

PART I - ELIGIBILITY CERTIFICATION

12OK3

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 1 Elementary schools (includes K-8)
 (per district designation): 1 Middle/Junior high schools
 1 High schools
 0 K-12 schools
 3 Total schools in district
2. District per-pupil expenditure: 9405

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: 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	16	17	33		6	0	0	0
K	14	12	26		7	0	0	0
1	16	21	37		8	0	0	0
2	11	19	30		9	0	0	0
3	10	21	31		10	0	0	0
4	20	9	29		11	0	0	0
5	19	9	28		12	0	0	0
Total in Applying School:								214

6. Racial/ethnic composition of the school: 6 % American Indian or Alaska Native
0 % Asian
1 % Black or African American
15 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
78 % White
0 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 22%

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.	21
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	26
(3)	Total of all transferred students [sum of rows (1) and (2)].	47
(4)	Total number of students in the school as of October 1, 2010	217
(5)	Total transferred students in row (3) divided by total students in row (4).	0.22
(6)	Amount in row (5) multiplied by 100.	22

8. Percent of English Language Learners in the school: 0%

Total number of ELL students in the school: 0

Number of non-English languages represented: 0

Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 69%

Total number of students who qualify: 148

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 15%

Total number of students served: 33

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>3</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>22</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>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>15</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>4</u>	<u>1</u>
Paraprofessionals	<u>4</u>	<u>1</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>7</u>	<u>0</u>
Total number	<u>31</u>	<u>2</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:

14:1

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	95%	95%	95%	94%	94%
High school graduation rate	0%	0%	0%	0%	0%

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

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?

PART III - SUMMARY

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Waurika is a small rural community located in southern Oklahoma. Waurika Elementary is a Pre-K -5 Title I school with an enrollment of 214 students, 69% being on free/reduced lunches. The average income of parents of students in Waurika Elementary school is \$15,327.

Our goal, in striving for excellence, is to help students achieve the school mission: To become secure, self-reliant individuals recognizing the significance of one's life and ability to contribute to society. Students' situations are NOT allowed to be an excuse for failure. Before students can be successful, basic needs must be met. Waurika Elementary students are provided with a healthy breakfast and lunch. Students needing food for weekends, receive backpacks of food provided by the "Food 4 Kids" program. Using "Great Expectations" methodology, we believe that all children can learn and are passionate about creating a secure environment of mutual respect, building self esteem, and high expectations. Having satisfied students physiological and security needs, students are given a sense of love and belonging from compassionate devoted faculty and staff, with the goal being, to guide students into becoming secure, self reliant and compassionate citizens that will contribute to society.

The most significant milestone for Waurika Elementary began with the Reading First Initiative, which was the catalyst for producing immediate measureable growth for student reading success. At the inception of the grant, Waurika Elementary K-3 was perceived as a low performing school, ranking 14th out of 38 schools receiving the grant with 56% of students reading at or above grade level as determined by formative assessments. At the close of the six year grant, Waurika was ranked 3rd with 85% of the students reading at or above grade level.

Teachers received extensive professional development empowering their abilities to utilize effective research-based instructional strategies and programs, while learning how to analyze data to drive instruction. Because of successful continual growth, effective implementation, and 96% of 3rd grade students reading at or above grade level on the state mandated test (OCCT), sustainability was embraced by all stakeholders. In other words, faithful implementation and RELENTLESS effort are the reason for our reading improvement success and sustainability.

Because we embraced and recognized the improved student achievement results of the Reading First Initiative, another milestone began. The same research- based curriculum and instruction, formative assessments, and high quality professional development were the foundational elements transferred and implemented into 4th-5th reading.

The reading success was so tremendous; Waurika Elementary went a step further by implementing the same framework for the K-5 math program: a block of uninterrupted math instruction, research-based curriculum, formative assessments, and professional development. It is our goal to improve the performance of students at every level.

The first benchmark assessment revealed 59% of students at or above grade level as determined with formative assessments. One year later, it revealed 82% at or above grade level.

This enhanced math instruction has resulted in the outstanding achievement of the Waurika Elementary Academic Team placing 2nd in the mathematics competition at the state level.

Waurika Elementary celebrates many traditions that provide an opportunity for building relations with parents and community involvement that supports student success. Each week begins with a student-led assembly called "Rise and Shine." Starting with a positive message from the principal, students showcase unique talents and are recognized for special accomplishments. Members of the community attend to

make presentations, present awards, and enjoy student performances. Each November, we remember Veteran's Day with an assembly in which veterans are recognized for their contribution to our country. Students perform and create art to proclaim their respect for the soldiers. Every year, 4th grade students study the historical Oklahoma Land Run. During this time, students experience a real life history lesson of Oklahoma through reenactment, art, and guest speakers from the community.

