

PART I - ELIGIBILITY CERTIFICATION

12IN2

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

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All data are the most recent year available.

DISTRICT

1. Number of schools in the district 11 Elementary schools (includes K-8)
 (per district designation): 3 Middle/Junior high schools
1 High schools
0 K-12 schools
15 Total schools in district
2. District per-pupil expenditure: 5303

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: 3
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	8	5	13		6	0	0	0
K	57	41	98		7	0	0	0
1	46	56	102		8	0	0	0
2	73	61	134		9	0	0	0
3	60	50	110		10	0	0	0
4	66	51	117		11	0	0	0
5	69	61	130		12	0	0	0
Total in Applying School:								704

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
15 % Asian
3 % Black or African American
1 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
76 % White
4 % 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: 3%
 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.	11
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	8
(3)	Total of all transferred students [sum of rows (1) and (2)].	19
(4)	Total number of students in the school as of October 1, 2010	704
(5)	Total transferred students in row (3) divided by total students in row (4).	0.03
(6)	Amount in row (5) multiplied by 100.	3

8. Percent of English Language Learners in the school: 5%
 Total number of ELL students in the school: 38
 Number of non-English languages represented: 9
 Specify non-English languages:

Japanese, Spanish, Mandarin (Sichuanese), Korean, Telugu, Urdu, Gujarati, Malayalam, Punjabi

9. Percent of students eligible for free/reduced-priced meals: 3%
 Total number of students who qualify: 20

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: 11%
 Total number of students served: 74

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>11</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>6</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>11</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>33</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>6</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>1</u>
Classroom teachers	<u>30</u>	<u>2</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>8</u>	<u>4</u>
Paraprofessionals	<u>10</u>	<u>2</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>13</u>	<u>2</u>
Total number	<u>62</u>	<u>11</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 23:1

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	97%	97%	97%	97%	96%
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?

By respectfully engaging all stakeholders, Carmel Clay Schools is an inclusive school system that enables students to experience excellence, educates each student to realize his/her potential, and encourages students to explore opportunities in a global society. Our district vision, **Experience excellence...Explore opportunities...Realize potential**, is in clear sight by Smoky Row students, staff, and families on a daily basis. Smoky Row Elementary, along with the other 14 Carmel Clay schools, has earned district accreditation from AdvancED, the most rigorous school accreditation organization in the United States. Full district accreditation signals the commitment of our school to continuous improvement. We focus on meeting the highest research-based standards through an on-going, demanding, quality assurance process. The mission of Smoky Row is to provide a safe and appropriate learning environment where student needs are met, and where the educational programs and standards of the Carmel Clay Schools are implemented in order to effectively prepare students for the demands of today as well as the future!

Smoky Row is one of eleven elementary schools in the district of Carmel Clay and is located in the western part of Clay Township in Carmel, Indiana. The City of Carmel is one of the fastest growing cities in Indiana. Located just north of Indianapolis in Hamilton County, Carmel is a dynamic edge city with award-winning schools, thriving businesses and family-oriented neighborhoods. The city is committed to preserving its vitality through controlled expansion and prudent planning. A newly-released, coffee table style book, Carmel 'round about right, chronicles this city's incredible tale of growth and development with vivid text and vibrant photography. CNBC recently voted Indianapolis/Carmel "Best Cities to Relocate to in America". Carmel was also voted #14 best place to live by CNN Money Magazine.

The eighth elementary school to be built in the district, opened in the fall of 1992. Smoky Row serves over 700 students and their families. Our school's programs include Early Childhood, Kindergarten, and first through fifth grades. The building contains 29 general education classrooms, 3 high achieving/gifted and talented classrooms, 2 computer labs, a large group instruction area, as well as areas designed for art, music, and physical education. Smoky Row also has a large, open access media center that serves as a hub for reading and research. We provide special education resource programs which include an early childhood developmental classroom, two speech and language resource classrooms, as well as classroom support for hearing and visually impaired students. Smoky Row is located on fifteen acres, which includes a wetlands outdoor lab area. We offer several enrichment and after school activities for our students which include Orff Ensemble, Spell Bowl, Math Bowl, Math Pentathlon, iTech, SRE news studio, Art Club, Green Club, Wellness Committee, Student Council, and our Geography Club.

Our school is committed to providing quality education that aligns with and exceeds the Indiana State Standards. We have also begun the implementation of the Common Core Standards. Smoky Row continues to rise to the top in the performance of ISTEP+standardized testing. In 2010-2011, Smoky Row performed second in the state on ISTEP+ testing. Our student learning goal, *all students will read, comprehend, and respond to complex literacy and informational texts as measured by the various criteria*, is a major focus for all teachers at Smoky Row. We benchmark students three times a year and implement scientifically researched programs to use for remediation in reading, math, and writing for all students falling close to or below grade level. We progress monitor students twice a month and collaborate with grade level teams to ensure we are providing the best possible differentiated instruction, along with best practices, to meet the needs of all students.

