekly newsletter to keep parents informed. Jim Stone uses e-mail distribution lists, both school-wide and by individual classroom, and the ParentLink Communication System to inform parents of upcoming academic program meetings.

The Jim Stone Family celebrates the school's Annual State of the School Address with a family picnic. Hamburgers, chips, and drinks are provided through the support of a local bank. After dinner, families enjoy some musical entertainment and social interaction with staff members and other Jim Stone families. The evening culminates with the principal giving his report to the public. This report shares results of norm-referenced and criterion-referenced tests, plans for formative assessments, demographic data, and information on how our students compare on a local, regional, and state level, as well as expectations for the upcoming year.

The Arkansas Department of Education mails school report cards to all families. These reports provide information regarding student performance and demographic information for each school. The mailings encourage parents to contact their school with any questions or concerns. Additionally, families will be mailed standardized test results for their child from Jim Stone. Parents of students failing to meet the level of proficiency set forth by the state are required to participate in the development of an Academic Improvement Plan.

Formal parent/teacher conferences are scheduled at the end of the first and third nine-weeks grading periods. Jim Stone touts an attendance rate in excess of ninety-eight percent and a one-hundred percent communication rate during both of these events. Parents are further encouraged to contact their child's teacher with any questions concerning student achievement.

4. Sharing Lessons Learned:

Sharing successful strategies for high student achievement with community, district, and state educators is an honor for the staff of Jim Stone Elementary. An Internet Café workshop for Conway Public School (CPS) teachers is conducted each summer by Jim Stone's media specialist, D'Anne Easton. Ms. Easton shares outstanding websites, tools, and strategies to engage and empower students as they use technology in the classroom. Educators leave the workshop equipped to effectively integrate technology in their classroom that ultimately will yield gains in student achievement.

Stacy Hammons, Jim Stone's art teacher, has provided professional development in the area of art instruction for CPS teachers. Ms. Hammons teaches art instructors how to effectively and creatively use SMART Board to enhance art lessons. Third grade teacher Margaret Razer presents the instructional strategy Literacy Circles to college of education students at the University of Central Arkansas (UCA). Susan Setzler, Jim Stone's speech-language pathologist, is an Adjunct Professor at UCA. Ms. Setzler has been a presenter at the Arkansas Speech-Language-Hearing Association Convention. Jim Stone's gifted and talented teacher, Starla Gresham, wrote the gifted and talented curriculum that is currently being taught in over seventy-five percent of Arkansas schools. Ms. Gresham analyzed Benchmark released items to create a curriculum that teaches test-taking strategies and higher order thinking skills. Many districts attribute an increase in test scores to the curriculum she created. Ms. Gresham provides professional development at teacher cooperatives throughout the state. She is an annual presenter at the Arkansas for Gifted and Talented Education Conference and has been a keynote speaker. Ms. Gresham has also been an Adjunct Professor at UCA.

The University of Arkansas at Little Rock (UALR) Partnerships in Comprehensive Literacy (PCL) is a school reform model dedicated to increasing student achievement. Second grade teacher Teresa Treat is featured in the PCL model training videos currently being used across the state and nation to aid in the implementation of the PCL model. Mr. Lewis, Jim Stone's principal, is a guest speaker in both undergraduate and graduate classes at local universities. He discusses academic and behavioral procedures for elementary schools. Mr. Lewis also serves on the UCA College of Education Alumni Board. In the past five years, over sixty-five interns have completed their internships at Jim Stone. Second grade teacher Susan Birdsong has served as a cooperating teacher for many interns and was awarded Cooperating Teacher of the Year for the state.

1. Curriculum:

The curriculum at Jim Stone Elementary is research-based and aligned with state and national standards. Curriculum pacing guides have been developed by teachers to allot time needed to teach a guaranteed and viable curriculum. By analyzing student achievement data, areas of strengths and weaknesses are identified. Jim Stone teachers create lessons with differentiated materials, activities, and assessments to improve student achievement in weak areas. Curriculum is presented in an engaging, interactive, and high-impact learning environment. Students work with real world, relevant examples.