Our strengths and accomplishments contributing to success at Waurika Elementary took years of unified collaborative efforts, communication, and sustained commitment from strong school leadership, devoted teachers, supportive staff, helpful community leaders, and involved parents focusing on student achievement with the attitude "success is the only option". Additional strengths that have brought us to a standard of excellence is a clear and shared vision, high standards and expectations for all students, effective school leadership, frequent monitoring of learning/teaching, focused professional development, supportive learning environment, and high levels of family and community involvement.

To be a blue ribbon school is an honor. Waurika Elementary is an example of what a school can do when there is an opportunity for embracing positive productive change and impacting students' lives.

Our greatest and most rewarding accomplishment is "Successful Student Achievement."

1. Assessment Results:

The Academic Performance Index (API), used in response to the No Child Left Behind accountability system—Adequate Yearly Progress (AYP), is a numeric index used by the Oklahoma State Department of Education (OK-SDE) to measure schools and districts yearly growth in student performance and to signal the need for intervention in under performing schools. API is measured at the elementary level by a combination of the states criterion-reference test in reading and math scores and student attendance. Statewide benchmarks have been established for all schools and districts based on the API data to ensure the increasing academic success of students. An API has a numerical value of 0-1500 with 1500 being the highest. In 2006-2007, Waurika Elementary API was 1274 and has risen by 59 points (1330) by 2010-2011.

To measure the student performance and progress in mastering state-mandated curriculum (PASS-- Priority Academic Student Skills), all 3rd- 5th grade students are required annually to participate in the criterion-reference Oklahoma Core Curriculum Test (OCCT). All 3rd- 4th grade students are tested in reading and math while 5th grade students are tested in reading, math, science, and social studies. The Oklahoma Modified Alternative Assessment Program (OMAAP) is administered to all students on an Individual Education Plan (IEP). The OCCT scores are converted from percentages to four performance levels: Advanced, Proficient, Limited Knowledge, and Unsatisfactory. Even though all levels are weighted equally, Advanced and Proficient are considered passing. All Oklahoma School Report Cards can be found at <http://www.sde.state.ok.us>

For the purpose of the Blue Ribbon Application, we have focused on math and reading scores from 2006-2010 for 3rd-5th grade students. The following information presents trends in data.

For the last five years, an average of 84% of students in each grade, 3rd-5th, exceeded or met standards in reading. For 2006-2010, 92% of 3rd graders, 80% of 4th graders, and 79% of 5th graders met or exceeded standards.

For the last five years, an average of 82% of students in each grade, 3rd-5th, exceeded or met standards in math. For 2006-2010, 92% of 3rd graders, 75% of 4th graders, and 78% of 5th graders met or exceeded standards.

In 2008-2009, the 4th grade reading took a severe drop from 80% to 61% meeting or exceeding standards and in math from 88% to 55%, which caused concern.

The leadership team re-examined the skills/knowledge breakdowns of the state-mandated assessment (OCCT). The leadership team also took into account; faculty turn over, entry year teachers, attendance, and changes in leadership in order to identify areas where improvement was needed. It was also noted that the OK-SDE increased the “cut” scores by 39 points. Consequently, higher scores had to be achieved in order to reach satisfactory and advanced levels. Goals for the school were implemented. To ensure fidelity to the core programs, the principal conducted formal and informal observations through-out the school year. In addition, the principal, literacy coach, math coordinator, and faculty met in monthly grade level meetings to organize students into smaller enrichment and intervention groups and to provide target interventions focused on actual student skill deficits. We implemented a researched based math assessment to help identify not only the students needing further support but to provide enhancement activities for the students meeting and exceeding state standards.

Waurika Elementary has few minority students (usually 0-5) during any given year and few students with disabilities (usually 5-9) students in any given year. Consequently, Economically Disadvantaged and

Caucasian are our two largest sub-groups. However, with over half the student body qualifying for free-reduced lunches (69%) and Caucasian comprising 78%, the sub-groups are about the same level and making similar progress.

There were no notable achievement gaps in 2010-2011 between the sub-groups and over-all scores. In reading 84% Caucasian, 79% economically disadvantaged, and 84% of all students met or exceeded standards. In math, 92% Caucasian, 86% economically disadvantaged, and 90% all students met or exceeded standards

Because sub-groups are small or similar in progress, the data results were analyzed on the individual level. Students were identified as on the path of becoming proficient in reading and math, needing additional support, or needing intense intervention. The core reading and math strategies were used for those needing additional support. For those needing intense intervention, a scientifically based researched intervention program was implemented along with an addition of 60 minutes of instruction. These students are monitored for progress every two weeks. If no progress, the principal, literacy coach, math coordinator, and teachers determine if there needs to be an increase in intervention fidelity, increase in time, or smaller group sizes or additional diagnostic assessments are used to try and help solve the problem. A student is referred to special education resources for substantial support, if **all** other interventions fail.

