

PART I - ELIGIBILITY CERTIFICATION

11IN6

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: 12 Elementary schools
 (per district designation) 6 Middle/Junior high schools
2 High schools
0 K-12 schools
20 Total schools in district
2. District per-pupil expenditure: 9952

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 13
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	39	32	71		7	0	0	0
1	57	50	107		8	0	0	0
2	63	50	113		9	0	0	0
3	59	44	103		10	0	0	0
4	47	40	87		11	0	0	0
5	0	0	0		12	0	0	0
Total in Applying School:								481

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
4 % Asian
4 % Black or African American
3 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
74 % White
14 % 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: 14%

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.	36
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	28
(3)	Total of all transferred students [sum of rows (1) and (2)].	64
(4)	Total number of students in the school as of October 1, 2009	472
(5)	Total transferred students in row (3) divided by total students in row (4).	0.14
(6)	Amount in row (5) multiplied by 100.	14

8. Percent limited English proficient students in the school: 5%

Total number of limited English proficient students in the school: 23

Number of languages represented, not including English: 9

Specify languages:

Arabic, Cantonese, German, Gujarti, Japanese, Spanish, Tagalog, Vietnamese, Tigrinya

9. Percent of students eligible for free/reduced-priced meals: 16%
 Total number of students who qualify: 78

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: 15%
 Total number of students served: 71

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>9</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>10</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>12</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>32</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>7</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>18</u>	<u>1</u>
Special resource teachers/specialists	<u>14</u>	<u>2</u>
Paraprofessionals	<u>5</u>	<u>0</u>
Support staff	<u>10</u>	<u>1</u>
Total number	<u>48</u>	<u>4</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 24:1

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%	97%
Daily teacher attendance	95%	95%	97%	95%	96%
Teacher turnover rate	0%	5%	0%	0%	5%
High school graduation rate	%	%	%	%	%

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

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:	<u>0</u>
Enrolled in a 4-year college or university	<u>0%</u>
Enrolled in a community college	<u>0%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>0%</u>
Military service	<u>0%</u>
Other	<u>0%</u>
Total	<u>0%</u>

At Fishers Elementary, we have a comprehensive commitment to the total education of children, including their ability to master and exceed district, state, and national standards. Remediation, acceleration, and differentiation of instruction are used to meet the needs of individual students. Staff, parents, and community members strive to meet each student's academic, social, emotional, and physical needs in a safe and structured environment where students are respected and valued as individuals. In order to achieve their personal best, students take responsibility for their own behavior and set high expectations. Students leave Fishers Elementary prepared to meet the challenges of becoming responsible and productive citizens.

We believe every child is important and we foster a healthy and safe environment where children are nurtured and respected. Students are involved in meaningful activities that address their weaknesses, strengths and provides opportunities for growth. All students are challenged to grow academically, socially, physically and mentally.

The town of Fishers is the fastest growing community in the state, which consequently affects the size and make up of all the schools in the district. Suburban growth and “booming” are often used to describe the sudden development that has occurred in the town of Fishers. The population has increased from 7,000 in 1989 to around 80,000 presently. The Fishers Elementary School community is comprised of diversified income families. While Fishers is an upper-middle class community, our school faces unique challenges due to our location within the school district. The continuation of new families moving to Fishers from all over the country has brought the school a diverse blend of ideas and experiences among students, parents, and staff.

In 1958, Fishers Elementary was built as a one level elementary school building on the same site as the original Fishers High School, the first school in the district. A second level was added to the building in 1965 and a major renovation was completed in 1990. Fishers Elementary School contains 20 classrooms for general education, special education and two specially designed kindergarten rooms. Other rooms are available for resource support and conferences. The art and music rooms are designed and equipped to develop students' fine arts skills. The gym is well equipped and air-conditioned for a complete physical education program, extra-curricular activities and community use. Fishers Elementary has a technology lab, a professional development library, a learning disability resource room, a functional academic program classroom, a speech and language resource room, and two high ability classrooms. We offer a YMCA before-and after-school program, as well as a plethora of extra-curricular activity offerings, including choir, Spell Bowl, PowerPoint Club, Fitness Club, and more. The staff offers a large variety of extra-curricular activities that appeal to all students' talents and abilities.

Our school is committed to providing an exemplary education for students, one that aligns with and exceeds Indiana's Academic Standards. Fishers Elementary has been named a Four Star School each year since the inception of the program in 1987. Our school has met the No Child Left Behind state requirements of Adequate Yearly Progress since 2003. The school has consistently performed well on the ISTEP standardized test for third and fourth grades, as evidenced by the Spring 2010 ISTEP results. Some of our achievements are listed below:

- When compared to the 149 K-8 Indiana schools scoring at or above the 90th percentile on ISTEP, Fishers Elementary was ranked 18th in math, 10th in language and 14th in both math and language scores combined.