Smoky Row also supports and teaches all students and family members to actively reject bullying in our school. We kicked off a program in 2010 entitled, "Step up and Speak up: Be a Friend not a Bully". This program was created by our Positive Behavior Support Team and implemented into every classroom by administration and staff members. Every student vowed to end bullying and the entire Smoky Row family

wore rubber bracelets with our logo on them. This year we have focused on "being a friend" with teacher-led activities and shared ways to be a better friend every day on our morning student-led announcements.

Smoky Row Elementary not only excels in the academic standards our state offers, but we strive to accomplish academic excellence by leading the state and nation in becoming leaders of the 21st century. We have a clear focus on meeting the individual learning needs of all students. We provide professional development and specialized training to staff as a springboard to student success. We recognize the importance of the family/school relationship and are committed to quality communication with all stakeholders. For these reasons and many more, we are delighted to be nominated and deserve the highest distinction as a National Blue Ribbon School!

1. Assessment Results:

Established in 1987, the Indiana Statewide Testing for Educational Progress Plus (ISTEP+) is the standardized assessment Indiana public school students participate annually. Districts administer the test yearly to all students in Grades 3–8. The purpose of the mandatory *Indiana Statewide Testing for Educational Progress Plus (ISTEP+)* program is to measure student achievement in the subject areas of English/Language Arts, Mathematics, Science (Grades 4 and 6 only), and Social Studies (Grades 5 and 7 only). In particular, *ISTEP+* reports student achievement levels according to the Indiana Academic Standards that were adopted in November 2000 by the Indiana State Board of Education. An Applied Skills Assessment and a Multiple-Choice Assessment, which are required components of the *ISTEP+* program, are used to measure these standards. Cut scores are set for each grade level in each subject tested.

Students demonstrate proficiency by exceeding the pre-determined cut scores. Students who exceed the cut score are determined to have reached or exceeded proficiency in the tested area. These students are ranked either “Pass” or “Pass+”. Passed+ indicates a high level of proficiency as determined by an additional cut score. Students who did not meet the tested proficiency are ranked “Did Not Pass”.

Upon the return of the state assessments each year, Smoky Row administrators meet with every grade level team to review student results, specifically looking for strengths and weaknesses in instruction and learning. Student achievement data is disaggregated by AYP (Adequate Yearly Progress) sub categories or cohorts. The data for each cohort is analyzed by comparing grade level groups and by comparing data for cohorts and individual students against itself from year to year. The data is used to determine progress toward learning goals. Smoky Row develops a school profile that becomes the basis for refining student achievement goals. We identify strategies and interventions that will ensure that the students meet the specific learning goals. This plan is supported by an ongoing, job-embedded professional development plan. This also includes before and after school tutoring sessions aimed at targeted skills for students who did not meet or exceed their grade level goal.

Smoky Row students have consistently scored well on statewide standardized assessments but we have earned exceptional scores for the 2010-2011 school year scoring second highest in the state of Indiana with 97.3% of students passing. A five year trend shows 90% or greater of all third, fourth, and fifth grade Smoky Row students have scored above the ISTEP+ benchmark for Math and Language Arts. Another remarkable trend shows 70% of third grade students and 78% of fifth grade students received a pass + on the math portion of the ISTEP+ in 2011.

Although Smoky Row has closed the achievement gap in the special education subgroup by as much as 20% in past years, Smoky Row continues to make this sub group a priority. Weekly scheduled meetings that include our special education teachers, school psychologist, occupational and physical therapist, speech and language teachers, student services coordinator, and administrators are held to discuss and implement strategies to ensure success for each student receiving resource services. Special education teachers also collaborate weekly with general education teachers to review, modify, and support lesson plans to aid with the success of students.

The number of special education students has decreased at Smoky Row in the past five years due to concentrated efforts to create a Building Based Team (BBT) which consists of general education teachers, resource teachers, therapists, administrators, and our full-time student service coordinator. This team

meets with classroom teachers to provide educational or behavioral support for struggling students. Ideas and strategies are developed which build on each child's strengths and specific needs. The team works in a collaboration model to create a plan of action that will support the child's needs and monitor his/her progress. The team meets on an ongoing basis, as appropriate for the child, to see how the plan is working and make need changes. This proactive collaboration not only ensures success with struggling students, it has reduced the number of special education referrals for Smoky Row.