2. Using Assessment Results:

Waurika Elementary has effectively improved instruction by: 1) Selecting assessment measures based on proven validity, reliability, and alignment with instructional programs; 2) Understanding the achievement targets students are to master and collecting dependable and quality data about student achievement; 3) Allowing sufficient time for teachers to analyze data; 4) The ability to use information effectively to change curriculum and instruction maximizing student achievement.

The principal, literacy coach, math coordinator, and faculty realize that data is an on-going process that must be done annually with state mandated assessments, scheduled benchmarks, and monitoring student progress. The goal is to utilize assessments to identify students making progress toward reading and math milestones and target where each student is functioning on critical math and reading skills.

The principal and individual grade-level teachers meet to analyze the Oklahoma Core Curriculum Test (OCCT) and the Oklahoma Modified Alternative Assessment Program (OMAAP). The results assist in determining strengths and weaknesses in student standards, specific classes, and content areas. This information is used to adjust planning and instruction.

Before the OCCT assessments are given, teachers create simulation tests (*Triand*) for students. Students receive immediate feedback to improve performance.

Screening assessments are given three times a year to K-5 students in math and reading. Students on track for success are monitored for progress once a month. High-risk students and those needing additional support are monitored every two weeks enabling teachers to modify their approach if a student is not on course. Diagnostic Assessments are given to high-risk students as needed. Math and reading core end-of-unit assessments enables teachers to immediately provide support to students on specific standard deficits. These frequent assessments provide critical feedback to guide small group and individual instruction.

With a mobile device, teachers conduct quick, guided one-to-one assessments and receive instant results about a student's risk category. The teachers have immediate access to grade-appropriate goals for students; as well as, check the progress of students to determine if adequate progress is being made.

Teachers and administrators meet in “grade level” teams once a month to share knowledge gained from professional development activities addressing instruction and assessment, review student test data, ensure students receiving intervention are progressing, make adjustments for whole group, small group, and individual students, and develop intervention strategies for students who are not progressing or plan activities to enrich students who are on track.

On a weekly basis, students utilize software programs, *Success Maker* and *Study Island*, to review and practice instructional standards. Teachers use results to individualize, remediate, or plan challenge activities/instruction.

Using data, reports can be easily disaggregated by school, classroom, and specific groups of students. Reports provide detailed analysis of results in reading and math by standards (OCCT), skills (*mClass: Math and DIBELS Next*), and overall scores. Students can be tracked short term and long term as they progress. Administrators review grade level or individual class instructional effectiveness to determine where teachers may need additional support.

Waurika Elementary informs parents, students, and the community of assessment results using the strategies: access, understanding, and action.

Parents are given access to timely and relevant data within a framework of standards and assessments. Parents are also given an understanding of what to do with the data, short term and long term, with the action being improving student achievement. It takes time and ongoing two-way communication to share data results.

We inform parents through two formal conferences a year to discuss assessments, progress, grades and provide specific strategies for parents to use with students. Those not attending are contacted by phone to keep communication open and on-going. After progress monitoring, letters are sent home to the parents of children identified as needing additional and intense support with follow-up phone calls. In addition, we send home weekly folders containing graded papers. We correspond through e-mail, phone calls, and student agendas. Electronic access is available for parents to monitor grades. All assessment results are included in all IEP meetings.

Waurika Elementary parents and community are informed of assessment data results through local school board meetings. In addition, a Back-to-School Night is utilized to communicate state assessment results to the parents. A school Data Board, in the main hallway, displays over-all benchmark results in math, reading, and the goals. All assessment results are reviewed in leadership team meetings, which include parents and community members. School report card is published in the local newspaper, district and state website. It outlines Waurika’s Performance Index and percentages of students scoring satisfactory or above in content areas. Every nine weeks, a school assembly is held to honor academic achievement. Title I meetings to review assessment data are provided for the community.

Student performance is communicated to students through teacher-student conferences helping students establish goals. We also communicate through report cards, school website, take-home folders, and an assembly to honor academic achievement.

3. Sharing Lessons Learned:

Waurika Elementary has shared successful strategies within the district and state.

A state cohort of thirty-nine district reading coaches was formed by the state director of the Reading First Initiative. Meetings were held four times a year involving the districts leadership team giving opportunity to view, share, and collaborate on best practices through-out the state. At this time, we also made presentations to share our student success.