At Jim Stone, we believe a successful language arts student has ample opportunities to be actively involved in authentic listening, speaking, reading, writing, and thinking tasks for a variety of purposes. The text-rich, supportive environment will facilitate both individual and collaborative efforts within and beyond the language arts classroom. Our Balanced Literacy Model includes systematic and direct instruction in phonemic awareness, phonics, spelling, vocabulary, comprehension strategies, fluency, writing, and language experiences. Teachers utilize strategies from Early Literacy Learning in Arkansas (ELLA), Effective Literacy (ELF), Literacy Lab, and Phonetic Connections.

We believe mathematics prepares students to use patterns and relationships to discover the connections between mathematical concepts and their application to real-world models. Using effective and efficient strategies, students make decisions, select tools, solve problems, and communicate their understanding of mathematical concepts. Jim Stone students are engaged in a standards-based mathematics curriculum of number, number operations, algebraic patterns, geometry, measurement, and data analysis.

We believe social studies involves students in a systematic study of history, geography, economics, society, and government. Social studies empowers students to become critical thinkers, effective communicators, and participating members of local, state, national, and global communities.

We believe science involves students in inquiry-based, hands-on activities, using a variety of resources, in order to build a meaningful relationship between science and everyday life. Students understand science through a balance of content, process skills, problem solving, and practical application and are encouraged to maintain their natural curiosity and love of learning.

We believe physical education, health, and nutrition programs should be an integral part of every student's academic program at Jim Stone. It is our belief that when a child feels good about his/her physical development and has a good self-concept then he/she will be more inclined to perform better in the classroom and in all other phases of life. Therefore, our students receive eighty minutes of physical education each week with a certified P.E. teacher. In addition, every student receives thirty minutes of physical activity during recess periods each day. Jim Stone's P.E. program provides opportunities for students to attain the skills and knowledge to be physically active as part of a healthy lifestyle. Students become competent in movement forms, motor skills, and social skills. Fundamental to every student's development is the ability to become physically fit, develop motor skills, and achieve life-time physical well-being.

We believe that art is a unique intelligence and utilizes higher level thinking skills involving both critical and creative thinking. Art is relevant to students' lives and experiences as it reflects our culture, heritage, and diversity. Art increases learning in all areas of curriculum. Kindergarten, first, and second grade students receive forty minutes of art education each week while third and fourth grade students receive eighty minutes of art education each week with a certified art teacher. Art instruction incorporates a variety of materials and media that spiral at every grade level. Art processes are taught in conjunction with the elements and principles of art. Unique individual products are created through the process of divergent thinking. Jim Stone artists are given opportunities to be recognized through displays of their

end products. Student artwork is submitted yearly to the Young Arkansas Artists art competition, the Faulkner County Arts in Architecture art contest, City of Conway Arbor Day Celebration, and the City of Conway Artsfest. In the past five years, Jim Stone artists have won numerous awards in all of these competitions including monetary awards for the school.

We believe participation in music stimulates brain development. Music education supports and enhances the study of other subjects. Students develop positive self-esteem through creating, performing, and responding to music. The goal of Jim Stone's music curriculum is to present a comprehensive program of sequential musical learning designed to develop an appreciation of the joy of music making, an understanding of culture and fine arts from a variety of periods and peoples, and skill and independence in performing, reading, and creating music. Students receive forty minutes of music education each week with a certified music teacher. Fourth grade students have the opportunity to join the Jim Stone Choir. The choir has performed at the Arkansas State Capitol, Arkansas Children's Hospital, and at many community events in the city of Conway.

2. Reading/English:

Jim Stone teachers cultivate the skills of reading, writing, thinking, speaking, and listening through a Balanced Literacy Program. The components of Balanced Literacy include phonemic awareness, phonics, fluency, vocabulary and comprehension. Phonetic Connections phonics kits are used in kindergarten, first, and second grade classrooms to provide explicit and systematic instruction in all of the phonemic awareness and phonics skills that are necessary to develop good readers and writers. Daily reading experiences include reading aloud to students, whole class shared reading, small group guided reading, paired reading and independent reading.