2. Using Assessment Results:

The staff at Smoky Row Elementary collects and analyzes student performance data and compares it with our school, district, and state goals to determine academic direction. Various action groups and decision makers are in place monitoring and documenting which include the division of curriculum, instruction, and assessment, lead teacher working groups, grade level meetings teams, and administration teams. Focused decision making that has emerged from the analysis undertaken by these groups (e.i.: identification of effective RtI strategies across three tiers; selection of intervention best practices; analyzing subgroups objective strands) led to across the board professional development and the start of implementation of improved professional practice. The professional development occurs in team collaboration, staff meetings, grade level release time, and individual teacher development with the instructional specialist. Reflection upon the effects of these improvements is an embedded function of the action groups and of the work of individual teachers. Data is the metronome by which our school stays up tempo about improving academic achievement for all of our students. The active pursuit of data about the academic progress of each student is the foundation from which Smoky Row builds its approach to RtI and its utilization of the BBT (Building Based Team) process.

Smoky Row implements a balanced assessment system that utilizes assessment of and for the learning to serve the needs of all students. The components of our assessment system include a variety of high quality and accurate assessments; frequent, descriptive feedback to guide teaching and learning; reporting that reflects evidence of the student's current level of achievement; engaging students in reflection and goal setting; and communication with all stakeholders. The data that emerges about achievement is both shared and implemented so that continuous improvement occurs when it comes to our practice and results. Through professional development, staff members at Smoky Row have the opportunity to access and disaggregate data to drive the selection and implementation of best practices instruction for our students.

Effectiveness of the core curriculum and its impact on individual students is measured by end-of-course (standards-based) common assessments. Dibels Next curriculum-based measures (CBM) are used for universal screening of all K-5 students in early literacy, fluency, and reading comprehension. These nationally and locally normed assessments identify specific students who are not making sufficient academic growth as well as evaluate the effectiveness of the core curriculum in terms of helping all students develop basic literacy skills. Additionally, the instructional reading level is also benchmarked for all K-5 students twice yearly using the Developmental Reading Assessment (DRA) in kindergarten and the READS test in grades one through five. An assessment schedule is created to ensure systematic benchmarking and progress monitoring.

Students who do not meet benchmark on these key assessments are afforded targeted, research-based interventions. Their progress is frequently monitored using CBMs to ascertain progress and adjust instruction accordingly. Smoky Row staff is trained in the district's three tiered Response to Intervention (RtI) model for students who do not respond adequately to core instruction. Problem solving teams follow established protocols to determine intervention needs and the appropriate level of support for individual students and to monitor students' response to intervention efforts. A wide variety of scientifically researched-based reading interventions are utilized to address explicitly identified learning deficits. Tier One interventions usually occur within the general education classroom while students are pulled out of their classrooms for Tier Two and Tier Three interventions. Progress is monitored every one to two weeks depending on the severity of the need and the intensity of the intervention. Teachers are continually offered training on different interventions to ensure fidelity of implementation and optimize results for

student learning.

Our school sees parents and the community as valuable partners in holding Smoky Row accountable for student achievement and for monitoring our progress toward this end. Individual student progress is reported through parent teacher conferences, student report cards issued two to four times per year, and ISTEP+ parent records. Through myCCS, a web-based communication tool available to students, parents, and staff, parents and students have the opportunity to review student grades throughout each grading period.

Results on all standardized assessments are reported to, and monitored by, the Curriculum, Instruction, and Assessment Division and the Smoky Row School Improvement Council (SIC). Using these results, we work to refine and adjust achievement goals. These goals, reflected in the PL221 School Improvement Plan (SIP), emphasize continuous improvement toward the NCLB goal of having all children achieving benchmarks in 2014.

3. Sharing Lessons Learned:

Smoky Row Elementary School plays an active role in sharing successful student achievements and strategies with other schools in the district as well as all associated professional organizations. We feel an obligation to do all that we can to share our celebration stories as well as "lessons learned" in the growing and continual improvement process that every school finds themselves. We know that we get our best ideas from schools that are most like us as well.

By building our own school leaders "in-house" first, we make the whole stronger and better equipped to contribute to a wider circle of influence. Best practices are shared at every collaborative meeting. A common planning time as well as a specified weekly meeting time for each grade level is a vehicle for sharing student data and best daily practices with a close-knit team. Twice a month collaboration meetings with administrators and/or our instructional specialist center around student data notebooks. Common student data is shared and discussed. We celebrate and share specifics in trends and noted group achievements. We also look deeper into those skills and subsets of skills that are a struggle for groups of students. These are all examples of protected time in which student achievement data takes front and center stage.

The school leadership team consists of four teachers who represent Smoky Row in district level teacher collaborations to discuss and analyze teaching strategies, best practices, and classroom successes with other teacher leaders in the district. A recent success shared from our school highlighted "Learning Walks" created by the leadership team that took classroom teachers out of their grade level and provided the opportunity to visit other grade levels in the building to observe teaching strategies and best practices within our school. Debriefing sessions were then held for teachers to discuss cross-grade level strategies and instructional practices that can be built upon with stronger and intentionally-focused shared professional collaboration meetings.