- When compared to the 100 Indiana elementary schools scoring at or above the 90th percentile on ISTEP, Fishers Elementary was ranked 12th in math, 7th in language and 12th in both math and language scores combined.
- In the third grade, 97% of students passed the language portion of ISTEP, with 27% earning a “pass plus” score. On the math portion of ISTEP, 97% of students passed, with 39% earning a “pass plus” score.
- In the fourth grade, 95% of our students passed the language portion of ISTEP, with 35% earning a “pass plus” score. On the math portion of ISTEP, 95% of students passed, with 53% earning a “pass plus” score. On the science portion of ISTEP, 94% passed, with 39% of our students earning a “pass plus” score.

Not only do we excel at meeting and exceeding the academic standards, we encourage the character traits of respect, responsibility, and resourcefulness throughout our school community. Importance is placed on building significant relationships and fostering mutual respect. Our staff continues to work on integrating culturally responsive instruction and an awareness of cultural differences. We recognize and provide for the needs of our greater community by participating in service learning projects. Our goal is to produce well-rounded citizens who are ready to lead us into the 21st century.

1. Assessment Results:

The Indiana Statewide Testing for Educational Progress Plus is the standardized assessment public school students participate in annually. The assessment is split into two testing sessions, with one focused on applied skills and the other with multiple choice questions. The subject areas of English/Language Arts and mathematics are administered to third and fourth grade students, while fourth grade students also participate in a science assessment. The performance levels that demonstrate “meeting the standard” are pass or pass plus, which are determined by a cut score set by the Indiana Department of Education. The cut scores vary from year to year. For more information on our state assessment results, please go to: <http://compass.doe.in.gov/Dashboard.aspx?view=SCHOOL&val=2469&desc=Fishers%20Elementary%20School>.

Fishers Elementary participates in statewide and localized assessments. Upon the return of state test results each year, the school principal and counselor meet with grade level teams to review the student test results and disaggregate the data for strengths and weaknesses in instruction and learning. Individual teachers have on-line access to the testing results on the IDOE website to identify individual student progress compared to the state standard expectations. From this information, grade level teams develop plans for intervention, re-teaching, and enrichment. These plans focus specifically on students who did not pass or students on the cusp of achieving a pass or pass plus score.

At Fishers Elementary, staff and parents continually hold high expectations for students. This is evidenced by parental involvement, a strong curriculum that exceeds state standards, teacher collaboration, a dedicated staff, and extra curricular activities. The overall attendance rate for the past two years has been 97.4%, which speaks to the commitment to education of parents, students and staff.

Fishers’ students have consistently performed well on statewide assessments. In the spring of 2010, 97% of third grade students and 95% of fourth grade students met academic standards under ISTEP+ in language. 97% of third grade students and 95% of fourth grade students met academic standards in the area of math on ISTEP+.

A three-year trend has shown that our third grade ISTEP+ total math scores are increasing as documented by the following scores: Fall 2008-87%; Spring 2009-96%; Spring 2010-95%. The achievement gaps between the third grade general education population and the subgroups of free/reduced lunch and special education students were noted. Many of our students who are identified as being socio-economic disadvantaged are also identified as special education students. To address the achievement gaps, staff has implemented a variety of strategies to target these students, including: flexible skill grouping, co-teaching, differentiated instruction, re-teaching during EXTEND time, analyzing district common assessment data, and using the Rocket Math Fact Mastery program. Beyond the general classroom instruction, students can also participate in Student Learning Time, Family Math Night, Math Pentathlon Club, and Math Bowl.

Another trend in the data shows that the scores on the fourth grade ISTEP+ are consistently in the 90th percentile and above. In math, over half the students earned a score of pass plus, including students in the free/reduced lunch sub-group. Within the special education sub-group, the pass plus percentage increased from 16% in third grade to 40% in fourth grade on the math portion of ISTEP+.

In fall 2005, our third grade ISTEP+ English/Language Arts score was 86% passing. In May 2010, 97% of our third grade students achieved a passing score. In fourth grade, our fall 2005 ISTEP+ English/Language Arts score was 89% passing. In May 2010, 95% of our fourth grade students achieved a passing score. The pass plus scores have also increased throughout the past five years, with 35% of our students achieving a pass plus in 2010. Our success in English/Language Arts can be attributed to the implementation of the Balanced Literacy framework, including daily guided reading instruction. There is

an achievement gap in fourth grade between general education students and students in the subgroups of free/reduced lunch and special education. Response to Intervention, PAWS to Read, OASIS tutors, and Student Learning Time are being used to target these students in order to close this achievement gap.