Students need enormous quantities of successful reading to become independent, proficient readers. Jim Stone's book room provides a rich and expansive supply of texts that support students' learning across the school day. Multi-level texts are available for social studies, science, and reading classes. Students spend their instructional time in texts from which they can read accurately, fluently, and with strong comprehension. Teachers offer direct, explicit demonstration of the cognitive strategies used by good readers when they read. They model the thinking that skilled readers engage while they attempt to decode a word, self-monitor for understanding, summarize while reading, or revise when composing. Teachers craft explicit demonstrations of decoding strategies, composing strategies, and self-regulating strategies to the whole class, to targeted small groups, and to individual students. Teachers support a conversational environment where students talk about the books they are reading.

The Jim Stone Elementary Achievement Wall is displayed in the school book room where weekly team meetings occur. The staff utilizes both formal and informal assessments to track the movement of each child in the areas of Math, Writing, and Reading. The assessment wall visually identifies below basic, basic, proficient, and advanced students in all three areas school-wide. The assessment data for the Achievement Wall is within 2% accuracy of the norm-referenced and criterion-referenced exams administered each spring in the state of Arkansas. Each student in the school has three color coded cards, one each for math, writing, and reading. This wall not only provides invaluable information to the staff, but it also allows us to identify struggling students and to implement strategies to help them progress. It also motivates the staff since we are able to track the movement of students from below basic and basic to proficient or advanced.

3. Mathematics:

Jim Stone's comprehensive math curriculum teaches five math strands: number sense and operation, algebraic patterns, geometry, measurement, and data analysis. The number sense and operation strand teaches students how to represent numbers, to recognize "how many" are in a group, and to use numbers to compare. Mastery of this strand paves the way for grasping number theory, place value, and the meaning of operations as well as their relationship to one another. The algebra patterns strand provides instruction in sorting and ordering objects or numbers. Students recognize and build on simple

patterns. This elementary math concept sets the groundwork for working with algebraic variables as a child's math experience grows. The geometry strand builds on students' knowledge of basic shapes to identify more complex 2-D and 3-D objects by drawing and sorting. They learn to reason spatially, read maps, visualize objects in space, and use geometric modeling to solve problems. The measurement strand provides instruction in measuring and comparing. Students learn the concepts of length, weight, temperature, capacity and money. Telling time and using money links to an understanding of the number system and represent important life skills. In the data analysis strand, students collect information about the world around them and organize the data in charts, tables or graphs. These five strands help Jim Stone students build a strong, broad math foundation.

In an effort to improve the mathematics skills of students performing below grade level, math concepts are first modeled with concrete materials (e.g. unifix cubes, base ten blocks, pattern blocks). Students are provided many opportunities to practice and demonstrate mastery using concrete materials. The math concept is next modeled at the representational level, that involves drawing pictures that represent the concrete objects previously used. Students are provided many opportunities to practice and demonstrate mastery by drawing solutions. The math concept is finally modeled at the abstract level using only numbers and mathematical symbols. Students are provided numerous opportunities for successful practice to ensure mastery of concepts at the abstract level before moving on to a new math concept. By linking learning experiences from concrete-to-representational-to-abstract levels of understanding, teachers provide a graduated framework for students to make meaningful connections.

4. Additional Curriculum Area:

The mission of Jim Stone Elementary School is to provide an exemplary learning environment that meets the unique needs of each student. We strive to instill in our students the desire to become life-long learners and to prepare them to meet the challenges of an ever-changing technological world. To that end, we must provide a rigorous and relevant curriculum. Jim Stone's science lab involves students in inquiry-based, hands-on activities. This lab uses a variety of resources in order to build a meaningful relationship between science and everyday life. Science activities in the early grades are what lay the groundwork for student understanding in the subject. Hands-on investigation through laboratory experimentation is the best way to introduce students to scientific inquiry, the process of asking questions and conducting experiments as a way to understand the natural world. In the science lab, students design investigations, engage in scientific reasoning, manipulate equipment, record data, analyze results, and discuss their findings. Examples of experiments students experience in the lab include planting and growing seeds, studying animals, experimenting with the properties of liquids, and studying electricity.