Many of our teachers serve on district level committees where they are awarded the opportunity to share successes and participate in curriculum development, technology strategies, common core standards mapping, behavioral program development, and to create and lead professional development activities for district teachers.

Our administrative team also meets with other district administrators at least twice a month for professional development on specific issues related to common student learning goals. The superintendent, his cabinet, and supervisors all lead these meetings to discuss, review, and assess individual school as well as district student achievement. These intentional professional development opportunities for school leadership teams have equipped and empowered us to live up to the designation of Instructional Leaders. By embedding this system-wide improvement process in such a systematic and sustainable fashion, ALL students across our district have benefited.

Smoky Row teachers and administrators serve on local and national committees such as the Hamilton County Reading Council, Kappa Delta Pi, Who's Who Among American Educators, Indiana Speech, Language and Hearing Association, American Speech, Language and Hearing Association, Indiana School Social Work Association, and Indiana State Reading Association.

When we stop to take a look back at the road to continuous improvement, we feel a great sense of pride and accomplishment. We expect our students to face daily rigor in the classroom. This is no easy challenge when working with an accomplished and able group of learners. Every stakeholder understands that in order to give each child the future that he/she deserves, it is up to us to provide an educational program and learning environment that prepares them for challenges not yet known. We also understand that in this global society, it is up to all of us to make sure that every child, in every corner of this nation, receives nothing less.

4. Engaging Families and Communities:

Strong relationships between our school and our stakeholders are evident in many areas. Parent forums help communicate Smoky Row's vision and promote educational partnerships. We have a vested interest in communicating to all stakeholders regarding student performance. A variety of electronic, print, and audio resources are used to communicate with all members of the Smoky Row community. Beginning in 2006, Smoky Row redesigned their web presence to create a comprehensive website which takes advantage of Web 2.0 technologies to share knowledge and data with all stakeholders. The website, which utilizes audience based navigation, provides building level data and provides access to individual performance results for students and their parents and teachers through a password protected portal. Press releases focusing on student performance results, activities, and upcoming events are updated on the website on a daily basis. The website also provides survey tools, policies, streaming video and unified calendars. The site is structured so that stakeholders receive only information specific to their needs.

Each Smoky Row employee also plays a critical role in communicating with stakeholders. Email and voicemail are supplied to members of the staff to aide in the communication efforts. Both of these tools are available to staff members from within and outside of the district. Teaching staff also have access to grading tools with capabilities to share daily progress with parents via email and online portal.

During the 2007-2008 school year, our district replaced the automated calling system used to notify stakeholders of student achievement, attendance, opportunities and school operations with a new, more robust system which is widely used by Smoky Row administrators. This new system is capable of reaching parents through e-mail as well as home, work and cell numbers. These alerts not only notify parents of changes in procedures, but also for distribution of newsletters, data and educational opportunities for students. Feedback indicates the system is well received by both parents and staff.

Our Smoky Row Rockets take the lead on serving those in need and less fortunate throughout our community and beyond. The twenty-four elected student representatives who serve on the Student Council, vote on causes that we support throughout the school year. Those entities that have received our support over the last several years include: Peyton Manning Children's Hospital, Riley Children's Hospital, Make a Wish Foundation, our local Leukemia and Lymphoma Society, the Hamilton County Red Cross, and the Marion County Human Society. Our school and our PTO have a long-standing commitment to our sister school in the Indianapolis Public School system, PS # 10-Brookside Elementary. Each year, we send school supplies, gently used games and books, as well as coats, hats, gloves, and mittens to our downtown friends.

The Smoky Row Parent Teacher Organization serves as a critical link in the communication between the administration, staff and teachers and the parents of our students. The PTO also serves as a resource for assistance to various school programs including funding and volunteer help. The organization plays a vital role in providing programs such as Everybody Counts, the Smoky Row Carnival, Movie

Night, Grandparents Day, Track and Field Day, educational enrichment programs, Colonial Day, and all fundraising activities. The PTO provides financial support and grants to assist teachers with classroom enrichment materials and activities. Parent volunteers contribute thousands of hours to support the Smoky Row community and our students every year.

1. Curriculum:

The Carmel Clay Schools curriculum is designed to foster the highest academic achievement for all students. The curriculum is regularly evaluated and revised through formal program evaluation to support our district's vision: Experience excellence... Explore opportunities... Realize potential. Thus, our district's systematic pursuit of excellence is embodied at Smoky Row Elementary School, where the curriculum is aligned to Common Core State Standards (CCSS) for Mathematics and English Language Arts. These standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers.

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.