Analyzing the ISTEP+ scores, district common assessment data, and classroom performance helps the staff to determine the effectiveness of the curriculum and instructional strategies. While we believe that our curriculum and instructional programs are strong, we strive for continuous improvement. This past year, we made adjustments to the school-wide schedules and expanded the roles of staff in order to provide intense, timely interventions to students who have the most need. Finally, we maintain our high performance by setting high expectations for all stakeholders.

2. Using Assessment Results:

The staff at Fishers Elementary consistently uses the results of district and state-wide assessments to understand the needs of our students and continuously maximize student achievement. A variety of assessment data is collected frequently to keep the staff informed of each student's progress. Assessments administered at the school include the Indiana Statewide Testing for Educational Progress (ISTEP+), AIMSweb universal screener, AIMSweb progress monitoring, DIBELS (grades K-1), Rigby benchmarks, math fact mastery timed tests, and district common assessments for writing and math.

The principal does the primary analysis of the ISTEP+ results and compiles these results into data summaries, which are shared with the staff and individual grade level teams at the beginning of the next school year. The results are used at the beginning of the school year to help determine student placement in Student Learning Time, RtI, and additional interventions. We examine the sub-skills to find patterns of strength and weakness so we can adjust our instructional strategies for the current school year.

AIMSweb and DIBELS testing are administered three times per school year to all students, with progress monitoring occurring biweekly for selected students. This testing provides a benchmark for student progress and helps staff to make informed instructional decisions, primarily with RtI. Teachers use Professional Learning Community (PLC) time to analyze these results and place students into the appropriate tier. Rigby benchmarks and district guided reading checklists help to determine an instructional guided reading level for each student.

At the beginning and end of each school year, students complete a common writing assessment. This timed writing prompt is scored using the 6+1 Writing Traits rubric and provides the teacher with a snapshot of their writing abilities and the progress that was made throughout the year.

Data from the district common assessments is also used to guide instruction. For example, after each quarterly district common assessment for math, grade level teams use PLC time to disaggregate the data, analyze the strengths and weaknesses, including comparisons to the district data, and complete a re-teach instructional plan to address the needs of the students based on the results of the data. Math fact mastery data, which is compiled from quarterly math fact timed tests, allows teachers to see whether students have mastered basic computation skill expectations, as set by the district.

Staff meetings and PLC time are used to discuss the results of the assessments and make informed decisions.

3. Communicating Assessment Results:

Fishers Elementary Staff works with all stakeholders to foster an understanding of our students' progress and achievement. We have created a public data wall to share our results from district common assessments, state assessments, and our school improvement goals. This information is also available in our Tiger Tales (weekly school newsletter), the Fishers Elementary website, and in an annual report published by the "Indianapolis Star."

Parent involvement is key to the success of our students. The staff communicates regularly with parents through phone calls, emails, letters, and meetings to share information about individual student progress. Skyward, our online grading system, allows parents to view grades in real-time, facilitating open communication between school and home. Report cards are electronically posted each nine weeks and progress reports are discussed at our annual Parent-Teacher conferences. A solid understanding of student performance is fostered by the availability of interpreters, who facilitate conferences with parents not fluent in English. Teachers also use ANGEL, a learning management system, which is password protected and allows parents to view instructional resources and upcoming assignments.

Our PTO provides a forum for staff presentations about curriculum, student progress data, and ideas for at-home learning activities. Parent Orientation Night allows parents to visit each classroom and become educated on the behavioral and academic expectations for our school and state.

Timely achievement data is also presented at case conferences, 504 meetings, speech and language conferences, and RtI Action Plan reviews. These meetings provide parents the opportunity to discuss their child's progress and collaborate with the team to create an appropriate learning plan for the student.

Our data was also shared with the greater Indianapolis community when we were rated 37th out of 238 central Indiana elementary schools in "Indianapolis Monthly" magazine. This rating was based on student achievement data, attendance rate, class size, and average years of teacher experience. This honor is a testament to the dedication of our staff, parents, and community.