The science lab is equipped with a SMART Board which effectively and creatively enhances lessons, student interest, and student performance. Interactive websites engage students by providing information and resources along with traditional practice, highly interactive simulations, and other learning activities.

Another technology teaching tool in the science lab is our Weatherbug station, one of only forty currently operational in the state of Arkansas. Weatherbug supplies the world's largest network of weather stations, most of them to schools. Besides giving Jim Stone access to our own live weather data, Weatherbug supplies interactive maps to help guide students through lesson plans.

University of Central Arkansas science, technology, engineering, and mathematics (STEM) students have adopted Jim Stone Elementary School. The UCA STEM students are mentors for our elementary science students. The students participate in on-going projects that enable problem solving STEM skills. Mastering complex STEM skills is challenging; however, teachers have discovered that students become focused and attentive when the curriculum provides direct experiences with the real world. One of the goals of this partnership is to generate a love of sciences in young elementary students.

5. Instructional Methods:

Jim Stone teachers employ many different instructional strategies to differentiate instruction to meet the needs of the most challenged learners to the most gifted learners. Teachers consider learning preferences, abilities, styles, and interests when planning classroom instruction. Personalizing the content provides students with choices in order to add depth to learning. Student learning styles and preferences are reflected when the process is diversified. Differentiating the product provides challenge, variety, and choice.

A basic premise of individualized instruction calls for giving students the opportunity to think about, talk about, and share their ideas. Think-Pair-Share provides students with the opportunity to carefully think and talk about what they've learned. This strategy incorporates various learning styles which results in a greater amount of involvement and interaction from more students. Students have a few moments to silently think about a question provided by the teacher. Students can jot down notes or drawings to illustrate their thinking. Students then pair up with a partner to take turns sharing their ideas. The partners compare ideas and create one best answer. Finally, the pairs share their thinking with the entire class. Teachers utilize visual learning strategies to make complex information easier to learn and understand. Graphic organizers are found in the form of diagrams, maps, and webs that illustrate information in a visual format.

Scaffolding is an instructional method teachers use to produce student learning and achievement. The teacher models the skill and thinking for the student. As the student increases understanding, the teacher withdraws assistance allowing the student to take more responsibility for the learning. English language learners are provided activities that are bilingual in nature. Teachers provide the necessary resources for ELL students to complete the activities with success. Speech-Language Therapy and Resource Services are provided to students who manifest a disability identified through standardized assessment and regulations under the Individuals with Disabilities Education Act. Teachers use a variety of assessment techniques in order to give students every opportunity to demonstrate authentic learning. Common ways to identify student progress include portfolios, rubrics, performance-based assessment, and knowledge mapping. Jim Stone teachers provide learning environments that maximize the potential for student success. Differentiated instruction not only meets the diverse needs of student subgroups, but it also enriches and improves the experience of the general education students.

6. Professional Development:

The mission of Jim Stone Elementary School is to instill in our students the desire to become life-long learners and prepare them to meet the challenges of an ever-changing technological world. The staff at Jim Stone leads by example. Seventy percent of our staff currently have or are working on their master's degree. Sixty-two percent of the staff has fifteen years or more teaching experience. Teacher professional development is a vital tool for improving student learning at Jim Stone. While the state of Arkansas requires the completion of sixty hours of professional development annually, Jim Stone teachers exceed the state's requirement and currently average eighty-eight hours per year.

Teachers have participated in data-driven decision making professional development. By capturing and analyzing student data in the form of graphs, charts, and diagrams, teachers can adapt and focus their instructional strategies to achieve greater student academic achievement.

Teachers have also received professional development in differentiating instruction. Teachers change the pace, level, or type of instruction they provide in response to individual learners' needs, styles, or interests. Jim Stone teachers know the most effective way to help students meet standards is by individualizing instruction. Differentiated instruction involves modifications in content, process, and/or product. Teachers respond directly to individual learning needs and preferences that boost students' confidence about their ability to learn, which in turn leads to students being more successful.

