

PART I - ELIGIBILITY CERTIFICATION

12AK1

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 2011-2012 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 foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
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

12AK1

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 14 Elementary schools (includes K-8)
 (per district designation): 4 Middle/Junior high schools
11 High schools
15 K-12 schools
44 Total schools in district
2. District per-pupil expenditure: 14169

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school: 2
5. Number of students as of October 1, 2011 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	29	25	54
K	0	0	0		7	0	0	0
1	0	0	0		8	0	0	0
2	0	0	0		9	0	0	0
3	28	23	51		10	0	0	0
4	37	27	64		11	0	0	0
5	25	27	52		12	0	0	0
Total in Applying School:								221

6. Racial/ethnic composition of the school: 7 % American Indian or Alaska Native
0 % Asian
1 % Black or African American
3 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
86 % White
3 % 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 2010-2011 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, 2010 until the end of the school year.	18
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	15
(3)	Total of all transferred students [sum of rows (1) and (2)].	33
(4)	Total number of students in the school as of October 1, 2010	240
(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 of English Language Learners in the school: 2%
 Total number of ELL students in the school: 4
 Number of non-English languages represented: 2
 Specify non-English languages:

Spanish, Russian

9. Percent of students eligible for free/reduced-priced meals: 25%

Total number of students who qualify: 56

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: 24%

Total number of students served: 54

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>5</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>31</u> Specific Learning Disability
<u>4</u> Emotional Disturbance	<u>9</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>2</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>10</u>	<u>3</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>3</u>	<u>0</u>
Paraprofessionals	<u>10</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>5</u>	<u>1</u>
Total number	<u>29</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: 19:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	93%	92%	92%	92%	93%
High school graduation rate	%	%	%	%	%

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

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

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%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award?

West Homer Elementary (WHE) has many strengths: We serve a vibrant community with very supportive parents who strive to do the best for their children; we have a dedicated, hard-working staff which is committed to providing the very best education for students. We are fortunate to have a K-2 feeder school, Paul Banks, which also has an exceptional staff that works hard to meet the diverse needs of students, and prepares them for academic success.

WHE has a long history of academic excellence. The School consistently outperforms the state of Alaska and the Kenai Peninsula Borough School District (KPBSD) on the state's Standard Based Assessments (SBA). Our students also perform successfully on the district's Analytic Writing Assessment (AWA): last year we garnered fifty percent of the entire district's five star papers (star papers are selected on a point system using the six-trait rubric).

Annually we send students to the state spelling bee and geography bee competitions and our students are often in the final rounds of these competitions which include older middle school students. Additionally, our Battle of the Books teams place in the top positions in the district and often we compete at the state level. This year our third and fourth grade team took first place in the district and will compete at the state level. Our fifth and sixth grade team placed second in the district. Further, our Mind Amazes (a problem solving event which construct a long-term project to preform specific tasks) team annually performs very well at district competitions. This year we placed first in the two categories offered. Last year the school began a Lego Robotics team. This year our Lego Robotics team placed second in the state of Alaska's robotics competition earning the opportunity to travel to Germany to represent the state at the international level.

WHE, located in Homer, Alaska, educates 220 diverse students in grades 3-6. Our school is one of five local area elementary schools. At West Homer our mission is to embrace the belief that learning today in a global society is a life long journey. Teachers, parents, and students in partnership shall accomplish this within a healthy, nurturing, and safe environment of academic excellence. We work hard to develop healthy, well rounded students who will be successful in all walks of life.

Homer is a small city occupying about 15 square miles of land located in south-central Alaska, 227 road miles from Anchorage, near the southern tip of the Kenai Peninsula. Homer's population, as of 2010, was 5,003 which is a twenty-seven percent increase over the 2000 Census count.

The community of Homer evolved from a coal mining town in the early 1900's to a center for fishing, farming, ranching, homesteading, and finally to the energetic regional economic and arts center it is today. Homer takes pride in being a progressive community with an emphasis on sustainability. With that focus, Homer has attracted state of the art facilities and professionals that capitalize on the diverse local land and maritime ecosystems. Homer, 'where the land ends and the seas begins', is home to the Islands and Ocean Center which houses the Alaska Maritime National Wildlife Refuge and the Kachemak Bay National Estuarine Research Reserve. Additionally, The Center for Alaska Coastal Studies operates the Peterson Bay Field Station, and the Wynn Nature Center. The Kachemak Bay Branch of the University of Alaska, two weekly print newspapers, the public radio station KBBI, and the Homer Council on the Arts and local art galleries all add to the character of Homer.

These organizations contribute to the education of West Homer Elementary students. Classroom instruction is enhanced when trained naturalists and marine scientists from all of these agencies interact with students during field education experiences or in the lab setting. Field trips with the Center for Alaskan Coastal Studies put students in the marine environment for multiple days for in-depth student research and interaction in a remote maritime setting. Finally, Homer Council on the Arts and Bunnell Art Center sponsor artists in residence at the school. These experiences provide students a rich arts and creative education that works in synergy with our rich environment.