4. Sharing Lessons Learned:

Fishers Elementary staff prides itself on meeting and exceeding high expectations. Fishers staff collaborates with teachers throughout the district by sharing ideas, instructional strategies, and assessments. Because of our increased scores in math problem solving on ISTEP+, our grade level teams assembled a list of strategies that our principal shared at a principals' meeting. The district intranet provides a virtual storehouse of lesson plans, rubrics, and instructional strategies, to which our staff contributes regularly. Our staff leads workshops on the district level, with a focus on literacy, technology, and higher level thinking strategies.

Fishers Elementary staff members work regularly with our special education cooperative by developing a positive behavior intervention support matrix, participating in trainings, and learning the latest interventions and special education laws.

We also collaborate with districts around the state through Teacher Leadership Academy, Indiana Principal Leadership Academy, continuing education, and classroom walk-throughs and observations. Recently, Fishers Elementary welcomed a group from the Anderson Community Schools to observe how guided reading and flexible skill grouping are implemented in order to meet the needs of our diverse student population, especially in grades K-2, which do not have formal high ability programming. They also observed and discussed our self-contained high ability classrooms in grades 3-4. Our principal has mentored two teachers in the past three years who were working on their Administrators licensure and has also taught at the University of Indianapolis, where she shared with her class about our school's instructional scheduling, Response to Intervention (RtI) framework, differentiated instruction, and other curricular instructional strategies. Our staff has developed strong relationships with local universities, and we routinely have student teachers within our building.

Members of our staff are also active in professional organizations, such as the Indiana Association of School Principals, Indiana State Teachers Association, American Speech-Language and Hearing Association, Indiana Music Educators Association, Kappa Delta Pi, Association of Supervision and Curriculum Development, and the Indiana State Reading Association.

These organizations provide our staff with extensive opportunities for professional development, and many staff members hold leadership roles within these organizations.

1. Curriculum:

The Fishers Elementary School curriculum is aligned to state standards to ensure that students have the necessary content foundation. Broad themes have been identified in science and social studies and are supported within the reading curriculum as well as linked to language arts and mathematics, which allows for an in-depth study of content.

Curricular activities are tied to real-world situations. Students have multiple opportunities for improving time management skills as they make decisions, solve problems, and work towards self-reliance.

Students have a variety of opportunities to interact with their grade-level peers, including field trips, common enrichment programs, lunch, recess, and after school clubs.

The curriculum of Fishers Elementary School is aligned to the Indiana Academic Standards. The core curriculum resources are as follows:

Reading/Language Arts

- Balanced Literacy Framework using Rigby Literacy by Design
- Developmental Reading Center: Being A Writer and 6+1 traits
- Zaner-Bloser Handwriting
- Discover Intensive Phonics (grades K-3)
- Houghton Mifflin English
- Rigby Literacy by Design Spelling

Math

- Harcourt Math
- Rocket Math - Math Fact Mastery

Science

- Incorporated with themes in Rigby Literacy by Design (Kindergarten & 1st grade)
- Pearson/Scott Foresman Science

Social Studies

- Incorporated with themes in Rigby Literacy by Design (Kindergarten & 1st grade)
- MacMillan Social Studies - Timelinks

A research-based curriculum is delivered using whole group, small group, and individualized instruction. Differentiation and flexible skill grouping meet the needs of all students. Further remediation is provided to students with specific learning disabilities and those identified through the Response to Intervention process. High ability students in third and fourth grades are clustered into a self-contained classroom, while a second group of students participate in advanced math. Technology is integrated into all content areas to increase student engagement.

Music

- MacMillan Music

All students explore music through rhythm, pitch, texture, form, timbre, expressive qualities, history, and culture. Students at Fishers Elementary experience and produce music through exploring, creating, composing, improvising, dancing, moving, playing, performing, writing, reading, notating, developing, arranging, singing, and evaluating. The Kodaly method is the most prevalent method used to teach music; however, the Orff-Schulwerk and Dalcroze methods are also incorporated. Music is consistently being connected across the curriculum to other disciplines such as language arts, mathematics, and social studies.

Physical Education and Health

- MacMillan Health

The primary objectives of developmental physical education are movement, skill development and fitness enhancement. The goal of the physical education curriculum is to develop individuals who are proficient at movement and who can use physical activity to maintain or develop fitness; develop skills for sport and recreation; use movement for self-expression, enjoyment, challenge, social interactions; and to promote lifelong physical activities. Children learn through movement experiences and have the opportunity for practice along with encouragement and quality instruction. Developmentally appropriate movement experiences can promote positive contributions to cognitive and affective aspects of children's development. Students begin to understand how being physically active contributes to health. All students develop a greater awareness of the importance of health-related fitness. Through physical education, all students learn to apply behaviors that demonstrate an understanding of rules and directions, safety, and working cooperatively with others.

