

Revised 4-05-05

## 2004-2005 No Child Left Behind - Blue Ribbon Schools Program

### U.S. Department of Education

#### Cover Sheet

Type of School: ☒ Elementary ☐ Middle ☐ High ☐ K-12

Name of Principal Dr. Lisa Lantrip

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Rhoades School

(As it should appear in the official records)

School Mailing Address 502 S. Auburn Street

(If address is P.O. Box, also include street address)

Indianapolis

City

Indiana

State

46241 - 0799

Zip Code+4 (9 digits total)

County Marion

School Code Number\* 5375- 5261 (IDOE)

1812810-002036 (USDOE)

Telephone ( 317 ) 241-4488

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E-mail [lisa.lantrip@wayne.k12.in.us](mailto:lisa.lantrip@wayne.k12.in.us)

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\* Dr. Terry Thompson

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name MSD of Wayne Township

Tel. ( 317 ) 243-8251

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board Mr. Al Stout

President/Chairperson \_\_\_\_\_

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

## **PART I - ELIGIBILITY CERTIFICATION**

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**[Include this page in the school's application as page 2.]**

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 of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The 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 the OCR has accepted a corrective action plan from the district to remedy the violation.
7. 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.
8. 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

All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
 

11 Elementary schools  
 \_\_\_\_\_ Middle schools  
3 Junior high schools  
1 High schools  
1 Other  
  
16 TOTAL
2. District Per Pupil Expenditure: 10,100  
 Average State Per Pupil Expenditure: 9,100 \_\_\_\_\_

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:
 

☒ Urban or large central city  
☐ Suburban school with characteristics typical of an urban area  
☐ Suburban  
☐ Small city or town in a rural area  
☐ Rural
4. 7 Number of years the principal has been in her/his position at this school.  
 \_\_\_\_\_ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
PreK					7			
K	60	50	110		8			
1	54	61	115		9			
2	51	54	105		10			
3	52	54	106		11			
4	46	57	103		12			
5	58	43	101		Other			
6	42	54	96					
			TOTAL STUDENTS IN THE APPLYING SCHOOL →					736

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- |               |                                  |
|---------------|----------------------------------|
| <u>76</u>     | % White                          |
| <u>17</u>     | % Black or African American      |
| <u>4</u>      | % Hispanic or Latino             |
| <u>      </u> | % Asian/Pacific Islander         |
| <u>      </u> | % American Indian/Alaskan Native |
| <b>100%</b>   | <b>Total</b>                     |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 29 %

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	105
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	108
<b>(3)</b>	Subtotal of all transferred students [sum of rows (1) and (2)]	213
<b>(4)</b>	Total number of students in the school as of October 1	736
<b>(5)</b>	Subtotal in row (3) divided by total in row (4)	29
<b>(6)</b>	Amount in row (5) multiplied by 100	29

8. Limited English Proficient students in the school: 4 %  
27 Total Number Limited English

Proficient

Number of languages represented: 2

Specify languages: English: Spanish

9. Students eligible for free/reduced-priced meals: 70 %

Total number students who qualify: 519

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 federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 16 %  
114 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>14</u> Autism	<u>    </u> Orthopedic Impairment
<u>    </u> Deafness	<u>11</u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u>    </u> Specific Learning Disability
<u>12</u> Emotional Disturbance	<u>42</u> Speech or Language Impairment
<u>    </u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>13</u> Mental Retardation	<u>    </u> Visual Impairment Including Blindness
<u>    </u> Multiple Disabilities	<u>21</u> Learning Disability

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

**Number of Staff**

	<u><b>Full-time</b></u>	<u><b>Part-Time</b></u>
Administrator(s)	<u>2</u>	<u>    </u>
Classroom teachers	<u>33</u>	<u>    </u>
Special resource teachers/specialists	<u>13</u>	<u>1</u>
Paraprofessionals	<u>8</u>	<u>    </u>
Support staff	<u>2</u>	<u>    </u>
Total number	<u>58</u>	<u>    </u>

12. Average school student-“classroom teacher” ratio: 21
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	95.9 %	95.4 %	95.7 %	96 %	95.7 %
Daily teacher attendance	95 %	94.5 %	95 %	95 %	95.5 %
Teacher turnover rate	12 %	3 %	9 %	15 %	8 %
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

14. (*High Schools Only*) Show what the students who graduated in Spring 2004 are doing as of September 2004.

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 (travel, staying home, etc.)	_____ %
Unknown	_____ %
<b>Total</b>	100 %

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## PART III - SUMMARY

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### **Mission Statement**

The Rhoades Elementary community of learners is committed to the goals, values, and quality education of each student through innovation and excellence.