1. Assessment Results:

West Homer Elementary (WHE) has a long history of academic excellence. Over the course of the last six years, we have consistently outperformed the Alaska state average on Standard Based Assessments (SBAs) in reading, writing, and math by an average that exceeds 10 percent.

The State of Alaska has four performance standards on SBA tests: Advanced, Proficient, Below Proficient and Far Below Proficient. In writing, Advanced students should demonstrate consistent exemplary compositions exhibiting distinctive voice, logical and coherent organization, correct conventions, precise word choice and fluid sentences. Students who are Proficient work toward composing paragraphs with sentences that maintain a focused idea, supporting details and a concluding statement. In math, Advanced students display a highly developed: understanding and use of numbers, operational relationships, number theory, precise measurement, elapsed time, equivalent measurement, estimation, computation, and understand of geometric relationships. Proficient students demonstrate moderate competency of the in the above areas. In reading, Advanced students perform competently and accurately to make complex connections, conclusions and inferences across a variety of texts. Proficient students are able to identify basic inferences, conclusions and connections across a variety of texts.

WHE's expectation is that all students will be proficient on the SBA's. We are working to increase the quantity of students that perform at the advanced level. WHE believes that for students to succeed in middle school, high school, and as adults it is our duty to ensure that every student has the requisite skills to excel. We believe that proficiency on the SBA's is the minimum standard, and we must work to ensure that all students achieve at higher rates.

Although WHE has annually performed very well on the Alaska Standard Based Assessments, in the fall of 2010 we identified a previous two-year trend of declining student scale scores and a slow migration of students moving from advanced to proficient levels on the State SBAs. To address this emerging trend, we analyzed our test scores to identify specific areas of concern and we conducted a thorough assessment of teaching practices, educational systems, and structures within the building. The following recommendation resulted from this informal audit: 1) WHE needed to focus more attention on writing; 2) WHE staff needed to increase professional collaboration; 3) WHE needed to increase social learning opportunities for students; 4) WHE needed to have a clear, consistent method to teach students better behavior and reduce disruptions to the educational process; 5) WHE needed to reduce instructional time lost in transitions and capture time that is lost within the school year.

In the fall of 2010, in an effort to improve writing, we analyzed assessment trends at the performance standard level, reviewed curriculum, and studied best practices in writing instruction. We implemented in-house professional development opportunities to address our specific needs. During the course of the 2011-2012 school year we have continued to focus our efforts on the writing process and have worked to build a systematic structured writing process and to establish building wide common language for the writing process and instructional methods.

To improve professional collaboration, teachers meet weekly in grade level teams to discuss curriculum, materials, teaching strategies and successes and failures. Additionally, embedded in all professional development is time for teachers to plan together to implement content from professional development. Further, teachers are beginning to conduct classroom observations of their peers so that they can learn from each other and build upon our best practices.

To increase social learning opportunities for students, we have provided professional development on how to purposefully create authentic social learning opportunities for students and how to functionally

manage the dynamics of social learning with students. Additionally, these practices are applied and modeled in our professional development.

Beginning in the fall of 2010 we implemented a student management model that focused on positively changing student behaviors rather than simply punishing students who made poor choices. The net result is a reduction in student misbehavior and an increase in student learning.

In an effort to capture as much instructional time within the day/week/month/year as possible, WHE analyzed the school day and made scheduling adjustments. We have analyzed the school year and our cultural practices to capture lost time. To do this, we identified days/times that are lost in the school calendar, such as the day before winter break, spring break, and days prior to long weekends and we utilize the second half of these days for assemblies and events we annually conduct but have not strategically scheduled in past years. These improvements have increased student learning and performance.

However, within the sub group of special education, we still have a significant achievement gap. To address this, we have increased the level of support through our Response to Intervention program and specifically targeted our fifth grade, which is comprised of 29 percent of special education students, by lowering teacher to pupil ratio. Currently we average 17.33 students in each of our three fifth grade classrooms, which is the lowest PTR in the building.

2. Using Assessment Results:

West Homer Elementary uses assessment data to analyze and improve student and school performance in a thorough and systematic manner. Our school administrator analyzes results from Alaska's Standards Based Assessments, (SBA) which is our state-mandated proficiency achievement assessment tool. These results are analyzed in four ways:

1. Percentage of students passing reading, writing, and math at grade level.
2. Percentage of the students passing at West Homer Elementary compared to district and state results (opportunity gap).
3. Percentage of students falling in each performance quadrant in order to identify performance trends and not just proficiency.
4. Reading, Writing, and Math were analyzed by performance indicators and then tracked for the past six years.