The Wellness Committee, comprised of various staff members, provides activities and information about lifelong health and wellness for staff and students. Our students participate in school-wide health initiatives. Fishers Elementary School was awarded the Healthy Hoosier School Award and the Ultimate Fitness Challenge Grant by the Indiana Department of Education. These awards recognize that our school promotes healthy living choices, including proper nutrition, exercise, and lifelong physical fitness.

Visual Arts

- SRA Art

Students explore art using a variety of media, tools, techniques, and processes that incorporate self-expression. They reflect, revise, and refine work using problem-solving and critical thinking skills. The children learn how different art experiences affect daily lives and discuss what art does, and has done, for society. They also begin to understand and apply elements of design in art projects, as well as, identify connections between the arts and other disciplines such as math, science, social studies, and literature. Finally, students begin to understand the various career opportunities available to them in the visual arts.

2. Reading/English:

Fishers Elementary School adopted the Balanced Literacy framework for language arts instruction. Teachers use whole and small group, as well as, individualized reading instruction. Whole group instruction includes on-grade level interactive read-alouds, mini-lessons, shared reading, and word study. Small group instruction includes daily Guided Reading instruction at students' instructional reading levels, and Literature Circles. Individualized instruction includes reading conferences and SSR.

This framework covers language experiences in a variety of ways. Students read silently and orally in small and large groups. Reading instruction skills include making connections, asking questions, making inferences, synthesizing, decoding, and word analysis. These skills also include identifying answers in text, main idea, genres, cause and effect, comparing and contrasting, context clues, drawing conclusions, summarizing, sequencing, story elements and making predictions. Intensive Phonics is utilized to teach phonemic awareness and the basic phonics skills necessary for decoding and further vocabulary development. Word study includes base words, synonyms, antonyms, homophones, homographs, prefixes, suffixes, syllabification, and dictionary skills.

The Writers Workshop framework was adopted for writing instruction. According to Fountas & Pinnell, this ensures that students develop strategies and skills to use writing as a tool for learning and communication. Students explore different genres and formats for a range of purposes and variety of audiences. Teachers use Independent Writing and Guided Writing to support and guide students through the writing process. Students work on the craft and conventions of writing in a variety of genres. Through the adopted resources and the 6+1 Writing Traits, our students learn to use the writing process to refine their writing skills.

Students are identified as reading below grade level by using a universal screener, guided reading level, teacher observation, and classroom performance. Through the Response to Intervention process, students are placed in tiers based on need. Targeted, research-based interventions, such as Read Naturally, Lexia, Reading Mastery, and Corrective Reading are used. Students are progress monitored biweekly to determine the effectiveness of the intervention.

Students with specific learning disabilities receive support from our staff. This support includes both pull-out re-teaching and push-in co-teaching. Students who are identified as being significantly below grade level, both academically and developmentally, are placed in a self-contained classroom receive a reading curriculum targeted to their specific needs.

Additional resources available for students performing below grade level include PAWS to Read (students read to dogs and their handlers), Student Learning Time (before-school small group remediation), and OASIS tutors (senior citizens tutoring service).

3. Mathematics:

Fishers Elementary School math curriculum is based on the adopted Harcourt Math series. Students study computation, number sense, algebra, data analysis, measurement, and geometry. Problem solving strategies are integrated throughout the curriculum. Our staff follows a corporation-wide math pacing guide, divided into each nine-week quarter. At the conclusion of each quarter, students are assessed for mastery of the standards taught during the previous quarter. Results from these assessments are analyzed to determine areas of strengths and weaknesses to identify areas for remediation and re-teaching.

We require our students to master addition, subtraction, multiplication and division facts by the end of fourth grade. Our school utilizes the Rocket Math program, a daily math fact practice and assessment tool. Hands-on manipulatives are available for staff to check-out from our Math Professional Development Library. A math bibliography listing math-related literature available in our Media Center is provided to staff.

We introduce new concepts using auditory, visual and tactile techniques. We call upon students to explain mathematical processes. Both whole and small group instruction, along with co-teaching and flexible skill grouping provide for the needs of our diverse learners. An advanced curriculum challenges students in third and fourth grade who exhibit mastery of grade-level skills. These students receive instruction in a self-contained classroom and the curriculum uses fourth and fifth grade standards.

Students who perform below grade level or who are identified as having a specific learning disability receive additional small group instruction. This support includes both pull-out re-teaching and push-in co-teaching. Students identified as being significantly below grade level, both academically and developmentally, receive a math curriculum targeted to their specific needs in a self-contained classroom.