Rhoades Elementary School is located at 502 South Auburn Street in Indianapolis, Indiana. It is one of 11 elementary schools in the MSD of Wayne Township on the Westside of Indianapolis. It is situated in the center of a neighborhood. Seven percent of the students who attend Rhoades are part of the court ordered desegregation process providing for the one-way transfer of African-American students who are bused into Rhoades from an inner city neighborhood that is approximately 4 miles east of the Rhoades attendance area. The court ordered phase-out process of desegregation began with the elimination of kindergarten during the 2004-2005 school year.

The original building was built in 1955. The building was renovated in 1999. Additional classrooms and learning spaces were part of renovation. Through the renovation, a new technology infrastructure was put into place. This infrastructure along with teacher application of the technology enabled the building to be recognized as one of the United States' top 100 wired schools in 2000 by Family PC Magazine. Each classroom has a teacher workstation and four student stations. There is a distance learning lab, student production lab, an automated library with 10 computers, and two student computer labs.

The building houses approximately 730 students and 46 certified teachers. There are two building administrators, a home school advisor, and a full-time counselor from Cummings Mental Health Services.

Rhoades Elementary School has a diverse student population. There is a growing number of students, whose primary language is not English. Rhoades has 70% of the students as receiving free and reduced lunch. All Rhoades students receive daily breakfast through the universal breakfast program. Approximately 16% of the student population at Rhoades has an identified special education disability under IDEA guidelines.

Rhoades Elementary is a Professional Development School (PDS) in partnership with Ball State University. As the result, Rhoades is a training ground for future teachers. There is a half-time on-site student teacher supervisor and a Ball State professor of reading in the school one day per week. As part of the professional development school network, Rhoades has conducted action research studies and participated in other research studies for Ball State. This partnership has enhanced the professional practices and skills of the classroom teachers. Rhoades has a co-teaching student teacher model. The staff at Rhoades leads a weekly seminar, Tuesday Talks, for the student teachers and any teacher at Rhoades in the areas of; conferencing, reading, writing, data analysis, math, collaboration, technology, multiple intelligences, classroom management, interviewing, and differentiation.

The Rhoades Elementary staff are committed to meet the individual needs of each student by providing each student with a quality education based on mastery of the Indiana Academic Standards in Language Arts and Math. The staff and students of Rhoades Elementary are focused, intentional, and disciplined. The dedicated instructional staff continues to learn best practices in language arts and math instruction, focus instruction for mastery of the Indiana Academic Standards in Language Arts and Math, and create a disciplined environment where all students can learn, take risks, and feel safe.

## Successful Strategies:

### Focus:

- 90-120 minutes per day spent in language arts instruction
- School-wide reading and writing program
- Reading and writing skills transferred into content areas
- Assessments used to guide instruction, determine individual student needs, determine program needs
- Data is posted in the halls and throughout the school. It is apparent to all who come into the school the school's focus and the progress toward the goals.
- 90 minutes of daily math instruction
- The expectation all students will master the basic facts/skills and then are recognized for this accomplishment
- Working with parents to create Individual Success Plans for all students not meeting their potential
- Providing after-school tutoring and summer school in reading and math

In addition to the core curriculum, Rhoades also provides opportunities for students to be enriched. There is a math bowl team, a spell bowl team, a fifth/sixth grade choir, sixth grade basketball and sixth grade cheerleading. Each year the academic teams improve their scores. The choir has performed at state conferences, and competes in the state music contest where it has won a first division rating for the past 7 years.

The Rhoades Elementary School staff believes all children can learn at high levels provided the appropriate support, materials, and time. It is believed that instruction and independent activities must be differentiated to meet the individual needs of all students. The instructional staff are learners and continue to learn and implement new skills and strategies. They are *committed to the goals, values and quality education of each student through innovation and excellence.*

## PART IV – INDICATORS OF ACADEMIC SUCCESS

### 1. ISTEP+ Results

Rhoades Elementary School participates in a variety of assessments ranging from the Indiana State mandated Indiana Statewide Testing for Education Progress (ISTEP+) standardized test to local and classroom level assessments. The assessment data has provided significant information regarding the progress made by the students of Rhoades Elementary.

Students take the ISTEP+ during the month of September. ISTEP+ is divided into categories of pass plus, pass and did not pass. The categories are divided by cut scores (see below).