Our school administrator shares the above results with the school staff, with grade level teams, and with individual classroom teachers. Grade level teams are then tasked with comparing SBA assessment data against curriculum and practices to ensure any instructional needs are augmented appropriately. Results from the Gates-McGinitie Reading Test administered several times a year, as well as teachers' ongoing formative assessments, provide additional data which is used to inform instructional decisions. Additionally, results from Alaska's Analytic Writing Assessment and nationally-normed Terra Nova Achievement Test for fifth grade students are examined in a similar manner. In 2012-13, we plan to implement quarterly writing assessments to track student writing skill development and measure effective instruction.

Early in the school year, at-risk students are identified for intervention through the SBA results as well as Curriculum Based Measurements (CBM), which are academic measures, given three times a year to assess reading fluency and math computation. Soon after universal screening is completed in the fall and data is compiled, our Response to Intervention Team (RTI) shares results of all student data with each respective classroom teacher. The RTI process is implemented for students identified as performing below the 25th percentile. Students receiving intervention are progress-monitored bi-weekly in order to determine the effectiveness of the interventions. Meetings are held on a regular basis with team members to analyze student growth and determine if the progress is appropriate in the core instruction. The analysis of the data also assures that more effective programs or differentiated instruction is implemented. Those

students who have Individual Education Plans are progress-monitored by their respective special education teacher on a regular basis.

Another example of a systematic approach in how we use data systematically to improve instruction and student learning is the practice of staff meeting with other staff from feeder schools. These meetings, held in the spring of each school year, are for the purpose of exchanging pertinent student achievement information to assist in smooth academic planning and transitions for students for the upcoming school year.

Our building administrator informs parents, students and community members of our SBA results at our school's Open House early in the fall, as well as with more focused, oversight parent groups such as the West Homer Elementary Site Council and our PTO. School assessment results are mailed to parents, inserted in our school newsletter, posted on our school website and sent out to various local media. Individual student academic achievement is shared during parent/teacher conferences, intervention meetings and special education meetings. Data from CBMs, and intervention programs such as Read Naturally, Sonday, and Ed Performance are shared with team members and is used to make decisions toward improving effective instruction.

Finally, our school's assessment performance has been recently formally acknowledged by Mike Hanley, the Alaskan Commissioner of Education and Early Development, in his appearance at a school-wide assembly on August 29, 2011. In his speech to the student body, Commissioner Hanley lauded students and staff for their high performance scores on their SBAs, as evidenced by the following. "You could have the very best (teachers, principal and school district) and still not be a good school if it weren't for the students," said Hanley. "I walked in and knew this was a great place to be. Not all schools are like that...people around the state, including the governor of Alaska, know what you're doing." Homer News, September 1, 2011.

3. Sharing Lessons Learned:

A collegial relationships exists between West Homer Elementary School, district and state schools, and the district office. We take every opportunity to share our success and learn from one another.

We actively collaborate and share events between local schools. West Homer Elementary has developed literacy buddies at our partnering K-2 school, HeadStart, and other local preschools. Students share favorite books, plays, as well as stories they have written. Students at Homer middle and high schools have been peer tutors, sharing their expertise and projects.

WHE staff meet annually with staff from Paul Banks Elementary (Homer's K-2 elementary school), and Homer Middle School to facilitate smooth transitions for students entering third grade and leaving sixth grade, as well as discussing common curriculum, vocabulary and educational strategies. We have also worked with these schools to align our math and reading curriculum, and assure that strategies that have been successful for different student populations are continued. Each year, special service staff members meet regularly to collaborate on programs for individual students.

WHE teachers collaborate with other district schools through professional development trainings, internet-based forums, as well as grade-alike meetings to share successful lessons, programs and activities. For the second year, our school goal is to raise student writing achievement. We were awarded a professional development grant to train our staff in effective writing practices. As part of this training, we invited other district teachers so that we might support common language and practices across the district. Our staff has always taken a role in developing district curriculum that aligns with state standards. Additionally, WHE has consistently had representation on district curriculum committees.

At the state level, our staff is active in professional associations. Members of our staff belong to the Alaska Reading Council, and Alaska Math and Science Consortiums. Several staff members belong to the

Alaska State Writing Consortium, and one staff member is a trainer who led a writing institute this past summer where she shared many of our school's successful strategies for teaching writing.

4. Engaging Families and Communities:

At West Homer Elementary, family and community members are essential to our students' success. Parents volunteer in the classrooms and provide feedback and recommendations for activities that support learning objectives and standards. Additionally, parents and community members serve as guest speakers to spark students' interest and enhance the lessons being taught. Veterans came on Veterans' Day and gave the sixth graders firsthand knowledge of their experiences; local author came to share her work and critique the third graders' writing; locally-based newspaper journalist presented her experience of working as an on-line journalist, writing about events that occur throughout Alaska; and a national leading whale expert presented her research and findings on humpback whales to our students.