Additional resources are available for both remediation and enrichment. Students performing below grade level can participate in Student Learning Time (before-school small group remediation). Students have the option to participate in Math Superstars (a weekly problem-solving-based program), Math Club (learning the Math Pentathlon games), and Math Bowl (a math competition). Some technology resources available include the Harcourt Math Center, Essential Skills, Classworks, and additional on-line math resources on individual teachers' websites. These resources, along with effective instructional strategies, are utilized in the teaching, reinforcement, and assessment of mathematical concepts.

4. Additional Curriculum Area:

Fishers Elementary believes that the key to successful implementation of technology into the curriculum is a well-trained teaching staff that understands how to use the technology tools available to them and how that technology relates to the learning environment they have created in their school. Teachers integrate technology into day-to-day curriculum as it relates to enhancing the curriculum. Each classroom has at least one networked computer and a digital projector. Digital cameras and FLIP camcorders are used to teach social skills to students who have difficulty relating to peers in an appropriate manner. Mimeoos and SMARTboards enhance student engagement by making lessons more interactive. Visual presenters allow for three-dimensional projections of instructional materials, such as math manipulatives and literature. Teachers can use Kindles to provide an enriched reading experience. Wireless keyboards and mice are provided in each classroom, increasing student engagement by bringing the lessons directly to the students.

All staff can access the Destiny library system, Learn 360, Grolier Online, and Gale Learning databases, while students have access to the research databases and library system. Also included on every computer image is a suite of accessibility products that enable students with visual or physical impairments to sit at any station and still work on the same items as their fellow students. Lexia, a computer-based reading intervention, allows students to independently practice a variety of reading standards both at school and at home. This allows teachers to easily differentiate instruction for both extension and remediation of skills. Finally, all students and staff have access to ANGEL Learning Management, a secure website for each classroom. Students and parents can easily access important classroom information, such as newsletters, spelling lists, upcoming assessments, as well as suggested websites and other related content. ANGEL also allows classroom instruction to be easily supplemented by providing common resources to students and parents.

Students are expected to become proficient in the use of technology, understand the ethical, cultural, and societal issues related to responsible use of technology systems and software, and develop positive attitudes toward technology that supports lifelong learning.

5. Instructional Methods:

Fishers Elementary strives to meet the needs of all our learners using a variety of instructional methods and resources. Within the general education classroom, flexible skill grouping, guided reading, and EXTEND are a part of our daily schedule. EXTEND offers an opportunity to remediate or enrich students' learning of various standards. Data from common assessments is used to drive this instruction.

Additional resources available for all students include PAWS to Read, Student Learning Time, OASIS tutors, and other enrichment opportunities.

The Functional Academic Program develops the areas of social skills, basic academics, and living skills in order for the students to become responsible, independent, and contributing members of our society. The classroom curriculum is based on the students' Individual Education Plans. Indiana State Standards are tied into each student's individual curriculum at his/her level.

To provide for the needs of identified special education students, English Language Learners, and students in Tiers 2 and 3 within the RtI framework, the staff work together to adapt and modify the curriculum to meet the needs of these students. Identified students receive some or all of their instruction in the regular education classroom, and may also be pulled out for a varied percentage of the day to receive specialized curriculum to meet their specific individual needs. The IEP, LEP, or RtI Action Plan drives the type of interventions that are implemented.

Formal advanced programming for high-ability students begins in grade 3. Classroom teachers in grades K-2 use flexible skill grouping in math and guided reading groups to meet the needs of individual students. Ongoing assessments allow teachers to appropriately place students at the correct levels based on identified needs.

Identified students who participate in the formal high-ability program are provided programming to meet their individual needs in a full-day, self-contained academic program or through an advanced math only program in grades 3 and 4. The high-ability curriculum is advanced by one grade level (in language arts and math) and aligned with state standards to ensure that students have the necessary content foundation.

Our staff works toward developing an awareness and acceptance of diversity and differences to ensure the academic and social success of all students. We promote a culturally responsive environment by using our awareness of cultural differences and "unspoken rules." Overall, the staff puts a priority upon forming significant relationships with all stakeholders to create a climate of acceptance.

6. Professional Development:

Fishers Elementary believes that the most effective way to improve the achievement of students is to improve the quality of teaching and that greater teacher learning results in greater student learning. Despite monetary and time constraints, Fishers Elementary staff continues to participate in professional development experiences, with a focus on literacy, technology, and cultural competency.