Waurika was a leader in benchmark testing, using data to drive instruction and implementing small group interventions. The literacy coach has trained other area schools that are now using assessments to drive their instruction, implementing tutoring and small group interventions.

Each year the principal sets up a schedule for teachers to visit other classrooms so that successful instructional strategies can be shared. This allows teachers time during the workday, to have opportunity to share effective instructional lessons or activities.

To best meet the specific learning needs for special populations, the literacy coach is also a Certified Dyslexia Testing Specialist. She has often been called upon from adjoining districts to share methods, strategies, and knowledge for struggling readers.

This year we hosted a presentation by leading dyslexia expert, Susan Barton, on “Dyslexia: Symptoms and Solutions” with over 350 in attendance from Oklahoma, Texas, and Kansas. Parents, health professionals, and educators came to gain knowledge of differentiated strategies designed to meet diverse needs in working with students who have difficulty in reading.

Many of our teachers have made presentations throughout the year on professional development days to all personnel in the district and to other surrounding districts. Some of the areas covered were: Rocket Math implementation, mClass: Math implementation, Using Data to Drive Instruction, Differentiating Instruction, and How to Create a Classroom Webpage in order to effectively communicate with other teachers and parents throughout the state.

4. Engaging Families and Communities:

Waurika Elementary believes one key to family engagement is on-going, two-way personal communication that is engaging and result oriented. We also believe partnerships that benefit students are built on close collaboration and interaction with parents and community. The strategies the school has found most successful in working with family and community members for student success are: access, understanding, and action.

Waurika Elementary families need *access* to know what their children are doing in school. *Understanding* needs to be communicated so parents know how to assist their child. Through *Action* the parents are provided with resources and clear guidance to enable them to engage in their children’s learning.

We begin with “Back to School Night” to orient parents to student expectations, procedures, and school policies. Throughout the year, parents are invited to academic awards assemblies and a weekly “Rise and Shine” assembly to acknowledge student success and performances. To enhance student academic learning, two-way communication is used through the use of parent-teacher conferences. If unavailable to attend, devoted teachers make every effort possible to engage parents with follow up phone calls or home visits to keep communication open and on-going. Other ways we maintain two-way communication is through e-mail, newsletters, principal-parent-teacher conferences, student agendas, homework folders, and school website. Parents benefit from timely and relevant data on academic performance which are reported through: report cards, progress monitoring letters, electronic access to grades, and Title I meetings.

Waurika schools and families need the support of and coordination with our community. Parental involvement alone is inadequate for student achievement. Helpful community members are involved in providing resources and funding, support services, parental assistance, and accountability. Community leaders provide classroom resources and raise funds through the Waurika Public School Foundation Grants and the Annual Spring Carnival. Volunteer community readers are invited into the classrooms to mentor and act as role models for our students. English as a Second Language (ESL) class is provided to assist community adults in learning the English language to promote social and academic success for parents ultimately supporting student achievement. Parent-community surveys are used as a tool to help the school determine needs, set priorities, and develop a plan for a stronger school community.

1. Curriculum:

The Waurika Elementary goal is to provide relentless and rigorous instruction for academic success so every child, regardless of socioeconomic or cultural environment, will meet or surpass state standards. Waurika Elementary core curriculum is based on and aligned with the Oklahoma Priority Academic Student Skills (PASS) state standards. We are committed to using proven programs that are systematic, consistent, data driven, and scientifically researched based with best practices. Assessments, a critical component, are used to measure mastery of skills with results serving as a tool for planning differentiated instruction to target students with diverse needs, challenge the gifted, and stretch the accomplishments of the average student.

Reading/English Language Arts

Our goal is to ensure that ALL students meet or exceed the proficient level in reading as measured by the Oklahoma Core Curriculum Test (OCCT). The students are taught daily during a dedicated 90 minute block of uninterrupted systematic explicit instruction that includes the five critical components of reading (phonemic awareness, phonics, vocabulary, fluency, and comprehension), writing, and research.

Math

Our goal is to shape young minds into proficient mathematical thinkers as measured by the Oklahoma Core Curriculum Test (OCCT). The students are taught daily during a dedicated 60 minute block of uninterrupted systematic explicit instruction with an additional 30 minutes of differentiated instruction in small groups.

Science

The Inquiry approach is integrated into the core reading program units. The students use inquiry with reflective activities (research, investigation, exploration). The purpose of inquiry and research is to capitalize on student's questions and natural curiosity based upon the scientific method. Fifth grade students have a scheduled time to focus on science content daily.

Social Studies

Our goal is to equip and prepare students to become informed, contributing, and participating citizens in a culturally, diverse democratic society. Elementary students become familiar with the core curriculum disciplines (history, geography, economics, and government) that are integrated into the study of comprehensive core curriculum areas and are discussed in the context of student's units of study. Fifth grade students have a scheduled time to focus on social studies content daily.