To embrace our mission that learning today in a global society is a life long journey, West Homer goes beyond the school walls for educational opportunities. Our students participate in Battle of the Books, Math Counts, Spelling Bee, Geography Bee, Mind Amazes, Lego Robotics, and the Elementary Math Bowl, allowing them to reach beyond the school, district, and state. Our school works in partnership with local agencies and institutions to broaden our students' vision. In a joint venture with the Kachemak Bay Land Trust, our students plant potatoes in the spring, harvest them in the fall, and donate them to the Homer Food Pantry.

Additionally, we link to the local college for College Day bringing the knowledge of the college professors and their students into our classrooms to expand educational units. High school students teach lessons around their current subject areas, creating a learning experience for all. Through our Book Fairs, Art Fairs, Writer's Fair, Science Fair, First Friday Celebrations, and Artist in Schools Programs, we include the expertise of members of the community, the state and beyond to extend student knowledge and encourage their commit to being lifelong learners.

Potlucks, barbecues, family meals, and Homesteader's Day, give our students a chance to get to know the parents and community members through the sharing of food and conversation. Our PE program draws in families to have fun with us at our Orca Olympics, Orca Fun Run, Circus, Square Dancing, and Field Day. Our music program exposes our students and the community to band, musical programs, marimba, percussionists, vocal groups, and orchestras. We share our many successes, be it academic, artistic, or athletic through school and classroom newsletters, and local media sources.

1. Curriculum:

Kenai Peninsula Borough School District (KPBSD) has a rigorous curriculum and materials adoption process that ensures our district is fully aligned with Alaska state standards in reading/English language arts, mathematics, science, social studies, visual and performing arts, physical education/health/nutrition, technology. West Homer Elementary School utilizes the district's curriculum to guide our planning of educational services and programs and to ensure that we offer a tight scope and sequence of learning experiences for our students. We use the district's adopted materials to deliver the planned curriculum. Additionally we supplement the district's materials with complementary resources that tailor learning experiences to our individual students, address specific needs of our student population and bring learning alive for our students.

West Homer Elementary School utilizes the following materials to deliver the district's curriculum: Reading grades 3-6 utilize Houghton Mifflin; Math grades 3-5 utilize Houghton Mifflin Math Expressions and grade 6 uses McDosgal Little Math Course 1; Writing grades 3-6 teaching strategies from Write Tools and Six Trait Writing; Science grades 3-6 use Discovery Ed, Foss Kits, Delta hands on kits and enrich classwork with world class field trips in our local area; Social Studies grades 3-6 Utilize Discover Education.

In addition to core curricular areas, West Homer Elementary offers gifted and talented services for students. We have a comprehensive physical education program that supports and extends classroom instruction. Additionally we have an extensive library and library specialist to support classroom teachers.

Classroom teachers work with the specialist for gifted services in developing critical thinking extensions for content area, cooperative team building, and creative thinking activities. Students learn dynamics for working successfully in any grouping. Students self-evaluate their group skills with established rubrics designed to increase autonomy, self-awareness, and skills development throughout the year. Rubrics, activities, and additional challenges for the school's gifted population target the creative/synthesis levels of Bloom's Taxonomy.

At WHE our physical education classes are active, engaging and diverse! We have two to three week units where the students learn and improve gross and fine motor skills, bi- and cross-lateral movements, sports skills, social skills, and fitness components. The units are sequenced in an order that builds a healthy foundation and is appealing to students. For example, the Circus Arts unit is composed of individual activities focusing on vestibular and hand-eye coordination and is followed by a floor hockey unit focusing on team work and sports skills which engage students in a totally different way. The district physical education standards are met and many times exceeded. By the end of the year, the students will have been taught a wide variety of activities to encourage health and fitness for a lifetime.

The library lies in the center of the school and is indeed its hub. Teachers' book sets and professional materials are housed here. The selection for students is kept up-to-date in both the fiction and nonfiction sections. There are Library Inspector, Adopt-a Library, and Continuous Book Swap programs to keep students involved and responsible for the 20,000 plus books in the library. The students not only learn library and technology skills, they learn collaboration and support for their fellow students. We follow the Alaska Student Content Standards for school libraries. Parents, community members, and alumni are all welcome to join in and add to the activities. There is collaboration between the public library, the local book store, and the library working together contributes to the large selection of books and services available. Community and staff meetings are held in the library as well.

2. Reading/English:

West Homer Elementary School approaches reading instruction with a variety of methods which emphasize reading success in all genres and across the content curriculum. Foundational reading skills are taught through the adopted curriculum materials used in concert with thematic reading units employing literature circles, centers, and cooperative groupings. The West Homer Library supports all levels of reading instruction with an extensive selection of classroom thematic reading sets spanning fiction, historical fiction, and nonfiction. Accelerated Reader, a reading incentive program, works in conjunction with one of the most extensively stocked school libraries in the state and allows students to read and progress at their own pace.