The Fishers Elementary PTO provides monies for staff to attend workshops and provide in-service programs. Corporation-sponsored workshops are offered throughout the summer. Staff members who attend workshops are asked to give a brief presentation at staff meetings.

Our staff is supported by internal committees that are responsible for providing activities, presentations, and information about new methods of instruction. The representatives from these committees also work on district committees that develop curriculum maps, scope and sequence, and common assessments to drive instruction.

Fishers Elementary has implemented Professional Learning Communities, which afford teachers time for collaboration, data analysis, and best practice discussion. For example, the RtI committee members provide professional development during PLC time to facilitate the process and teacher use of AIMSweb, a computer-based data system, to track student reading progress and make informed instructional decisions related to literacy.

Technology remains at the forefront of professional development. Several staff members are "graduates" of the district Technology Academy. These staff members train other teachers on the various technology-

based learning tools for both staff and students. This past year, Technology Academy members have provided training on the DASH data system, Scantron assessment series, and online textbooks. The information from the DASH and Scantron data systems empowers teachers to examine and identify patterns of strengths and weaknesses in order to adjust instructional strategies accordingly. The online textbooks allow teachers to use technology to increase student engagement in math, science, and social studies.

The Cultural Competency committee has provided trainings to staff for the past six years. These trainings help staff develop an awareness of our student population and how to best serve their needs. One of the strongest initiatives has been the implementation of the FISH! philosophy throughout our school. This philosophy of Choosing Your Attitude, Making Their Day, Being There, and Playing is common language used throughout the school, helps build significant relationships and contributes to a positive climate among staff and students.

7. School Leadership:

According to the American Association of School Administrators, six characteristics describe a successful school leader. These characteristics include: being visionary, valuing human resources, being proactive, believing that schools are for learning and taking risks. The principal's leadership style embraces and reflects these characteristics to the staff, students, parents and community of Fishers. One of her beliefs is "High expectations for all." Students are not allowed to fail at Fishers Elementary. Staff members share the vision that all students will learn and be successful. To help all students be successful, the staff shares the belief that "We do whatever it takes." This includes development of meaningful connections with students, differentiating instruction, using flexible skill grouping, implementing data driven instruction, iparent involvementinvolving parents, and surrounding students with the necessary remediation and extension of instruction to meet student needs.

Not allowing students to fail takes a school climate where everyone works together. Five years ago, the principal developed Professional Learning Communities. Grade-level and area teachers meet as a team with the principal to discuss students, data and instruction. Ideas are developed to increase the effectiveness of programs and instruction to improve student achievement.

Eight years ago, the principal and school leadership team developed behavioral expectations for all students. These expectations include the 3 Rs of Respect, Responsibility and Resourcefulness. The 3 Rs are common language that our staff and parents use to help students develop positive character traits and behavior and to keep our school safe. Students are recognized at Spirit Convocations for showing 3 R behavior, improving their grades, and participating in academic competitions and school clubs. Daily student announcements recognize students who display the 3 R behavior including making good choices along with health/wellness tips. The principal believes that student awareness and self-responsibility of making good behavioral and health choices are essential to student learning.

Mrs. Mansfield knows the students well. She attends every school event. Mrs. Mansfield does classroom walk-throughs to observe instruction and student learning. With the principal being a part of PLC, TAT and RTI committees, she is very aware of student progress. Through discussions at these meetings, teachers are aware that she will support them in anyway necessary to help students succeed.

It is the principal's mission that Fishers Elementary continues to be a school of excellence by expecting the best from the staff and students.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: Indiana Statewide Testing for Educational Progress-Plus
Edition/Publication Year: N/A Publisher: CTB/McGraw-Hill LLC

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Pass	97	87	85	89	83
Pass Plus	39	21	33	27	33
Number of students tested	89	112	79	90	66
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	3	3	3	2
Percent of students alternatively assessed	2	3	4	3	3
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass	87	46			73
Pass Plus	20	0			36
Number of students tested	15	13			11
2. African American Students					
Pass					
Pass Plus					
Number of students tested					
3. Hispanic or Latino Students					
Pass					
Pass Plus					
Number of students tested					
4. Special Education Students					
Pass	82	76	40	67	75
Pass Plus	9	16	27	22	25
Number of students tested	11	19	15	18	12
5. English Language Learner Students					
Pass					
Pass Plus					
Number of students tested					
6.					
Pass					
Pass Plus					
Number of students tested					
NOTES: In May 2009, our statewide testing was moved to the Spring.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 3 Test: Indiana Statewide Testing for Educational Progress-Plus
Edition/Publication Year: N/A Publisher: CTB/McGraw-Hill LLC

