U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools):   ☐   ☑   ☐   ☐
(Check all that apply, if any)   Charter   Title 1   Magnet   Choice

Name of Principal: Mrs. Tammy Angel

Official School Name: Center Elementary School

School Mailing Address: W Hawkins
                                    Center, MO 63436-0227

County: Ralls   State School Code Number: 087-083

Telephone: (573) 267-3341 E-mail: tangel@rallsr2.k12.mo.us

Fax: (573) 267-3567   Web URL: www.rallsr2.k12.mo.us

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mrs. Deanette Jarman   Superintendent e-mail: djarman@rallsr2.k12.mo.us

District Name: Ralls Co R-II   District Phone: (573) 267-3397

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

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Randy Anderson

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

_____ Date _____
(School Board President's/Chairperson's Signature)

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

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.

5. The school has been in existence for five full years, that is, from at least September 2005.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.

7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 2 Elementary schools
   (per district designation)   1 Middle/Junior high schools
                                           1 High schools
                                           0 K-12 schools
                                           4 Total schools in district

2. District per-pupil expenditure: 7236

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area

4. Number of years the principal has been in her/his position at this school: 2

5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	9	11	20		6	0	0	0
K	7	11	18		7	0	0	0
1	7	8	15		8	0	0	0
2	10	7	17		9	0	0	0
3	13	8	21		10	0	0	0
4	8	10	18		11	0	0	0
5	9	14	23		12	0	0	0
							Total in Applying School:	132

6. Racial/ethnic composition of the school:

0	%	American Indian or Alaska Native
0	%	Asian
1	%	Black or African American
0	%	Hispanic or Latino
0	%	Native Hawaiian or Other Pacific Islander
99	%	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 2009-2010 school year: 11%

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

(1)	Number of students who transferred *to* the school after October 1, 2009 until the end of the school year.	3
(2)	Number of students who transferred *from* the school after October 1, 2009 until the end of the school year.	9
(3)	Total of all transferred students [sum of rows (1) and (2)].	12
(4)	Total number of students in the school as of October 1, 2009	110
(5)	Total transferred students in row (3) divided by total students in row (4).	0.11
(6)	Amount in row (5) multiplied by 100.	11

8. Percent limited English proficient students in the school: 0%

Total number of limited English proficient students in the school: 0

Number of languages represented, not including English: 0

Specify languages:

9. Percent of students eligible for free/reduced-priced meals: 51%

    Total number of students who qualify: 67

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: 29%

    Total number of students served: 21

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

2	Autism	0	Orthopedic Impairment
0	Deafness	1	Other Health Impaired
0	Deaf-Blindness	2	Specific Learning Disability
0	Emotional Disturbance	12	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
4	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities	8	Developmentally Delayed

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

<div align="center">Number of Staff</div>

	Full-Time	**Part-Time**
Administrator(s)	2	0
Classroom teachers	7	0
Special resource teachers/specialists	2	6
Paraprofessionals	2	0
Support staff	4	0
Total number	17	6

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1:   19:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	96%	95%	96%	96%	95%
Daily teacher attendance	91%	86%	94%	94%	94%
Teacher turnover rate	7%	0%	7%	7%	47%
High school graduation rate	%	%	%	%	%

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

2005-206: One teacher missed 12 days due to the birth of a child, which lowered the overall attendance rating.

2006-2007: One teacher missed 12.5 days due to the birth of a child. Another teacher's father died of cancer during the school year, and the teacher was absent 14.5 days because of her need to be with him during various medical treatments. Both of these occurrences lowered the overall attendance rating.

2007-2008: One teacher missed 20 days due to an emergency surgery, which lowered the overall attendance rating.

2008-2009: One teacher missed 37.5 days due to the birth of a child, which lowered the overall attendance rating.