Teachers at West Homer Elementary are constantly working to implement the newest strategies in the study of literature. We have studied the works of Ellen Keene, Harvey Daniels, Stephanie Harvey and Anne Goudvis to enhance our educational practices. Literature circles, cooperative teaming, and literature centers are utilized to engage students in learning comprehension for understanding. Inquiry-based discussions using resources such as Junior Great Books promote higher-level thinking. These approaches also provide the opportunity for the study of multiple novels with an emphasis on serving students at their independent reading level. Vocabulary enrichment is fostered in weekly activities with the use of progressive vocabulary studies and integrated application throughout thematic book studies.

West Homer Elementary ascribes to the notion that, “If you want to become a better reader, READ!” Weekly library lessons also encourage student selection from titles hot off the presses. The Accelerated Reader Collection, with literally thousands of selections, encourages student engagement through prize incentives each semester. These books are also used in the resource area to support the completion of nightly reading logs, and at upper levels, students earn points toward overall quarterly reading scores.

The Battle of the Books competition is also a long standing and very popular activity, and students at all grade levels actively participate. Teams have competed at all local and state levels throughout the years.

3. Mathematics:

West Homer Elementary follows the Kenai Peninsula Borough School District mathematics curriculum using the adopted texts, Houghton Mifflin and MacDougal Littell. As these texts provide a base for curriculum mapping and foundation lessons, each grade level supplements these programs using a multitude of research based programs. Excel Math and Mountain Math provide a basic thread of rote lessons that has proven to keep the students aware of basic mathematical operations and functions throughout the school year. Use of these programs at a higher level can also provide enrichment activities for some students. Saxon Math supplements the resource curriculum with a clear understanding of mathematical functions in a step by step repeated program. Internet use includes IXL Math, Sum Dog, ClassZone.com and other sites to pre-teach, re-teach, and review.

Ability levels vary within grade levels and have proven to require different means of delivery so that curriculum can meet the needs of all students. All classrooms are supplementing curriculum with leveled assignments, hands-on experiences, internet tutorials, and group problem-solving. Fifth and sixth grade teachers are also working collaboratively with the Homer Middle School math teachers in a continuum of service utilizing student made video clips on various math concepts. A partnership has also been established with a local college professor, to support critical thinking in math. District and Regional competitions, Mind Amazes, Elementary Math Bowl, Continental Math, and Math Counts provide enrichment opportunities for West Homer students.

West Homer’s ability to be flexible in meeting the needs of all students with limited and available resources has proven successful when viewing student progress. Student progress is monitored throughout the year using district adopted assessments and grade level formal and informal assessments. Student placements and programs are discussed routinely with individual students, parents, and affiliated staff to

provide and meet each student's need. Routine collaboration amongst grade level teams as well as with the entire school staff provides a math program based on best practice methodology.

4. Additional Curriculum Area:

WHE benefits from being located in a community with rich scientific resources at its fingertips and we are able to use programs from many agencies to enhance our scientific learning.

Islands and Oceans offers hands-on discovery labs taught by local naturalists. In addition, Alaska Fish and Wildlife, working alongside the Alaska Maritime National Wildlife Refuge, offers students a plethora of hands-on marine science programs.

WHE's fourth grade is in its 30th year of taking all the fourth grade classes across Kachemak Bay for a three day extended field trip to learn about local marine invertebrates, land and ocean mammals, birds, botany, biology and archaeology indigenous to Kachemak Bay. West Homer Elementary staff are the original founders of this trip, and wrote the curriculum which has since been adopted and is used as the framework for outdoor education trips for students throughout the state. Fourth grade students also learn about Winter Wilderness Survival from the Center for Coastal Studies as they gear up in snowshoes and trek through the Wynn Nature Trail.

In the fifth grade, students build on the knowledge they gained as fourth graders as they continue their hands on science-based learning. Each year the fifth grade travels to Seward (a distance of approx. 150 miles) to take part in a series of experiential science lessons which include dissecting cephalopods, bioluminescence, and discovery at the Sea Life Center. They hike Exit Glacier and learn about the geology of the Kenai Peninsula. Students also take part in Kenai Fjord's Prince William Sound Marine Science Explorer tours as they complete plankton tows, count birds, and learn how to use microscopes in the field. Additionally, our fourth grade has been involved in an invasive crab research project through the Kachemak Bay Research Reserve. Students are responsible for setting crab traps and collecting data on their findings.

Every spring the sixth graders participate in activities at the Ted Stevens Challenger Center. During this trip students take part in mission simulations that completely immerse students in real life activities used by NASA to train astronauts. This trip is paired with an outing to Thomas Planetarium where students learn about astronomy and space. Students also travel to the Imaginarium Discovery Center and do a variety of hands on science activities, such as replicating earthquakes and auroras. These experiential learning activities often inspire students to further their studies in science, math, and engineering.