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Pass	97	95	86	89	86
Pass Plus	27	28	32	23	26
Number of students tested	89	112	79	90	66
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	3	4	3	2
Percent of students alternatively assessed	2	3	5	3	3
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass	93	62			82
Pass Plus	20	0			27
Number of students tested	15	13			11
2. African American Students					
Pass					
Pass Plus					
Number of students tested					
3. Hispanic or Latino Students					
Pass					
Pass Plus					
Number of students tested					
4. Special Education Students					
Pass	91	84	53	67	75
Pass Plus	9	37	13	22	25
Number of students tested	11	19	15	18	12
5. English Language Learner Students					
Pass					
Pass Plus					
Number of students tested					
6.					
Pass					
Pass Plus					
Number of students tested					
NOTES: In May 2009, our statewide testing was moved to the Spring.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 4 Test: Indiana Statewide Testing for Educational Progress-Plus
Edition/Publication Year: N/A Publisher: CTB/McGraw-Hill LLC

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Pass	95	96	90	94	95
Pass Plus	53	47	38	40	29
Number of students tested	121	72	86	83	74
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	3	3	3	2
Percent of students alternatively assessed	1	4	3	4	3
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass	98				
Pass Plus	55				
Number of students tested	18				
2. African American Students					
Pass					
Pass Plus					
Number of students tested					
3. Hispanic or Latino Students					
Pass					
Pass Plus					
Number of students tested					
4. Special Education Students					
Pass	80	77	60	90	
Pass Plus	40	31	20	40	
Number of students tested	20	13	15	20	
5. English Language Learner Students					
Pass					
Pass Plus					
Number of students tested					
6.					
Pass					
Pass Plus					
Number of students tested					
NOTES: In May 2009, our statewide testing was moved to the Spring.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 4 Test: Indiana Statewide Testing for Educational Progress-Plus
Edition/Publication Year: N/A Publisher: CTB/McGraw-Hill LLC

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Pass	95	92	91	90	89
Pass Plus	35	21	23	24	31
Number of students tested	121	72	86	83	74
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	3	3	3	2
Percent of students alternatively assessed	1	4	3	4	3
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass	83				
Pass Plus	21				
Number of students tested	18				
2. African American Students					
Pass					
Pass Plus					
Number of students tested					
3. Hispanic or Latino Students					
Pass					
Pass Plus					
Number of students tested					
4. Special Education Students					
Pass	85	77	67	85	
Pass Plus	25	8	0	35	
Number of students tested	20	13	15	20	
5. English Language Learner Students					
Pass					
Pass Plus					
Number of students tested					
6.					
Pass					
Pass Plus					
Number of students tested					
NOTES: In May 2009, our statewide testing was moved to the Spring.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: School Average

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Pass	96	92	88	92	89
Pass Plus	46	34	36	34	31
Number of students tested	210	184	165	173	140
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	6	6	6	4
Percent of students alternatively assessed	1	3	4	3	3
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass	93	46			73
Pass Plus	38	0			36
Number of students tested	33	13			11
2. African American Students					
Pass					
Pass Plus					
Number of students tested					
3. Hispanic or Latino Students					
Pass					
Pass Plus					
Number of students tested					
4. Special Education Students					
Pass	81	77	50	79	75
Pass Plus	25	24	24	31	25
Number of students tested	31	32	30	38	12
5. English Language Learner Students					
Pass					
Pass Plus					
Number of students tested					
6.					
Pass					
Pass Plus					
Number of students tested					
NOTES: In May 2009, our statewide testing was moved to the Spring.					

11IN6

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: School Average

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Pass	96	94	89	90	88
Pass Plus	31	25	28	24	29
Number of students tested	210	184	165	173	140
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	6	7	6	4
Percent of students alternatively assessed	1	3	4	3	3
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass	88	62			82
Pass Plus	21	0			27
Number of students tested	33	13			11
2. African American Students					
Pass					
Pass Plus					
Number of students tested					
3. Hispanic or Latino Students					
Pass					
Pass Plus					
Number of students tested					
4. Special Education Students					
Pass	88	81	60	76	75
Pass Plus	17	23	13	29	25
Number of students tested	31	32	30	38	12
5. English Language Learner Students					
Pass					
Pass Plus					
Number of students tested					
6.					
Pass					
Pass Plus					
Number of students tested					
NOTES: In May 2009, our statewide testing was moved to the Spring.					

11IN6