To prepare our students to meet the challenges of an ever-changing technological world, many classrooms have been equipped with SMART Boards and by the 2011-2012 school year, all classrooms will have SMART Boards. Teachers have participated in SMART Board professional development to learn how to use SMART Boards effectively and creatively to enhance instruction, student interest, and student performance. Teachers use SMART Boards for multimedia presentations that hold student's attention. Interactive websites engage students by providing information and resources along with practice, simulations, and other learning activities.

Another area of professional development in which Jim Stone teachers have participated is Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching*. Teachers know what an exceptional classroom should look like. Teachers participate in self-reflection of their instruction on a regular basis. Lessons are scrutinized for potential curriculum outcomes. High-level learning by students requires high-level instruction by teachers. The Framework has helped Jim Stone teachers become more thoughtful practitioners.

7. School Leadership:

Jim Stone's leadership philosophy is that research based, effective instruction occurs in a safe and nurturing environment. At Jim Stone Elementary the role of the principal is dynamic and changing. He is both a school manager and an instructional leader. As a school manager, Mr. Lewis is responsible for school safety. He ensures that facilities and equipment are safe and in good working order. He regularly works with staff to develop overall school discipline policies and helps to enforce those policies. Mr. Lewis implemented the Complete Campus Security system, a computer visitor sign in system that enables the school to check names against the FBI Database for Sex Offenders; installed surveillance cameras that cover every building access point and parking lots; and organized the WatchDOGS and MASHmoms programs that were expounded upon in the School Summary Section.

As instructional leader, Mr. Lewis articulates and implements a shared vision within the school community of an effective instructional environment for all students. In weekly team meetings, he talks openly with teachers about instruction and learning. Effectively evaluating instruction enables him to provide teachers with feedback that improves instructional strategies. Current assessment data and research is used to focus attention on improving curriculum and instruction. Reflective dialogue among the school community centered on assessment data has resulted in high levels of learning for all students.

Mr. Lewis has built a supportive, caring and collaborative culture. His most important asset is the teachers whom he supports and serves. Just as teachers see the potential in students, Mr. Lewis sees the potential in his teachers and challenges them to achieve high standards. The Jim Stone community is one of intense loyalty and deep respect for one another.

Mr. Lewis is a great leader because he is a great teacher that guides and encourages his staff on its journey to ensure high levels of learning for all students. Instructional practices are aligned to achieve the outcome of student learning. He does not leave student learning up to chance, but instead relies on current research. Mr. Lewis' fundamental leadership responsibility is to promote, defend, and ensure learning for all students, and to encourage everyone to "Stand Strong for Children."

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: Arkansas Comprehensive Testing, Assessment, and Accountability

Edition/Publication Year: 2001-2009 Publisher: Riverside Publishing/Harcourt

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Mar
SCHOOL SCORES					
Proficient/Advanced	96	96	92	95	93
Advanced	82	73	70	71	59
Number of students tested	85	80	124	120	125
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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	91	86	76	67	94
Advanced	64	29	35	42	27
Number of students tested	22	14	17	12	15
2. African American Students					
Proficient/Advanced	93		66	80	75
Advanced	86		33	40	25
Number of students tested	14		15	10	12
3. Hispanic or Latino Students					
Proficient/Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested					
6.					
Proficient/Advanced					
Advanced					
Number of students tested					
NOTES: We received our data directly from our district's Director of Testing, Dr. Dave Westmoreland. The data includes all students, not just those enrolled before Oct. 1. We noticed this caused a slight difference in some of the percentages pulled from the school report card, we do have documentation on all the percentages included in this report.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Arkansas Comprehensive Testing, Assessment, and Accountability

Edition/Publication Year: 01-02/09

Publisher: Riverside Publishing/Harcourt

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Mar
SCHOOL SCORES					
Proficient/Advanced	92	89	87	85	84
Advanced	60	61	52	51	45
Number of students tested	85	80	124	120	125
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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	86	64	70	58	60
Advanced	45	43	35	25	7
Number of students tested	22	14	17	12	15
2. African American Students					
Proficient/Advanced	93		67	50	41
Advanced	50		27	30	8
Number of students tested	14		15	10	12
3. Hispanic or Latino Students					
Proficient/Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested					
6.					
Proficient/Advanced					
Advanced					
Number of students tested					
NOTES: We received our data directly from our district's Director of Testing, Dr. Dave Westmoreland. The data includes all students, not just those enrolled before Oct. 1. We noticed this caused a slight difference in some of the percentages pulled from the school report card, we do have documentation on all the percentages included in this report.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: Test: Arkansas Comprehensive Testing,
4 Assessment, and Accountability