The core curriculum resources for Smoky Row Elementary School are as follows:

Reading/Language Arts

- Balanced Literacy Framework using Rigby Literacy by Design
- Zaner-Bloser Handwriting
- 6 + 1 Writing Traits
- Rigby Literacy by Design Spelling
- Pearsons Words Thier Way
- Cesars English

Math

- Everday Math
- Otter Creek Math Fact Mastery

Science

- Incorporated with themes in Rigby Literacy by Design
- FOSS
- STC Science Curriculum

Social Studies

- TCI Social Studies

Music

- National Standards for Music Education
- Orff SchulwerkSchulwerk
- The music curriculum at Smoky Row Elementary utilizes the approach to teaching and learning music known as Orff Schulwerk, and follows the guidelines set forth by Carmel Clay Schools and the Indiana State Music Standards. Orff Schulwerk is total, active involvement in music-making that incorporates speech, singing, movement, and instrument playing in a creative environment. It develops the whole child with a balance of emotional and intellectual stimulation.

Wellness

- Fitness Gram
- In the Smoky Row physical education program, fitness is stressed and emphasized as a lifetime goal. Fitness testing is done twice a year, and students are challenged to set goals for themselves and work on their goal throughout the school year. Skills and skill development will also be a large part of the physical education program. Class time will be spent covering units such as soccer, basketball, hockey and volleyball, as well as trying new skills that will challenge the students' skill development.

Visual Arts

- The Art curriculum at Smoky Row Elementary is based on the Disciplined Based Art Education approach and follows the guidelines of the Carmel Clay Fine Arts Standards and the Indiana Visual Art Standards. DBAE is structured to include the four main disciplines which are Art History, Art Aesthetics, Art Criticism, and Art Production.

2. Reading/English:

The Smoky Row Elementary reading curriculum is designed to foster the highest academic achievement for all students. The curriculum is regularly evaluated and revised through formal program evaluation to support our district's vision. Our teachers offer a research-based balanced literacy curriculum to ensure that students reach the highest standards in reading, writing, and speaking that are essential to their success in an information-rich world. Through immersion in a wide variety of fiction and non-fiction texts, students learn to comprehend, analyze, and evaluate text, communicate effectively, and enjoy the enrichment that reading and writing affords in their daily lives. Instruction time is carefully allocated and protected from interruption to maximize student learning. Our schedule is based on a master template to ensure that district expectations for 150 minutes minimum daily literacy instruction are implemented with fidelity. During this literacy block, teachers differentiate balanced literacy instruction which includes whole group reading, guided groups, word work, student-teacher conferencing, peer cooperative learning, phonemic awareness and pre-reading skills, and guided writing approach.

Struggling students are identified as reading below grade level benchmarks by using curriculum based measures, guided reading levels, READS benchmarks, teacher observation, and classroom performance and afforded targeted, research-based reading interventions. Problem-solving teams follow established protocols to determine intervention needs and the appropriate level of support for individual students and

to monitor students' response to intervention supports. A wide variety of scientifically research-based reading interventions are utilized to address explicitly identified learning deficits. Tier One interventions usually occur within the general education classroom while students are pulled out of their classroom for Tier Two and Tier Three interventions. Progress is monitored every one to two weeks depending on the severity of the need and the intensity of the intervention. The district offers training on the different interventions to ensure fidelity of implementation and optimize results for student learning.

3. Mathematics:

The 2003 Math Program Evaluation focused on specific data-based recommendations for student achievement which included development of common assessments, use of formative as well as summative assessments, greater emphasis on open-ended problem solving, additional opportunities for written and oral expression of mathematical thinking, on-going professional development in mathematics instruction, and a rigorous and consistent schedule for math instruction including 75 minutes of protected daily instruction. The effects of these changes were initially noted in increased ISTEP+ scores as well as by teacher observation. The math ISTEP scores at Smoky Row increased from 92.3% passing in 2006-2007 to 97.5% passing in 2010-2011. This same year, 70% of third grade students and 78% of fifth grade students earned a pass+ on the math portion of ISTEP.

Everyday Mathematics, the adopted curriculum, is a researched-based math curriculum that utilizes a spiral approach to teaching multiple methods and diverse problem solving strategies that produce lifelong mathematical thinkers. Universal screening measures in early numeracy and computation skills are used to determine students achieving below grade level expectation. As deficits in mathematics are identified, interventions are offered before, during, and after school via whole group, small group, and individual instruction. Research-based mathematics interventions may include Number Worlds, Moving with Mathematics, and most recently, ALEKS program that provides specific and individualized instruction which utilizes a comprehensive data collection piece with regular assessments and progress monitoring tool.

4. Additional Curriculum Area:

Media/Information Literacy: The district information services department coordinates and ensures ready access to instructional technology, information and media services, and materials needed for effective instruction. Guided by information literacy standards, the staff provides leadership and support to create an environment in which students learn the skills needed to be successful in a technological society.