	3 <sup>rd</sup> Grade		6 <sup>th</sup> Grade	
	Language Arts	Math	Language Arts	Math
Pass Plus	690-510	620-491	740-570	760-559
Pass	509-404	490-393	569-472	558-464
Did Not Pass	403-100	392-100	471-135	463-220

The ISTEP+ results show the Rhoades Elementary School students have made significant progress toward the goals of No Child Left Behind in both language arts and math over the past five years. The third grade students have made significant gains in both areas of math and language arts. ISTEP+ results from the



1999-2000 school year show that only 54% of the third grade students passed the language arts portion of the ISTEP+ and 59% passed math. By the 2003-2004 school year 84% of the third grade students passed the language arts section, and 90% passed the math section.

During the 1999-2000 school year the percent of sixth grade students passing the language arts portion of ISTEP+ was 42% compared to 73% of the sixth grade students in 2003-2004 school year. In 1999-2000, 41% of the sixth grade students passed the math portion compared to 90% of the sixth grade students in the 2003-2004 school year.

No Child Left Behind requires the school not only to look at the total number of students passing ISTEP+ but also the individual breakout groups such as Socioeconomic, Special Education, Race, and Gender. The ISTEP+ results for both the sixth and third grade students at Rhoades indicate that all breakout groups are making steady progress in closing the achievement gap. Eighty-nine percent of the students in third grade who qualified for free and reduced lunch passed the math portion of the ISTEP as compared to 91% of the students who pay. Trend data over the past five years show that Rhoades has made significant progress on closing the achievement gap. The students and teachers continue to focus on areas where gains in student achievement must continue to be made.

Cohort data illustrates the effectiveness of the Rhoades reading and math programs. Of the students that attended Rhoades during their third grade year and remained at Rhoades through the sixth grade, 80% passed the language arts portion of ISTEP+ and 91% passed the math section.

Indiana's department of Education website has specific information on Rhoades Elementary School's ISTEP+ results. The website address is: [www.state.in.us](http://www.state.in.us), <http://mustang.doe.state.in.us/SEARCH/snapshot.cfm?schl=5261>

## **2. Assessment**

Rhoades Elementary has developed and implemented an assessment framework that incorporates a number of formal and informal assessments. Data is used to understand and improve student and ultimately school performance. Teachers collaborate to design and revise criterion-referenced assessments (CRA) to monitor student mastery of the grade level standards for math and language arts. The tests are administered at the end of each quarter. Teachers analyze the information, pinpoint specific student needs, and adjust instruction to ensure mastery.

Teachers utilize weekly pre-assessment data to make instructional decisions. Based on the pre-tests students are placed into flexible instructional groups. Following intense instruction on a specific skill the students are re-tested in order to track individual student progress and to implement different instructional strategies to meet the individual needs of students.

To understand individual reading needs, teachers rely on specific data collected throughout the year. This data measures precise comprehensive reading skills. Teachers use Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and comprehensive reading records (CRR) to diagnose individual student needs in fluency and decoding. Comprehension targets are diagnosed through quarterly reading benchmark assessments, CRAs, and weekly classroom reading tests. Whole class and small group instruction change based on this data.

Assessments of writing are given each month in order to pre and post assess student writing skills on particular writing applications. Mini lessons and individual writing conferences are implemented to individualize instruction to meet the needs of each student. Individualized constructive feedback is given to students to improve writing skills.

Based on the collected data, Individual Student Success Plans (ISSP) are created for any student who is in need of either remediation or enrichment. Conferences are held involving all members of the student's educational family, including parents, teachers, and administrators. Educational decisions are made and agreed upon by the members of this group, and then implemented to achieve success.

(Research used for Rhoades Assessment System: Reeves, Popham, Stiggins, Marzano, Ainsworth)

### **3. Communication and Community Involvement**

Students' progress and achievements are continually reported to the students, parents, and community. The data is visible to all who enter the school. Each classroom has a data board outside their classroom displaying class performance on the school-based assessments, class attendance, assessment results, other classroom measures, and exemplary student work. The teacher places a written analysis of the data on the data board. In addition, there is a school data hall where attendance, standardized test results, school-based assessment data, and exemplary writing are displayed.

The MSD of Wayne Township mails to each household a copy of the annual progress report. All school data is disclosed in this document. The MSD of Wayne Township website ([www.wayne.k12.in.us](http://www.wayne.k12.in.us)) features each of the elementary schools. Rhoades has a link from this website that posts the school's data, as well as the school newsletter, and other important information on the school for the parents and community.