5. Instructional Methods:

Students are provided multi-level instruction across subject areas for reinforcement of curricular instruction, remediation, and extension or further exploration. While in class, students of all abilities benefit from many levels of participation and support. Students may be working independently, in pairs, in small or large groups. Guest speakers, community experts and parent volunteers are vital components of instruction at WHE. Students may also work with paraprofessionals, interventionists, or other specially trained certified staff to maximize learning.

Great efforts have been made to develop a common language for writing instruction for all students and staff. Teachers also utilize common writing strategies and structures. This is demonstrated at the Writers' Fair when all students across grades 3-6 participate as a heterogeneous group in oral readings of their original written pieces. Assignments are high interest, student-centered projects using a variety of styles and formats for a designated audience.

Throughout each student's day there are a variety of opportunities for the student to engage in learning in multiple intelligences and modalities. There are creative art based projects as well as projects supplemented with art. There are hands on learning opportunities to dissect, touch, feel, smell and

sometimes taste ideas or concepts or predictions. Games are used to teach and reinforce. Other hands-on learning opportunities occur in PE where activities are taught in broad units. Students are able to explore movement and physical skills. Students may take instruction in various forms (choir, band, etc.), culminating in a presentations for an audience.

WHE also provides computer training. A lab is available to all classes with 30 desktop workstations. Teachers typically utilize this facility a minimum of one hour per week in addition to the four desktops in each classroom and 60 laptops available for checkout. There are a large variety of programs on these computers and we have access to a host of web-based sites designed to reinforce, practice and increase speed in a variety of skills in different content areas.

WHE utilizes a wide range of best practice methods and resources to provide high interest, appropriately paced instruction to ensure high levels of student learning and achievement.

6. Professional Development:

At the beginning of the year teachers are given student data to reflect on past teaching so they can measure their effectiveness and make the necessary adjustments so that we can make improvements and meet the needs of the students for the upcoming school year.

Each year the school-wide goal is based on student performance data. School goals are created in August and implemented throughout the year at staff meetings, in-services and grade level collaborations. For example, this year our goal is to improve writing instruction thus we will improve student writing. This has become a focal point for teacher collaboration as teachers plan lessons and units surrounding skills and strategies to strengthen student writing.

Staff meetings and in-service time has been utilized to share best practices so that successful lessons, materials and strategies, which have impacted student learning, are shared with all staff members.

West Homer Elementary School has our own in-house professional development team comprised of teachers within the building. The team works to plan, deliver, and implement professional development that is job-embedded and addresses the specific needs of our school. The current building administrator encourages collaboration and professional development opportunities by modeling effective teaching practices. Cooperative learning, social learning, and effective management strategies are a part of every staff meeting and in-service presentation.

In addition to the professional development, which is a part of every teacher's role within our school, we take advantage of the opportunities offered by the district. Our school has a professional development committee that organizes opportunities generated by specific needs within the school. Many of our teachers take advantage of technology trainings offered after school hours throughout the week. Teachers seek professional development throughout the summer and bring ideas back to share with staff. Teachers become leaders as they take individual initiative to develop their craft and share with colleagues. Professional development practices are incorporated into daily practice and directly impact student success.

7. School Leadership:

At West Homer Elementary School, leadership is everyone's responsibility. We have formal leadership roles that are identified and help create the systems and structures that are necessary to ensure that a learning institution can run properly and teachers can focus their efforts on learning and teaching. These leadership roles work independently, but in concert to ensure our focus is on learning and teaching.

The Building Leadership Team is a decision-making body that is comprised of a representative from each grade level, the special education team, and the specialist team. This team meets works to solve building-

wide issues. Additionally, they are the conduit into grade level teams and work to disseminate and collect information so that decisions are analyzed from many points of view.

Grade level/departmental teams meet weekly to discuss curriculum, teaching strategies, teaching successes and areas for improvement.

Our site based professional development committee is comprised of a small group of our teachers and the principal. This group was formed to improve teaching practices in the building. We have analyzed test scores, researched best practices in teaching and work to develop meaningful, timely professional development opportunities.

Site Council is comprised of community members, parents, staff and the principal. This steering committee works to keep the school and the community aligned.

The West Homer Parent Teacher Organization works to support the school, the teachers and the students through fundraisers and seasonal activities and events.

Our Associated Student Body has made many contributions to the services we offer students and the environment of the school. In addition, students learn valuable leadership skills and the democratic process.

In addition to the formal leadership roles within the building, teachers are empowered to be leaders. Teachers work with each other and the building principal to evaluate student performance, curriculum, materials and teaching practices in an effort to continually improve.

The Building Administrator's role in this leadership model is as a conductor ensuring that all the parts of the "machine" work together smoothly so that teachers can focus all their efforts on students.