We are extremely proud of our world-class media center and the direct affect it has on our school's mission! Our library is staffed with a full-time media specialist and numerous volunteer assistants. The media center is open access so that students can visit throughout the day in addition to regularly scheduled times. Our media specialist and our full-time technology assistant collaborate weekly with classroom teachers to provide a variety of resources to support the curriculum as well as students' independent reading. All full-time students spend 80 minutes a week in scheduled activities between the media center and the computer lab.

Our school strives to create a thriving literacy environment in which the media center serves as the "hub". Our program goals are for students to become effective users of ideas and information while achieving all standards as set by our corporation. In addition we want to cultivate a love of reading, provide a broad range of quality resources to support recreational reading habits, teach them to become ethical and effective users of print, and encourage every child to develop a thirst for knowledge.

These valuable life-long skills then carry over into daily classroom practices. By infusing informational technology and literacy skills into the everyday classroom practices, specific content areas provide an

authentic context in which students practice these newly acquired skill sets to access, evaluate, generate, and communicate with information in an highly efficient and effective manner. The incredible academic success that our students are having on a personal level stands in testimony to the importance of a thriving media center.

5. Instructional Methods:

Assessment data are used to drive small group, differentiated instruction in general education classrooms as well as special service programs such as RtI, gifted, ENL, and special education. For example, all students receive differentiated reading instruction in flexible, small groups that is based on particular needs as well as whole group, grade level instruction. Research-based practices as outlined in Strategies That Work, Hattie and Goudvis and Best Practices, New Standards for Teaching and Learning in America's Schools, by Zeleman, Daniels, and Hyde are used as a driving force to impact our daily instruction. The entire staff work together to provide individual or modified curriculum to meet the needs of students who are identified as special education students, English Language Learners, and students in the RtI process. In addition to a strong commitment to teacher excellence, Smoky Row offers instructional assistants professional development opportunities that target the needs of unique student populations. Special education, ENL, class size IA's and technology support staff receive training and ongoing support to ensure the rigorous curriculum is properly implemented.

A variety of standardized and local common assessments are also used to identify students who need additional rigor and challenge in their academic program. Their unique learning needs, ranging from specific academic strengths in language arts or mathematics to general intellectual giftedness, are addressed through multiple delivery systems. These include differentiated instruction within the general education classroom, subject specific advanced classes, and full time, self-contained programming for highly gifted students.

6. Professional Development:

The most important allocation of our resources and services is funneled into recruiting, hiring and retaining the very best professionals available. Our students and the community that we serve deserve nothing less.

All certified and non-certified staff participate in job-embedded and ongoing professional development related to their particular job responsibilities as reflected in school improvement and student learning goals. During annual retreats and bi-monthly meetings, all administrators participate in book studies and other professional development on specific issues related to student learning goals. Smoky Row Lead Teachers increase their content expertise and leadership skills using these same processes during regular meetings with their peers and district leaders. Monthly school staff meetings and team meetings focus on professional development and are usually led by administrators and/or teachers. Topics studied at monthly meetings support school learning goals for students and are often a continuation of topics studied in greater depth during grade level collaborations. All staff members collaborate regularly in Professional Learning Communities or teams to continue their professional learning, deepen their knowledge of best practices, and advance their leadership skills in curriculum and instruction.

Much of our "in-house" professional development centers around the ongoing monitoring of our student's academic and behavioral progress. Teachers use a variety of assessments to regularly monitor classroom achievement. This student data is kept in a binder and brought to the grade-level collaboration meetings to discuss adjustments for individuals, small groups, and even entire class goals. When any part of the whole is failing to attain specific skills necessary to achieve grade-level standards that "group" becomes the focus for the grade level discussions. Our goal, of course, is to prevent student failure by intervening in a timely and urgent manner. By collectively accessing and desegregating grade-level data, classroom practices and strategies become extremely reactive to the successes and challenges as noted for each child.

Our Smoky Row teachers are given multiple opportunities throughout the year to go on building "learning walks" to visit peer classrooms during peak instructional periods. All teachers are also given substitute days to visit other in-district elementary and middle school buildings to observe specific strategies or classroom practices that have proven effective in meeting all school and/or professional goals. Differentiated, job-embedded professional development is provided to all teachers and staff from our instructional specialist. All of these mentioned activities afford teachers the continuing education to facilitate the implementation of researched best-practices, sound instructional activities, and to promote innovation and creativity while assisting all students in realizing their full potential.

7. School Leadership:

Our Smoky Row leadership team, consisting of the principal, assistant principal, and the Lead Teachers, has a laser-like focus; the daily pursuit of excellence for each child. Our corporation mission statement is our compass: **Experience Excellence. . .Explore Opportunities. . .Realize Potential.** It is our job as leaders to cultivate an environment that garners a deep commitment to and personal ownership of our mission. This ideal manifests itself through a comprehensive assessment system that identifies individual student needs, which in turn, provides reliable and current data for curricular planning.