The Rhoades parents receive weekly newsletters from the teachers. These newsletters detail the Indiana Standards and indicators that will be taught, homework expectations and assignments, and other classroom events. When the ISTEP+ results are returned to the school, teachers arrange conferences with the parents to review the results of their students. Report cards are distributed to the parents each nine weeks of school with midterm reports being sent home between report cards.

Individual Student Success conferences are held with the parents of all students in need or remediation or enrichment. These conferences are held four times per year. The Success Plans are based on individual student needs as determined from the classroom assessments. Student-lead conferences are held each fall with the students, teachers, and parents. Rhoades has had 100% parent attendance at these conferences for the past eight years. To enhance the communication between the home and school, teachers and parents also routinely use telephone conferences and e-mail.

Rhoades has an active PTO that meets monthly. In addition to the PTO, Rhoades also has a Human Relations Advisory Committee that meets six times per year. This committee is composed of teachers, parents, and administrators. The goals of this committee are to report school academic goals, performance, and discipline issues; to serve as a forum to identify, discuss, and resolve issues before they become a problem; and to provide an avenue of communication between the school, the parents, and the community.

In addition to the formal processes of communication, Rhoades has developed many informal ways to communicate student and school success. Students, and their guests, that have earned A's and B's on their report cards all year are invited to attend an Academic Honors Banquet. Students who have demonstrated mastery of the basic grade level math facts/skills receive an "I know my math facts" t-shirt. There are many parent and community volunteers that visit and work in the building. Rhoades has a community mentoring program, HOSTS (Help One Student To Succeed), that each week places 80 mentors with second grade students for reading help. These volunteers communicate to the community Rhoades' academic progress and successes.

(Research: Reeves, Marzano, Stiggins)

#### **4. Sharing Success Practices**

Expertise, best practices, and building-wide successes are routinely shared within the building and with other schools. The dedicated Rhoades Elementary staff are frequently invited to share expertise and knowledge with other educators. This open sharing is part of the process of continuous school improvement. Seventy-five percent of the staff members either are working toward or have completed graduate degrees.

The Rhoades administration and instructional staff share with other schools, teachers, and administrators in the MSD of Wayne Township and with schools around the state. The school administrators have given national presentations on the successful strategies used at Rhoades at the NSCI Effective Schools Conference and NSCI Leadership Conference. The administrators have also presented to schools and school districts around the state on these successful practices.

Rhoades teachers have shared at Ball State for the Professional Development Network. Rhoades teachers have presented at the Holmes Partnership National Conference, at the Indiana Computer Educators (ICE) conference, and at the Ball State Literacy Conference. Teams of teachers have presented the professional development model in place for new and student teachers. Many of the Rhoades teachers have conducted district classes and seminars on the successful practices in reading, writing, classroom management, gifted and talented programming, and technology integration. Teachers have worked with teachers from other schools on writing and reading instruction. The Reading First reading coach has worked with other elementary schools in Wayne Township on the Big Ideas in reading and the administration of DIBELS. Educators from Japan, other states, and other schools in Indiana and Wayne Township have visited classrooms to observe reading, writing instruction, and technology integration.

## **PART V – CURRICULUM AND INSTRUCTION**

### **1. Curriculum**

The educational program at Rhoades Elementary School is defined by the Indiana State Academic Standards. Each standard and its indicators have been “unwrapped” by the grade level teams to determine what the students need to know, what they need to be able to do, how will we know when they get it and what will happen when they don’t. This process is revisited each year to maintain consistency of focus, expectation, curricular experiences for the students.

The focus of Rhoades is language arts and math. Science and social studies are taught through performance assessments and reading instruction. Rhoades believes that all students must read and comprehend at or above grade level. To accomplish this, Rhoades has a comprehensive language arts program where the language arts block is a minimum of 120 minutes per day. The reading portion of that block must be a minimum of 90 minutes. The reading and writing skills are then intentionally transferred and applied into the content areas of science and social studies.

Assessment is used to determine student needs and guide instruction. It is also used to determine student mastery of the Indiana Academic Standards and indicators as well as instructional and program needs. Rhoades has a balanced assessment system that utilizes both assessments for learning as well as assessments of learning. On-going assessment of students’ learning and understanding help the teachers re-teach at the point of not understanding.

The reading/language arts instructional focus is on the five big ideas of reading: phonemic awareness, phonics, vocabulary and word work, fluency, and comprehension. Writing to communicate is also part of the Rhoades Literacy framework. Houghton-Mifflin is the core language arts/reading program.

Rhoades has developed a balanced math program. There is daily math skill review, math facts mastery, computational skills, conceptual understanding, problem solving, and math applications.