Visual Performing Arts

Our goal is for the students to create and express original ideas, improve observation skills, memory, and imagination using the art and music genres. Music classes are instructed in fundamental music concepts and apply knowledge through listening and performing. Art classes are taught history, skills, and concepts using a variety of art media.

Technology

Technology integrated into the curriculum is significant in building the student's educational foundation. Smart Boards and document cameras in all classrooms are used as a tool to engage students in interactive lessons. To ensure accessibility for all K-5 students, computers are provided in classrooms; as well as, a

computer lab which all students have a scheduled time to attend. A number of instructional software programs are utilized to supplement all curriculum areas.

Physical Education/Health/Nutrition

The goal of physical education is to promote the health and well being of each student and guide them toward becoming physically active for life. By using the state standards in health and physical education, students are engaged in varied, motivating exercise activities daily. In addition, all students participate in the President's Physical Fitness (recognizes student's level of physical fitness in five different activities). Awards are offered on how many activities the student accomplishes.

2. Reading/English:

The curriculum and instruction for K-5 students is a scientifically reading researched based core reading program, *SRA/Imagine It*. Teachers give 90 minutes of uninterrupted instruction daily in the five critical components of reading children must acquire, if they are to become fluent and purposeful readers, with comprehension the ultimate goal. The instructional method is direct, systematic, and explicit to all students.

This particular approach to reading was initially chosen to reach economically disadvantaged and low performing students at risk for reading failure because it provides direct, systematic, intensive, and sustained reading instruction.

The 90 minutes of foundational reading skills are acquired using the Balanced Literacy Framework of 30 minutes whole group initial instruction for all students and 60 minutes differentiated instruction using literacy workshop centers, small flexible group instruction, and literacy writing journals.

Students' comprehension skills are acquired using explicit instruction, cooperative learning, and by modeling thinking and practicing the metacognitive strategies: Visualizing, Making Connections, Asking Questions, Making Inferences, Predicting, Summarizing, and Clarifying. The goal is for students to take ownership of these strategies and use them independently and intentionally. Through the use of the five critical components of reading, comprehension skills, and the metacognitive strategies, students will develop a strong foundation for reading success.

Formal and summative data results determine groups that are compatible and cooperative to ensure planning and instruction are responsive to teacher and student needs.

To meet the changing needs of all students the Response to Intervention Model is used.

- Tier I: Core reading instruction to ALL students. Screened three times a year. Benchmark students use enhancement activities (monitor progress once a month).
- Tier II: Students requiring thirty minutes of supplemental instruction by the classroom teacher in addition to the core reading program (monitor progress every two weeks).
- Tier III: After receiving Tier I and II instruction, students receive two additional thirty-minute sessions of specialized reading instruction given by the reading specialist, special education teacher, or interventionist specifically trained for the intervention (monitor progress every two weeks).

Monthly meetings are held to analyze data, plan interventions, make adjustments for whole group, small group, individual students, and develop enrichment activities for benchmark students.

Above grade level students receive enrichment activities in small groups to enhance reading skills. In addition, a technology-based testing program ensures individual reading accountability by challenging

above grade level students and continually monitoring comprehension from self-selected books on independent reading levels.

3. Mathematics:

The curriculum and instruction for K-5 students is a scientifically researched based systematic core math program, *Saxon Math*. All new concepts are taught explicitly through a hands-on approach that actively engages students in the learning process. It provides for a spiral daily review to keep each student versed on skills previously taught.

K-5 spends 60 minutes per day for core math instruction. During this time, teachers use manipulative and hands-on activities to introduce new concepts. Students also employ math journals to record new information, practice skills, and make references.

Along with 60 minutes of core instruction, each class spends an additional 30 minutes daily in math centers. Teachers differentiate instruction in small groups, math centers, homework assignments, computer programs, and math fact instruction. During these times, both below-level students, as well as, above-level students have the opportunity to work at their individual instructional level.

All students engage in a supplemental math fact instructional program, *Rocket Math*. It is a structured program for the sequential practice and mastery of math facts at an individualized pace.

Waurika Elementary uses *mClass: Math*, a formative math assessment used to screen all students three times a year and monitor progress. Benchmark students are monitored for progress monthly and below grade level are monitored twice a month. It also provides a diagnostic tool teachers use to identify specific skills the student has not mastered.

In monthly grade level meetings, data is analyzed to identify performance levels of students and guide individual instruction. In order for progress to occur, students participate in small groups, *Success Maker*, *Rocket Math*, and centers. Small group instruction allows students below grade level to receive remediation in areas of need; while above-level are provided challenge activities.