As leaders, we work with every stakeholder to continuously analyze and interpret student data. From that point, effective structures from within must be put in place that make closing achievement gaps our highest collective priority. The principal and assistant principal support and monitor all programming to assure effectiveness and efficiency to this means. It takes a collaborative working environment to ensure that the constant focus remains squarely on student outcomes. Tracking best practices, implementing a rigorous standards-based curriculum, visiting exemplary peer classrooms, and employing assessments that measure of and for learning are all fundamental in building a community of vibrant learners.

The entire leadership team works hand-in-hand with our Parent Teacher Organization to allocate all available resources to student needs. To this end, an intentional and collaborative effort is made each year in May when building our school and PTO budgets as well as both activity calendars. By marshaling and directing all human, professional, and monetary resources available, our common pursuit of high academic student achievement is realized.

Weekly teacher to parent newsletters, monthly PTO electronic newsletters, and teacher-created websites are specific ways in which we communicate our mission, goals, and specific student achievement with our immediate stakeholders. A professionally designed Smoky Row web-site provides general student data and information to our students, parents, staff, and community. With a link to each teacher's website, parents and community members can locate more specific information that highlights grade level and classroom achievements.

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

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Sep	Sep
SCHOOL SCORES					
Pass and Pass +	96	90	95	94	93
Pass Plus	70	44	46	18	28
Number of students tested	110	105	138	114	105
Percent of total students tested	100	99	99	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					
Pass and Pass +					
Pass Plus					
Number of students tested	7	4	4	1	1
2. African American Students					
Pass and Pass +					
Pass Plus					
Number of students tested	3	5	2	2	3
3. Hispanic or Latino Students					
Pass and Pass +					
Pass Plus					
Number of students tested	2	1	2	1	1
4. Special Education Students					
Pass and Pass +	70	60	83	73	69
Pass Plus	40	20	30	0	0
Number of students tested	10	10	23	11	13
5. English Language Learner Students					
Pass and Pass +		100			
Pass Plus		80			
Number of students tested	2	10	9	8	6
6. Asian					
Pass and Pass +	100	93	100		
Pass Plus	70	79	79		
Number of students tested	10	14	19	8	7
NOTES:					

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

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Sep	Sep
SCHOOL SCORES					
Pass and Pass +	98	94	93	94	94
Plus	44	30	30	26	28
Number of students tested	110	105	138	114	105
Percent of total students tested	100	99	98	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					
Pass and Pass +					
Plus					
Number of students tested	7	4	4	1	1
2. African American Students					
Pass and Pass +					
Plus					
Number of students tested	3	5	2	2	3
3. Hispanic or Latino Students					
Pass and Pass +					
Plus					
Number of students tested	2	1	2	1	1
4. Special Education Students					
Pass and Pass +	80	70	78	91	62
Plus	30	10	0	0	0
Number of students tested	10	10	23	11	13
5. English Language Learner Students					
Pass and Pass +		100			
Plus		60			
Number of students tested	2	10	9	8	6
6. Asian					
Pass and Pass +	100	100	100		
Plus	60	50	47		
Number of students tested	10	14	19	8	7
NOTES:					

12IN2

STATE CRITERION-REFERENCED TESTS

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

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Sep	Sep
SCHOOL SCORES					
Pass and Pass +	98	98	92	91	92
Pass plus	48	55	42	30	40
Number of students tested	105	142	130	104	125
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					
Pass and Pass +					
Pass plus					
Number of students tested	3	8	2	1	
2. African American Students					
Pass and Pass +					
Pass plus					
Number of students tested	5	2	2	3	1
3. Hispanic or Latino Students					
Pass and Pass +					
Pass plus					
Number of students tested	1	3			1
4. Special Education Students					
Pass and Pass +	90	91	65	60	72
Pass plus	30	52	18	0	1
Number of students tested	10	23	17	10	18
5. English Language Learner Students					
Pass and Pass +	91	92			
Pass plus	60	45			
Number of students tested	11	12	7	6	6
6. Asian					
Pass and Pass +	94	100			
Pass plus	82	76			
Number of students tested	16	21	9	7	6
NOTES:					

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

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Sep	Sep
SCHOOL SCORES					
Pass and Pass +	97	98	96	94	93
pass plus	46	43	37	18	28
Number of students tested	105	142	130	104	126
Percent of total students tested	100	99	100	100	100
Number of students alternatively assessed	3				
Percent of students alternatively assessed	1				
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass and Pass +					
pass plus					
Number of students tested	3	8	2	1	
2. African American Students					
Pass and Pass +					
pass plus					
Number of students tested	5	2	2	3	1
3. Hispanic or Latino Students					
Pass and Pass +					
pass plus					
Number of students tested	1	3			1
4. Special Education Students					
Pass and Pass +	60	91	76	60	72
pass plus	20	26	12	0	1
Number of students tested	10	23	17	10	18
5. English Language Learner Students					
Pass and Pass +	91	83			
pass plus	50	33			
Number of students tested	11	12	7	6	6
6. Asian					
Pass and Pass +	100	100			
pass plus	67	52			
Number of students tested	16	21	9	7	6
NOTES:					