Edition/Publication Year: Riverside
Publishing/Harcourt

Publisher: 01-02-09

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Mar
SCHOOL SCORES					
Proficient/Advanced	96	96	93	88	83
Advanced	89	76	69	59	44
Number of students tested	82	70	128	130	108
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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	91	94	60	62	67
Advanced	58	69	33	31	29
Number of students tested	12	16	15	13	21
2. African American Students					
Proficient/Advanced			84	70	54
Advanced			42	60	18
Number of students tested			12	10	11
3. Hispanic or Latino Students					
Proficient/Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested					
6.					
Proficient/Advanced					
Advanced					
Number of students tested					
NOTES: We received our data directly from our district's Director of Testing, Dr. Dave Westmoreland. The data includes all students, not just those enrolled before Oct. 1. We noticed this caused a slight difference in some of the percentages pulled from the school report card, we do have documentation on all the percentages included in this report.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Arkansas Comprehensive Testing, Assessment, and Accountability

Edition/Publication Year: 01-02/09

Publisher: Riverside Publishing/Harcourt

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Mar
SCHOOL SCORES					
Proficient/Advanced	96	93	89	90	80
Advanced	73	56	51	55	40
Number of students tested	83	70	128	130	108
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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	75	81	60	69	72
Advanced	50	25	27	15	24
Number of students tested	12	16	15	13	21
2. African American Students					
Proficient/Advanced			75	70	73
Advanced			33	20	18
Number of students tested			12	10	11
3. Hispanic or Latino Students					
Proficient/Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested					
6.					
Proficient/Advanced					
Advanced					
Number of students tested					
NOTES: We received our data directly from our district's Director of Testing, Dr. Dave Westmoreland. The data includes all students, not just those enrolled before Oct. 1. We noticed this caused a slight difference in some of the percentages pulled from the school report card, we do have documentation on all the percentages included in this report.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Mar
SCHOOL SCORES					
Proficient/Advanced	96	96	92	92	88
Advanced	86	75	78	65	52
Number of students tested	168	150	252	250	233
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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	91	90	68	65	81
Advanced	61	49	34	52	47
Number of students tested	34	30	32	25	36
2. African American Students					
Proficient/Advanced	87	89	75	75	65
Advanced	73	33	38	50	22
Number of students tested	19	18	27	20	23
3. Hispanic or Latino Students					
Proficient/Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient/Advanced	69		55	48	60
Advanced	52		30	31	19
Number of students tested	14		15	14	17
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested					
6.					
Proficient/Advanced					
Advanced					
Number of students tested					
NOTES: We received our data directly from our district's Director of Testing, Dr. Dave Westmoreland. The data includes all students, not just those enrolled before Oct. 1. We noticed this caused a slight difference in some of the percentages pulled from the school report card, we do have documentation on all the percentages included in this report.					

11AR1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Mar
SCHOOL SCORES					
Proficient/Advanced	94	91	88	88	82
Advanced	67	59	52	53	43
Number of students tested	168	150	252	250	233
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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	81	73	65	64	66
Advanced	48	34	31	20	16
Number of students tested	34	30	32	25	36
2. African American Students					
Proficient/Advanced	77	78	71	60	57
Advanced	45	22	30	25	13
Number of students tested	19	18	27	20	23
3. Hispanic or Latino Students					
Proficient/Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient/Advanced	53		35	26	30
Advanced	31		0	10	7
Number of students tested	14		15	14	17
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested					
6.					
Proficient/Advanced					
Advanced					
Number of students tested					
NOTES: We received our data directly from our districts Director of Testing, Dr. Dave Westmoreland. The data includes all students, not just those enrolled before Oct. 1. We noticed this caused a slight difference in some of the percentages pulled from the school report card, we do have documentation on all the percentages included in this report.					

11AR1