Center time is for all students to practice skills previously learned. Teachers incorporate games, computer programs, and smart-board activities to reinforce learned skills.

4. Additional Curriculum Area:

The science/ social studies curriculum supports the school's mission by providing students with learning experience in their safe school environment to become "secure, self-reliant individuals recognizing their significance and ability to contribute to society".

The science/social studies curriculum is integrated into the core reading program. The units of study provide opportunities for acquiring science/social studies skills and knowledge by providing models for problem solving, peer relationships, character development and skill building as students make connections. The program incorporates the inquiry approach: research, investigation, and exploration. Teachers use guided reading lessons and instructional strategies to help students make connections text to text, text to self, and text to world. Resource teachers are provided with unit topics to incorporate into music, art, and physical education curriculum. Fifth grade have a scheduled time to focus on science/social studies content daily.

Technology is used to enhance the science/social studies curriculum. Through the use of interactive Smart Boards, students acquire knowledge from interactive maps and numerous other websites. Using Discovery Education streaming video, teachers' access science/social studies lessons and video clips that

are immersive and engaging. The video clips bring the world into the classroom giving every student opportunities to experience people, places, and events.

Waurika Elementary realizes many students do not have the opportunity to experience educational trips. Due to the economic disadvantages of many students, field trips are provided to state zoos, museums, wildlife parks, conservation districts, and other destinations that allow life experiences to broaden their knowledge base in science/social studies.

All students have the opportunity to participate in a school wide science fair. Students focus on higher level thinking skills to formulate a project based on the scientific method to prove their ideas. This is a cross curricular approach allowing students to apply mathematical skills with scientific concepts along with writing, art, and oral presentation, resulting in a better understanding of the world around them.

In order to contribute to society, students need to develop the ability to make informed and reasoned decisions. Student Council Elections expose students to the democratic process of our society. We utilize our Student Council in collaborative efforts to promote volunteerism and service to community by engaging all students in community service projects: Community Food Bank Drive, Ronald McDonald House Charities, Toys for Tots, Children's Cancer Foundation, and Veterans Day Program.

5. Instructional Methods:

Waurika Elementary provides direct, explicit, and systematic instruction. Explicit instruction is “I Do/ We Do/ You Do,” which is teacher teaches/ teacher and student practice together/ student practices independently. This instructional method allows the teacher to immediately observe and address misunderstandings. It also allows teachers to determine which students need additional instruction or challenging activities early in the instructional process. The systematic instruction provided outlines the logical sequence of skills presented and the research based effective learning routines, which ensures fidelity of programs.

Waurika Elementary provides instruction with the following balanced framework:

- Whole Class Instruction – The inclusion model approach is used so All students can have access to the core curriculum.
- Collaborative Learning: Discussion in whole class or small group is used for students to express opinions, explain their thoughts, and learn from each other.
- Small Group Differentiated Instruction – Students strengthen knowledge and skills by working with the teacher or peers. All students benefit from extra encouragement and affirmation.
- Individual Differentiated Instruction – Addresses specific needs of student.

Using data to drive our instruction, we meet diverse needs of student sub-groups by using the Response to Intervention Model, identifying those on the path of becoming proficient in reading and math, those needing additional support, and those needing intense intervention. Instruction is modified by re-teaching in teacher-led small groups and by using an intense intervention program. Instruction is supplemented with challenge activities individually and small groups.

To support instruction and to ensure high levels of student engagement in the classroom, teachers utilize technology with Smart boards, internet, and document cameras to supplement and modify instruction. Students have regular access to an instructional learning software application (*Success Maker*) designed to help students develop in math and reading at individual instructional levels. In addition, students in grades 3-5 have access to a web-based instructional program (*Study Island*) giving students the opportunity to practice and review grade level state standards (PASS) in content areas. The teachers use the built in assessments to individualize, challenge, and remediate instruction.

The reading and math series have an on-line component for teacher planning and an on-line component for student instruction, which is used daily. Educational websites are incorporated into whole group activities and used for differentiated activities in small groups and for individuals.

6. Professional Development:

Waurika Elementary provides high quality, ongoing, job-embedded, and differentiated professional development designed to maintain, extend, and enhance the teachers' classroom instruction that will support student learning and make a positive impact on achievement. The criteria used to determine professional development needs are based on formative and summative assessment student data, rigorous research-based explicit/systematic best practices and alignment to the state curriculum standards.

Professional development in data interpretation and remediation techniques have been a factor in the reading and math curriculum success by focusing on student deficiencies and providing effective intervention or enrichment. For example, *DIBELS Next* data interpretation and *mClass: Math*.