12IN2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 5 Test: Indiana Staewide Testing for Educational Progress-Plus
Edition/Publication Year: N/A Publisher: CTB McGraw-Hill LLC

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Sep	Sep
SCHOOL SCORES					
Pass and Pass +	98	96	96	92	94
Pass Plus	78	75	62	53	41
Number of students tested	138	132	123	119	121
Percent of total students tested	100	99	99	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass and Pass +					
Pass Plus					
Number of students tested	6	7	4	1	2
2. African American Students					
Pass and Pass +					
Pass Plus					
Number of students tested	4	2	4		4
3. Hispanic or Latino Students					
Pass and Pass +					
Pass Plus					
Number of students tested	4				1
4. Special Education Students					
Pass and Pass +	88	81	79	47	79
Pass Plus	56	50	14	20	14
Number of students tested	16	16	14	15	14
5. English Language Learner Students					
Pass and Pass +	100				
Pass Plus	69				
Number of students tested	13	7	6	6	6
6. Asian					
Pass and Pass +	100	100			100
Pass Plus	94	92			60
Number of students tested	18	12	8	6	10
NOTES:					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Indiana Statewide for Educational Progress-Plus

Edition/Publication Year: N/A Publisher: CTB-McGraw Hill-LLC

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Sep	Sep
SCHOOL SCORES					
Pass and Pass +	96	95	95	93	98
Pass Plus	53	48	35	18	29
Number of students tested	99	132	123	119	121
Percent of total students tested	99	99	99	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass and Pass +					
Pass Plus					
Number of students tested	6	7	4	1	2
2. African American Students					
Pass and Pass +					
Pass Plus					
Number of students tested	4	2	4		4
3. Hispanic or Latino Students					
Pass and Pass +					
Pass Plus					
Number of students tested	3				1
4. Special Education Students					
Pass and Pass +	88	75	79	67	86
Pass Plus	19	13	14	0	7
Number of students tested	16	16	14	15	14
5. English Language Learner Students					
Pass and Pass +	92	100			
Pass Plus	69	100			
Number of students tested	13	17	6	6	6
6. Asian					
Pass and Pass +	100	100			100
Pass Plus	72	92			70
Number of students tested	18	12	8	6	10
NOTES:					

12IN2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Sep	Sep
SCHOOL SCORES					
Pass and Pass +	97	95	94	92	92
Pass Plus	66	58	49	34	36
Number of students tested	353	379	391	337	351
Percent of total students tested	100	99	99	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					
Pass and Pass +	87	65	100		
Pass Plus	43	16	0		
Number of students tested	16	19	10	3	3
2. African American Students					
Pass and Pass +	100				
Pass Plus	33				
Number of students tested	12	9	8	5	8
3. Hispanic or Latino Students					
Pass and Pass +					
Pass Plus					
Number of students tested	7	4	2	1	3
4. Special Education Students					
Pass and Pass +	83	81	76	58	73
Pass Plus	44	44	22	8	4
Number of students tested	36	49	54	36	45
5. English Language Learner Students					
Pass and Pass +	96	96	90	100	100
Pass Plus	63	70	58	70	39
Number of students tested	26	29	22	20	18
6. Asian					
Pass and Pass +	97	97	100	95	94
Pass Plus	84	80	86	61	52
Number of students tested	44	47	36	21	23
NOTES:					

12IN2

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Sep	Sep
SCHOOL SCORES					
Pass and Pass +	97	95	94	93	95
Plus	47	41	33	20	28
Number of students tested	314	379	391	337	352
Percent of total students tested	99	99	99	100	100
Number of students alternatively assessed	3	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					
Pass and Pass +	93	100	90		
Plus	19	15	0		
Number of students tested	16	19	10	3	3
2. African American Students					
Pass and Pass +	91				
Plus	49				
Number of students tested	12	9	8	5	8
3. Hispanic or Latino Students					
Pass and Pass +					
Plus					
Number of students tested	6	4	2	1	3
4. Special Education Students					
Pass and Pass +	78	81	77	72	73
Plus	22	18	7	0	2
Number of students tested	36	49	54	36	45
5. English Language Learner Students					
Pass and Pass +	92	94	95	96	100
Plus	59	69	36	40	50
Number of students tested	26	39	22	20	18
6. Asian					
Pass and Pass +	100	100	100	95	100
Plus	67	61	47	59	52
Number of students tested	44	47	36	21	23
NOTES:					

12IN2