The science curriculum targets the skills and content of scientific method, natural science, earth science, physical science, and health science. Performance assessments are created in these areas.

The social studies curriculum focuses on history, geography, economics, government, and culture. Performance assessments have been created in these areas.

The curriculum at Rhoades is based on the Indiana Academic Standards. The instructional methods used by the teachers are researched best practices. Instructional methods are employed that engaged students in their learning. Every student response techniques are utilized to enhance student engagement and to assess students' understanding. The instruction of the grade level standards is differentiated to meet the needs of all learners. Students that are identified as Gifted and Talented or have demonstrated mastery of the standards may move through the materials more quickly or in more depth. The special education students are expected to mastery the grade level standards with additional support, materials, and time.

The Indiana Academic Standards in Language Arts and Math are integrated into the art, music and physical education instruction. Students do writing assessments and projects in all three of these curricular areas. Math concepts and skills are intentionally integrated and applied in Art, Physical Education, and Music. In addition, the music teacher teaches and builds reading fluency by helping children learn phrasing. She also teaches the reading strategies as students learn a new song.

## **2a. Rhoades Reading Program**

The improvement of reading instruction has been the primary focus of the Rhoades instructional staff. Over the past four years teachers have worked closely with a reading consultant to develop and embed a school-wide literacy framework. The components of the framework include: focus on comprehension strategies; vocabulary and word study; flexible grouping, and writing to communicate. All teachers utilize a scientifically based reading research mini-lesson plan throughout the framework and curriculum. The mini-lesson includes teacher modeling, guided practice, independent practice, and transfer into the content areas as students progressively become more independent at the skill.

Teachers focus on grade level Indiana Academic Standards and comprehension strategies in grade level material during the Focus on Comprehension Strategies component of the reading program. During the mini-lesson, teachers are able to informally pre and post assess the student's understanding of the skill to determine individual student needs. Teachers combine this information with data collected from various formal assessments that measure comprehension, decoding, and fluency to determine flexible reading groups. These groups are instructed using material at their 'just right' level. Groups are based on skill needs and continually change according to identified student need.

The Vocabulary and Word study segments are embedded throughout the framework. Teachers provide direct instruction on vocabulary and word analysis strategies used before, during, and after reading. They link words to prior experiences and provide multiple opportunities for students to revisit target vocabulary words.

Writing improves reading comprehension. Writing to communicate is an integral component of the framework. Students write for a variety of purposes on a daily basis. Teachers use monthly assessments to determine student writing needs. These needs are addressed in small groups and individual writing

conferences. Through small group instruction students gradually become more independent with the writing process and can apply the basic skills of writing to a variety of purposes.

### **3. Math**

Rhoades Elementary School uses a balanced math program based on the Indiana Academic Standards with the following components: basic fact assessment, mental math, daily math review of skills previously taught, concept development, problem solving, and flexible skill groups. All students are expected to master the basic math facts and computation skills. The basic fact and computation assessment provides data for the student and teacher to set goals. Students then monitor their progress. Mental math requires the learners to perform basic computation in their head without the use of manipulatives. The teachers and students complete this task orally. Daily math review helps to maintain the skills that have been modeled and practiced prior to becoming part of the daily math review. Problem solving is embedded into the math curriculum. There is a focus on core problem solving strategies. In addition to working the problems, students are to provide an explanation in words, numbers, and pictures. Flexible skill groups encompass our mission to be a community of learners focused on meeting the needs of individual learners. Instruction is differentiated for groups based on a pre/post assessment of each standard. Learners that are meeting grade level standards are provided with enrichment opportunities, and students who are not yet meeting grade level standards are provided ample support and instruction to master grade level requirements. Groups are composed of students using a vertical team format in the intermediate grade levels and within the grade level for the primary grades. Through innovation and excellence, Rhoades Elementary uses weekly teacher-created assessments to drive standard based instruction.

### **4. Meeting Individual Student Needs**

Rhoades differentiates instruction for students based on student need. Assessment data is used to determine the skill needs of students. Small group instruction is utilized for guided practice. Curriculum compacting, the parallel curriculum model, and differentiated independent activities are used to challenge the students who have demonstrated mastery of the grade level standards. For students that need additional time and support to master the grade level standard, after school tutoring, targeted small group instruction, and differentiated independent activities are utilized.

Individual Student Success Plans are developed for students not reaching their potential. Specific skill areas in need are identified, goals are established, and activities are designed with the parents/ guardian, teacher, and student.

Rhoades has a Title 1 reading program that provides small group instruction in reading during the reading block for the primary grades. Highly structured programs such as Program Optimize and Early Success are used in these groups. These students receive additional guided instruction from the Title 1 teacher.