The teaching staff has received extensive training in Reading First state initiatives to enhance knowledge of effective instructional practices and differentiated instruction that promote reading success. It included the examination of research based practices for teaching all students to read, including English Language Learners and those with diverse needs.

Professional Development has provided differentiated instruction for meeting specific needs of special populations and those needing an intense reading remediation program that uses a multisensory, structured curriculum such as the *Barton Spelling and Reading Program*.

Consultants from the reading and math programs provide professional development to assist with the implementation for effective instruction ensuring fidelity to the programs.

Professional development was provided for understanding needs of children from generational poverty. Ruby Payne's "A Framework for Poverty" provided teachers with exposure to socioeconomic differences in communicating, interacting, and expectations of students to increase classroom effectiveness.

Based on the belief that students need to be motivated, inspired, and challenged to achieve excellence in learning and living, teachers received training in *Great Expectations*, a scientific researched based program in methodology focusing on the learning climate and the best practices of teaching.

In an effort to enhance the education of individual students and support the state standards, teachers work on literacy and numeracy goals and receive embedded staff development from the literacy coach and math coordinator.

The principal facilitates professional development in weekly faculty meetings on such topics as: Closing the achievement gap, parental involvement, classroom management, innovative websites that are geared to our state curriculum objectives.

Waurika Elementary faculty has an on going commitment to be life long learners striving towards excellence. One hundred percent of the faculty has been certified by the OK-SDE as *highly qualified*. Thirty-six percent have a masters degree and sixteen percent are National Board Certified Teachers.

7. School Leadership:

The leadership philosophy of Waurika Elementary is to foster a collaborative leadership by providing an environment for academic success for every student. Not only do we hold high expectations for student

achievement, we assume responsibility for student learning that supports a “no failure attitude”. With or without parental support, we go above and beyond to ensure the student succeeds.

The leadership structure consists of a principal, a literacy coach, a counselor, a lead teacher serving as our math coordinator, and a leadership team. This structure is developed around a collaborative culture and shared vision that keeps us focused on decisions for “student achievement”.

The role of the principal is to set the goals, communicate high expectations clearly, provide support to empower teachers to meet the expectations, and hold them accountable for demonstrating improved student outcomes. The principal also holds himself accountable for teacher and student performance. The principal is committed to continuous improvement, guidance, and coordination of the school’s instructional programs to secure sustainable implementation. He assures that teachers know what it takes to teach their students and does not allow students’ situations to be an excuse for failure. He is relentless in neutralizing any tendency towards mediocrity

The principal is committed to distributing leadership and empowering others as co-leaders so that sustainability can be maintained. The leadership team, comprised of representatives from grade level and special education teachers, parents, and community members serves as a liaison through which important school/curricular information is shared and data-driven decisions regarding school-wide initiatives, programs, resources and goals are made. Grade level teachers take on leadership roles with their peers to ensure goals are met by modeling lessons, sharing effective instructional strategies, maintaining alignment with each other, and ensuring fidelity to the programs.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: OCCT

Edition/Publication Year: 2006-2011 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient and Advanced	95	92	96	98	85
Advanced	34	27	63	38	35
Number of students tested	23	26	27	40	26
Percent of total students tested	95	95	95	95	95
Number of students alternatively assessed	3	1	2	0	1
Percent of students alternatively assessed	100	100	100	0	100
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	93	95	100	96	80
Advanced	31	32	60	29	25
Number of students tested	16	19	15	21	20
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested				1	2
3. Hispanic or Latino Students					
Proficient and Advanced					
Advanced					
Number of students tested	4	3	2	5	5
4. Special Education Students					
Proficient and Advanced					
Advanced					
Number of students tested			2		3
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested					2
6.					
Proficient and Advanced					
Advanced					
Number of students tested					
NOTES:					

12OK3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: OCCT

Edition/Publication Year: 2006-2011 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient and Advanced	82	96	89	98	96
Advanced	4	0	19	3	8
Number of students tested	23	26	27	40	25
Percent of total students tested	95	95	95	95	95
Number of students alternatively assessed	3	1	2	3	2
Percent of students alternatively assessed	100	100	100	100	100
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	81	95	87	95	95
Advanced			7		5
Number of students tested	16	19	15	21	19
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested				1	1
3. Hispanic or Latino Students					
Proficient and Advanced					
Advanced					
Number of students tested	4	3	2	5	5
4. Special Education Students					
Proficient and Advanced					
Advanced					
Number of students tested			2		2
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested					2
6.					
Proficient and Advanced					
Advanced					
Number of students tested					
NOTES:					