West Homer Elementary School is a high performing school with dedicated, experienced educators who work in a variety of leadership roles to provide a world class education for our students. We offer a well-balanced educational program that includes a rigorous academic core, enriched the arts, complemented by a broad music and physical education program, and supported by our vibrant community.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Standard Based Assessment

Edition/Publication Year: SY07-SY11 Publisher: Data Recognition Corporation

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient & Advanced	94	82	89	100	93
Advanced	71	46	44	53	63
Number of students tested	52	56	63	59	59
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient & Advanced	88	72	86	100	97
Advanced	56	24	35	54	55
Number of students tested	34	29	29	24	31
2. African American Students					
Proficient & Advanced					
Advanced					
Number of students tested		1	1		
3. Hispanic or Latino Students					
Proficient & Advanced					
Advanced					
Number of students tested	2	2	2	1	3
4. Special Education Students					
Proficient & Advanced	80	59	64	100	79
Advanced	33	18	29	44	36
Number of students tested	15	17	14	9	14
5. English Language Learner Students					
Proficient & Advanced					
Advanced					
Number of students tested	1	1			
6. Alaska Native/American Indian					
Proficient & Advanced					
Advanced					
Number of students tested	8	3	4	5	3
NOTES:					

12AK1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Standard Based Assessment

Edition/Publication Year: SY07-SY11 Publisher: Data Recognition Corporation

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient & Advanced	99	50	94	98	93
Advanced	72	6	53	59	70
Number of students tested	65	56	64	59	59
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient & Advanced	100	83	86	96	94
Advanced	68	38	41	50	58
Number of students tested	34	29	29	24	31
2. African American Students					
Proficient & Advanced					
Advanced					
Number of students tested		1	1		
3. Hispanic or Latino Students					
Proficient & Advanced					
Advanced					
Number of students tested	2	2	2	1	3
4. Special Education Students					
Proficient & Advanced	100	76	79		86
Advanced	50	24	14		36
Number of students tested	14	17	14	9	14
5. English Language Learner Students					
Proficient & Advanced					
Advanced					
Number of students tested	1	1			
6. Alaska Native/American Indian					
Proficient & Advanced					
Advanced					
Number of students tested	7	3	4	5	3
NOTES:					

12AK1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Standards Based Assessment

Edition/Publication Year: SY07-SY11 Publisher: Data Recognition Corporation

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient & Advanced	93	92	89	92	93
Advanced	69	66	46	66	69
Number of students tested	58	59	61	59	58
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient & Advanced	95	89	78	89	95
Advanced	56	50	39	50	56
Number of students tested	18	26	23	26	18
2. African American Students					
Proficient & Advanced					
Advanced					
Number of students tested	1				1
3. Hispanic or Latino Students					
Proficient & Advanced					
Advanced					
Number of students tested		3	1	3	
4. Special Education Students					
Proficient & Advanced	76	71	77	71	83
Advanced	18	50	46	50	42
Number of students tested	17	14	13	14	12
5. English Language Learner Students					
Proficient & Advanced					
Advanced					
Number of students tested					
6. Alaska Native/American Indian					
Proficient & Advanced					
Advanced					
Number of students tested	4	4	5	4	4
NOTES:					

12AK1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Standard Based Assessment

Edition/Publication Year: SY07-SY11 Publisher: Data Recognition Corporation

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient & Advanced	88	90	97	93	95
Advanced	57	53	30	59	55
Number of students tested	60	58	61	59	58
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient & Advanced	87	81	91	89	83
Advanced	39	35	30	39	28
Number of students tested	31	26	23	26	18
2. African American Students					
Proficient & Advanced					
Advanced					
Number of students tested	1	1			1
3. Hispanic or Latino Students					
Proficient & Advanced					
Advanced					
Number of students tested	3		1	3	
4. Special Education Students					
Proficient & Advanced	63	63	92	79	75
Advanced	19	19	0	36	33
Number of students tested	16	16	13	14	12
5. English Language Learner Students					
Proficient & Advanced					
Advanced					
Number of students tested		1			
6. Alaska Native/American Indian					
Proficient & Advanced					
Advanced					
Number of students tested	3	1	5	4	4
NOTES:					

12AK1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: Standard Based Assessment

Edition/Publication Year: SY07-SY11 Publisher: Data Recognition Corporation

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient & Advanced	94	97	87	94	86
Advanced	71	67	62	66	65
Number of students tested	52	60	60	62	49
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient & Advanced	92	96	82	86	95
Advanced	60	58	54	50	60
Number of students tested	25	24	28	22	20
2. African American Students					
Proficient & Advanced					
Advanced					
Number of students tested				1	
3. Hispanic or Latino Students					
Proficient & Advanced					
Advanced					
Number of students tested		3	1		5
4. Special Education Students					
Proficient & Advanced	85	90	58		64
Advanced	39	50	25		36
Number of students tested	13	10	12	8	14
5. English Language Learner Students					
Proficient & Advanced					
Advanced					
Number of students tested			1		
6. Alaska Native/American Indian					
Proficient & Advanced					
Advanced					
Number of students tested	2	5	4	7	2
NOTES:					