The special education program at Rhoades provides a continuum of services. There is a student support room for students to receive individual attention, occupational therapy, physical therapy, and process through their behavior management plan. Special Education Students receive additional support through classroom modifications and additional in-class support and guided teaching from the special education teacher.

Second grade students that continue to struggle with learning to read enrolled in the HOSTS mentoring program. This is a highly individualized and highly structured mentoring process which provides one-on-one support to students.

## 5. Professional Development

An intentional, focused, and disciplined approach to both professional development and classroom practices has been the greatest impact on improving student achievement. A scaffolding approach to differentiated professional development ensures that both inexperienced and experienced staff members' learning needs are met. With job embedded training and continuous mentoring, teachers receive the appropriate modeling of teaching techniques and coaching for sustainability of the literacy program, differentiation, and assessment literacy.

Rhoades professional development in research based teaching practices occurs throughout the year with top educators, Doug Reeves, Larry Ainsworth, Zig Zelke, and Susan Page. District level training through 30 hours of required professional development classes, technology integration, and state mentoring certification guarantees that teachers receive the training and support in order to assure proficiency in best teaching practices. There are four staff book studies per year which have included the books Poverty, and No Excuses. These standards have created a learning organization a school culture with beliefs that all students can learn when held to high expectations. The book studies have helped to train the staff on assessment, mathematics, performance assessments, and literacy. With more than three years of job embedded training in research based literacy instruction, there is an intentional focus on teaching a differentiated standards based curriculum in which teachers ensure all students progress toward mastery of the state standards. Teachers have been directly taught instructional strategies in reading comprehension, vocabulary and word work, and process writing. Teachers have also been taught small flexible group management techniques and the instructional process. Teachers are monitored by the building administration daily to ensure quality implementation and areas for additional support. As a Reading First School, the literacy coach offers continuous mentoring and support through the Reading Academy, New Teacher Academy, and data analysis.

The weekly staff meetings are designed for professional development. In addition to the book studies, teachers examine student work, un-wrap standards, and collaboratively score writing. Teachers have structured weekly grade level meetings for collaboration and planning. Beginning each school year with a summer retreat, administrators and teachers have created a collaborative environment where Rhoades Elementary has become a learning community for all.

As a Professional Development School in Partnership with Ball State University, Rhoades teachers and students have benefited from ample learning opportunities and resources that have resulted in an increase in student achievement. Ball State has provided training and coaching in technology and the implementation of PLATO and FOCUS technology software. Several Action Research projects under the guidance of Ball State faculty have demonstrated student achievement in literacy development. Ball State pre-service teachers participate in all building professional development including weekly staff meetings, Tuesday seminars, and literacy coaching. The Ball State co-teach model provides Rhoades teachers with the opportunity to train and mentor student teachers in research based instruction as they work side by side in the classroom.

## PART VII – ASSESSMENT RESULTS

### 3<sup>rd</sup> Grade Language Arts ISTEP Scores

Testing Month School Scores	2003-2004 September	2002-2003 September	2001-2002 September	2000-2001 September	1999-2000 September
<b>Pass Plus</b>	25%	9%	NA	NA	NA
<b>Pass</b>	59%	70%	49%	48%	55%
Total Percent Passing	84%	79%	49%	48%	55%
Number of students tested	104	94	111	127	98
Percent of total students tested	100%	100%	100%	100%	100%
Percent of students alternatively assessed	0%	0%	0%	0%	0%
<b>SUBGROUP SCORES</b>					
<b>1. Economically Disadvantaged</b>					
<b>Pass Plus</b>	23%	9%	NA	NA	NA
<b>Pass</b>	54%	69%	40%		
Total Percent Passing	77%	78%	40%		
Number of students tested	<b>47</b>	<b>55</b>	<b>57</b>		
<b>2. Black</b>					
<b>Pass Plus</b>	14%	10%	NA	NA	NA
<b>Pass</b>	62%	52%	35%	41%	38%
Total Percent Passing	76%	62%	35%	41%	38%
Number of students tested	<b>21</b>	<b>21</b>	<b>23</b>	<b>27</b>	<b>16</b>
<b>3. White</b>					
<b>Pass Plus</b>	28%	9%	NA	NA	NA
<b>Pass</b>	57%	76%	54%	52%	63%
Total Percent Passing	85%	85%	54%	52%	63%
Number of students tested	<b>75</b>	<b>68</b>	<b>78</b>	<b>95</b>	<b>40</b>
<b>STATE SCORES</b>					
<b>Pass Plus</b>	13%	10%	NA	NA	NA
<b>Pass</b>	62%	62%	66%	63%	68%
Total Percent Passing	75%	72%	66%	63%	68%