12OK3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: OCCT

Edition/Publication Year: 2006-2011 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient and Advanced	92	72	61	80	71
Advanced	42	20	4	28	7
Number of students tested	28	25	46	25	28
Percent of total students tested	95	95	95	95	95
Number of students alternatively assessed	0	2	3	0	2
Percent of students alternatively assessed	0	100	100	0	100
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	88	54	54	77	72
Advanced	44	7		33	5
Number of students tested	18	15	26	18	21
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested	1		1	1	2
3. Hispanic or Latino Students					
Proficient and Advanced					
Advanced					
Number of students tested	2		8	6	1
4. Special Education Students					
Proficient and Advanced					
Advanced					
Number of students tested		1	3	1	3
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested					
6.					
Proficient and Advanced					
Advanced					
Number of students tested					
NOTES:					

12OK3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: OCCT

Edition/Publication Year: Pearson 2006-2011 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient and Advanced	96	64	55	88	97
Advanced	7	4	5	4	8
Number of students tested	28	25	44	25	26
Percent of total students tested	95	95	95	95	95
Number of students alternatively assessed	0	2	5	1	4
Percent of students alternatively assessed	0	100	100	100	100
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	94	53	29	89	95
Advanced	5	0	0	0	0
Number of students tested	18	15	24	18	20
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested	1		1	1	2
3. Hispanic or Latino Students					
Proficient and Advanced					
Advanced					
Number of students tested	2		7	6	1
4. Special Education Students					
Proficient and Advanced					
Advanced					
Number of students tested		1	1	1	1
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested					
6.					
Proficient and Advanced					
Advanced					
Number of students tested					
NOTES:					

12OK3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: OCCT

Edition/Publication Year: Pearson 2006-2011 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient and Advanced	80	71	61	85	81
Advanced	44	28	25	8	19
Number of students tested	25	40	28	26	21
Percent of total students tested	95	95	95	95	95
Number of students alternatively assessed	2	4	1	0	0
Percent of students alternatively assessed	100	100	100	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	75	68	69	89	73
Advanced	31	16	31	12	0
Number of students tested	16	25	16	17	11
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested		1	1	2	
3. Hispanic or Latino Students					
Proficient and Advanced					
Advanced					
Number of students tested		5	5	2	2
4. Special Education Students					
Proficient and Advanced					
Advanced					
Number of students tested	1	2		3	1
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested					1
6.					
Proficient and Advanced					
Advanced					
Number of students tested					
NOTES:					

12OK3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: OCCT

Edition/Publication Year: Pearson 2006-2011 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient and Advanced	72	78	71	89	85
Advanced	8	3	14	7	15
Number of students tested	25	40	28	27	20
Percent of total students tested	95	95	95	95	95
Number of students alternatively assessed	2	4	1	2	1
Percent of students alternatively assessed	100	100	100	100	100
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	62	68	82	90	70
Advanced	6	0	19	11	0
Number of students tested	16	25	16	19	10
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested		1	1	2	
3. Hispanic or Latino Students					
Proficient and Advanced					
Advanced					
Number of students tested		5	5	3	2
4. Special Education Students					
Proficient and Advanced					
Advanced					
Number of students tested		2		4	
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested					1
6.					
Proficient and Advanced					
Advanced					
Number of students tested					
NOTES:					

12OK3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient and Advanced	88	77	70	89	78
Advanced	40	25	25	26	20
Number of students tested	76	91	101	91	75
Percent of total students tested	95	95	95	95	95
Number of students alternatively assessed	5	7	6	0	3
Percent of students alternatively assessed	66	100	100	0	66
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	85	73	70	87	75
Advanced	35	18	24	25	11
Number of students tested	50	59	57	56	52
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested	1	1	2	4	4
3. Hispanic or Latino Students					
Proficient and Advanced			33	76	
Advanced			20	30	
Number of students tested	6	8	15	13	8
4. Special Education Students					
Proficient and Advanced					
Advanced					
Number of students tested	1	3	5	4	7
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested	0	0	0	0	3
6.					
Proficient and Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

12OK3

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient and Advanced	83	79	68	92	93
Advanced	6	2	11	4	9
Number of students tested	76	91	99	92	71
Percent of total students tested	95	95	95	95	95
Number of students alternatively assessed	5	7	8	6	7
Percent of students alternatively assessed	66	100	100	100	100
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	79	72	60	91	89
Advanced	3	0	7	3	1
Number of students tested	50	59	55	58	49
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested	1	1	2	4	3
3. Hispanic or Latino Students					
Proficient and Advanced			57	40	
Advanced			7	0	
Number of students tested	6	8	14	14	8
4. Special Education Students					
Proficient and Advanced					
Advanced					
Number of students tested	0	3	3	5	3
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested	0	0	0	0	3
6.					
Proficient and Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

12OK3