12AK1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Standard Based Assessment

Edition/Publication Year: SY07-SY11 Publisher: Data Recognition Corporation

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient & Advanced	94	100	93	97	90
Advanced	50	48	52	54	45
Number of students tested	52	60	60	63	49
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient & Advanced	92	100	93	93	90
Advanced	36	46	36	52	30
Number of students tested	25	24	28	23	20
2. African American Students					
Proficient & Advanced					
Advanced					
Number of students tested				1	
3. Hispanic or Latino Students					
Proficient & Advanced					
Advanced					
Number of students tested		3	1		5
4. Special Education Students					
Proficient & Advanced	77	100	75		79
Advanced	23	30	17		7
Number of students tested	13	10	12	9	14
5. English Language Learner Students					
Proficient & Advanced					
Advanced					
Number of students tested			1		
6. Alaska Native/American Indian					
Proficient & Advanced					
Advanced					
Number of students tested	2	5	4	7	3
NOTES:					

12AK1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: Standards Bases Assessment

Edition/Publication Year: SY07-SY11 Publisher: Data Recognition Corporation

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient & Advanced	97	82	99	85	95
Advanced	63	48	54	53	48
Number of students tested	65	56	71	55	61
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient & Advanced	92	81	97	81	93
Advanced	46	33	52	43	36
Number of students tested	26	27	29	21	28
2. African American Students					
Proficient & Advanced					
Advanced					
Number of students tested			1		1
3. Hispanic or Latino Students					
Proficient & Advanced					
Advanced					
Number of students tested	5	1	2	5	
4. Special Education Students					
Proficient & Advanced	83	50	90	62	
Advanced	50	0	20	31	
Number of students tested	12	12	10	13	8
5. English Language Learner Students					
Proficient & Advanced					
Advanced					
Number of students tested		1	1		
6. Alaska Native/American Indian					
Proficient & Advanced					
Advanced					
Number of students tested	5	4	7	1	4
NOTES:					

12AK1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: Standards Based Assessment

Edition/Publication Year: SY07-SY11 Publisher: Data Recognition Corporation

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient & Advanced	95	88	93	85	93
Advanced	65	55	46	44	64
Number of students tested	65	56	72	55	61
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient & Advanced	89	89	90	86	86
Advanced	58	44	35	29	46
Number of students tested	26	27	29	21	28
2. African American Students					
Proficient & Advanced					
Advanced					
Number of students tested			1		1
3. Hispanic or Latino Students					
Proficient & Advanced					
Advanced					
Number of students tested	5	1	2	5	
4. Special Education Students					
Proficient & Advanced	75	58	80	62	
Advanced	42	8	10	0	
Number of students tested	12	12	10	13	8
5. English Language Learner Students					
Proficient & Advanced					
Advanced					
Number of students tested		1	1		
6. Alaska Native/American Indian					
Proficient & Advanced					
Advanced					
Number of students tested	5	4	7	1	4
NOTES:					

12AK1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Proficient & Advanced	94	88	91	92	92
Advanced	68	57	51	59	60
Number of students tested	227	231	255	235	227
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	83	86	89	95
Advanced	54	40	45	49	50
Number of students tested	103	106	109	93	97
2. African American Students					
Proficient & Advanced					
Advanced					
Number of students tested	1	1	2	1	2
3. Hispanic or Latino Students					
Proficient & Advanced					
Advanced					
Number of students tested	7	9	6	9	8
4. Special Education Students					
Proficient & Advanced	80	65	71	77	74
Advanced	33	28	30	40	35
Number of students tested	57	53	49	44	48
5. English Language Learner Students					
Proficient & Advanced					
Advanced					
Number of students tested	1	2	2	0	0
6.					
Proficient & Advanced	84	81	90	100	100
Advanced	42	49	54	82	69
Number of students tested	19	16	20	17	13
NOTES:					

12AK1

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Proficient & Advanced	94	82	94	93	92
Advanced	61	40	45	54	59
Number of students tested	242	230	257	236	227
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	92	87	89	91	88
Advanced	51	40	35	42	43
Number of students tested	116	106	109	94	97
2. African American Students					
Proficient & Advanced					
Advanced					
Number of students tested	1	2	2	1	2
3. Hispanic or Latino Students					
Proficient & Advanced	100				
Advanced	60				
Number of students tested	10	6	6	9	8
4. Special Education Students					
Proficient & Advanced	78	72	81	78	77
Advanced	32	20	10	15	24
Number of students tested	55	55	49	45	48
5. English Language Learner Students					
Proficient & Advanced					
Advanced					
Number of students tested	1	3	2	0	0
6.					
Proficient & Advanced	94	100	95	100	100
Advanced	47	53	44	58	57
Number of students tested	17	13	20	17	14
NOTES:					

12AK1