### 3<sup>rd</sup> Grade Math ISTEP

Testing Month School Scores	2003-2004 September	2002-2003 September	2001-2002 September	2000-2001 September	1999-2000 September
<b>Pass Plus</b>	47%	15%	NA	NA	NA
<b>Pass</b>	43%	63%	34%	56%	59%
Total Percent Passing	90%	78%	34%	56%	59%
Number of students tested	104	94	111	127	97
Percent of total students tested	100%	100%	100%	100%	100%
Percent of students alternatively assessed	0%	0%	0%	0%	0%
<b>SUBGROUP SCORES</b>					
<b>1. Economically Disadvantaged</b>					
<b>Pass Plus</b>	47%	16%	NA	NA	NA
<b>Pass</b>	43%	62%	28%	NA	NA
Total Percent Passing	89%	78%	28%	NA	NA
Number of students tested	<b>47</b>	<b>55</b>	<b>57</b>		
<b>2. Black</b>					
<b>Pass Plus</b>	48%	19%	NA	NA	NA
<b>Pass</b>	33%	48%	17%	44%	13%
Total Percent Passing	81%	67%	17%	44%	13%
Number of students tested	<b>21</b>	<b>21</b>	<b>23</b>	<b>27</b>	<b>16</b>
<b>3. White</b>					
<b>Pass Plus</b>	48%	15%	NA	NA	NA
<b>Pass</b>	44%	68%	41%	61%	50%
Total Percent Passing	92%	82%	41%	61%	50%
Number of students tested	<b>75</b>	<b>68</b>	<b>78</b>	<b>95</b>	<b>40</b>
<b>STATE SCORES</b>					
<b>Pass Plus</b>	13%	9%	NA	NA	NA
<b>Pass</b>	59%	57%	70%	70%	73%
Total Percent Passing	72%	66%	70%	70%	73%



## 6<sup>th</sup> Grade Language Arts ISTEP

Testing Month School Scores	2003-2004 September	2002-2003 September	2001-2002 September	2000-2001 September	1999-2000 September
<b>Pass Plus</b>	6%	9%	NA	NA	NA
<b>Pass</b>	67%	69%	30%	38%	42%
Total Percent Passing	73%	78%	30%	38%	42%
Number of students tested	96	100	117	<b>128</b>	99
Percent of total students tested	100%	100%	100%	100%	100%
Percent of students alternatively assessed	0%	0%	0%	0%	0%
<b>SUBGROUP SCORES</b>					
<b>1. Economically Disadvantaged</b>					
<b>Pass Plus</b>	4%	9%	NA	NA	NA
<b>Pass</b>	60%	74%	28%	NA	NA
Total Percent Passing	64%	83%	28%	NA	NA
Number of students tested	<b>42</b>	<b>47</b>	<b>57</b>		
<b>2. Black</b>					
<b>Pass Plus</b>	5%	6%	NA	NA	NA
<b>Pass</b>	48%	76%	15%	21%	17%
Total Percent Passing	53%	82%	15%	21%	17%
Number of students tested	<b>19</b>	<b>17</b>	<b>20</b>	<b>29</b>	<b>12</b>
<b>3. White</b>					
<b>Pass Plus</b>	7%	10%	NA	NA	NA
<b>Pass</b>	72%	65%	36%	43%	53%
Total Percent Passing	79%	75%	36%	43%	53%
Number of students tested	<b>75</b>	<b>73</b>	<b>87</b>	<b>95</b>	<b>70</b>
<b>STATE SCORES</b>					
<b>Pass Plus</b>	13%	7%			
<b>Pass</b>	62%	61%	52%	52%	56%
Total Percent Passing	74%	69%	52%	52%	56%

## 6<sup>th</sup> Grade Math ISTEP

Testing Month School Scores	2003-2004 September	2002-2003 September	2001-2002 September	2000-2001 September	1999-2000 September
<b>Pass Plus</b>	43%	28%	NA	NA	NA
<b>Pass</b>	47%	61%	42%	45%	41%
Total Percent Passing	90%	89%	42%	45%	41%
Number of students tested	96	100	117	<b>128</b>	99
Percent of total students tested	100%	100%	100%	100%	100%
Percent of students alternatively assessed	0%	0%	0%	0%	0%
<b>SUBGROUP SCORES</b>					
<b>1. Economically Disadvantaged</b>					
<b>Pass Plus</b>	33%	21%	NA	NA	NA
<b>Pass</b>	50%	72%	37%	NA	NA
Total Percent Passing	83%	94%	37%	NA	NA
Number of students tested	<b>42</b>	<b>47</b>	<b>57</b>		
<b>2. Black</b>					
<b>Pass Plus</b>	32%	18%	NA	NA	NA
<b>Pass</b>	42%	64%	35%	28%	8%
Total Percent Passing	74%	82%	35%	28%	8%
Number of students tested	<b>19</b>	<b>17</b>	<b>20</b>	<b>29</b>	<b>12</b>
<b>3. White</b>					
<b>Pass Plus</b>	45%	29%	NA	NA	NA
<b>Pass</b>	48%	61%	44%	51%	54%
Total Percent Passing	93%	90%	44%	51%	54%
Number of students tested	<b>75</b>	<b>73</b>	<b>87</b>	<b>95</b>	<b>70</b>
<b>STATE SCORES</b>					
<b>Pass Plus</b>	14%	11%			
<b>Pass</b>	59%	57%	61%	62%	61%
Total Percent Passing	72%	68%	61%	62%	61%

## Rhoades School Language Arts ISTEP Data

Testing Month School Scores	2003-2004 September	2002-2003 September	2001-2002 September	2000-2001 September	1999-2000 September
<b>Pass Plus</b>	16%	9%			
<b>Pass</b>	63%	68%	38%	41%	46%
Total Percent Passing	79%	77%	38%	41%	46%
Number of students tested	196	200	231	263	213
Percent of total students tested	100%	100%	100%	100%	100%
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Economically Disadvantaged</b>					
<b>Pass Plus</b>	17%	9%			
<b>Pass</b>	55%	68%	32%	37%	
Total Percent Passing	72%	77%	32%	27%	NA
<b>2. Black</b>					
<b>Pass Plus</b>	10%	7%			
<b>Pass</b>	56%	68%			
Total Percent Passing	67%	66%			
<b>3. White</b>					
<b>Pass Plus</b>	17%	9%			
<b>Pass</b>	65%	70%	42%	45%	51%
Total Percent Passing	83%	79%	42%	45%	51%
<b>4. Hispanic</b>					
<b>Pass Plus</b>	20%	0%			
<b>Pass</b>	40%	80%	0%	0%	30%
Total Percent Passing	60%	80%	0%	0%	30%
<b>STATE SCORES</b>					
<b>Pass Plus</b>	10%	9%			
<b>Pass</b>	62%	62%	59%	57%	62%
Total Percent Passing	72%	79%	59%	57%	62%

## Rhoades School Math ISTEP Data

<b>Testing Month School Scores</b>	<b>2003-2004 September</b>	<b>2002-2003 September</b>	<b>2001-2002 September</b>	<b>2000-2001 September</b>	<b>1999-2000 September</b>
<b>Pass Plus</b>	44%	21%			
<b>Pass</b>	45%	63%	37%	49%	42%
Total Percent Passing	90%	84%	37%	49%	42%
Number of students tested	198	200	232	262	213
Percent of total students tested	100%	100%	100%	100%	100%
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Economically Disadvantaged</b>					
<b>Pass Plus</b>	41%	18%			
<b>Pass</b>	46%	64%	32%	47%	
Total Percent Passing	88%	82%	32%	47%	NA
<b>2. Black</b>					
<b>Pass Plus</b>	40%	17%			
<b>Pass</b>	38%	54%	23%	37%	15%
Total Percent Passing	78%	71%	23%	37%	15%
<b>3. White</b>					
<b>Pass Plus</b>	47%	21%			
<b>Pass</b>	46%	66%	42%	54%	48%
Total Percent Passing	93%	86%	42%	54%	48%
<b>4. Hispanic</b>					
<b>Pass Plus</b>	20%	40%			
<b>Pass</b>	80%	40%	0%	0%	50%
Total Percent Passing	100%	80%	0%	0%	50%
<b>STATE SCORES</b>					
<b>Pass Plus</b>	13%	10%			
<b>Pass</b>	59%	57%	65%	66%	67%
Total Percent Passing	72%	67%	65%	66%	67%

## **Paperwork Burden Statement**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0745. The expiration date is 11/30/2005. The time required to complete this information collection is estimated to average 40 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of the individual submission of this form, write directly to: *No Child Left Behind – Blue Ribbon Schools Program*, U.S. Department of Education, 400 Maryland Avenue SW, 5E205, Washington DC 20202-3521.