2009-2010: One teacher missed 28 days due to an emergency surgery, which lowered the overall attendance rating.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size: _____

Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	**0**%

PART III - SUMMARY

Center Elementary School is one of two elementary schools in the Ralls County school district located in northeast Missouri. Until 2004, Perry Elementary School was also an elementary building in the district as well. Due to budget constraints, Perry and Center merged in 2004. For many years, the small towns of Perry and Center supported their own individual small schools. Each school had its own traditions, procedures, and "building personalities". Now, Center Elementary consists of the students and faculty from the two rural communities that merged together to form one school family. The atmosphere of Center is one of family which is reflected in the morning pledge recited by students and faculty each day. At Center Elementary School, we are a family. We are committed to helping each other make the best of this day by being respectful, responsible, ready and safe."

The success of the school is the result of the community caring enough about their children and their education to work through the losses, rivalry, and the emotions of a school closing. The administrators, staff, and the community have pulled together to create a school that ensures not only a strong learning environment for their students but a caring and supportive climate that meets the needs of all students.

The Ralls County R-II mission statement is: "Ralls County R-II school district will provide the best possible environment to give each student the ability to learn and succeed and become a responsible and productive adult in the future". The staff at Center Elementary believes that each child can and should learn. We enforce a student code of conduct through our Schoolwide Positive Behavior Support plan that fosters student responsibility, respect for others, and safe decision making. In order to reach our mission goal, the role of the teacher at Center is to provide opportunities to achieve and create learning situations in which individual motivation for learning is the stimulus. Teachers at Center Elementary help students develop their strengths and therefore they bring a willingness to learn into the classroom each day.

Center Elementary is part of a district that has many strengths which include community support, a positive climate throughout, positive community values, and interagency/community cooperation. As we build upon these strengths, we work diligently each day to address concerns such as providing for our at-risk students, scores on our state assessment, and maintaining and funding technology. To maximize student success, we keep an open communication and cooperation between the school and the parent. Parents receive monthly newsletters highlighting the events for the month and celebrating school successes such as perfect attendance and honor roll. We have a Tiger Cub Booster Club made up of parents and teachers that plan activities for the students and raise money for the school. Our Facebook page also serves as a method of communication between school and home. We host two parent-teacher conferences each year, one in the fall and an additional one in the spring. Two conferences allows for more sharing of student progress and concerns. It is a great opportunity to share and explain important data. At Center Elementary, teachers are expected to have 100% participation in the conferences. The building administrator and the family liaison assist in making the parent contact.

The following quote best describes why Center Elementary School is worthy of Blue Ribbon status; "Quality is never an accident; it is always the result of high intention, sincere effort, intelligent direction, and skillful execution; it represents the wise choice of many alternatives." At Center, teachers do not settle for less than high-quality work. All staff is committed to the student population and hold them accountable for making appropriate social choices as well as striving for academic excellence. Our teachers work towards the success of each individual. They are dedicated and devoted to the students they teach. Not only do they put forth their most sincere effort every day, they serve as exemplary role models in and out of the classroom.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Center Elementary uses the MAP (Missouri Assessment Program) as a testing tool. Grade-Level Assessments are augmented norm-referenced tests that are delivered annually each spring in communication arts and mathematics for grades 3-5, and science for grades 5. The Missouri Assessment Program is one of several educational reforms mandated by the Outstanding Schools Act of 1993. Each assessment requires three to five hours of test administration time and may include any of three types of test items: selected response items, constructed response items, and performance events. Student performance can be reported in terms of four achievement levels that describe a pathway to proficiency. The levels are below basic, basic, proficient, and advanced. Achievement -level scores provide a description of what students can do in terms of the content and skills addressed, as described in the Grade Level Expectations (GLEs). More information about the MAP state assessment can be found at http://dese.mo.gov.

The prevalent data trends in state assessment scores from 2005-2001 include growth in both reading and communication arts.

In third grade, growth occurred between 2005 and 2010 but there was no consistent increase in scores in sequential years. Math, however, saw a significant increase overall in the % of proficient and advanced scores with a total of 73.7% in 2010. Fourth grade was successful in both areas with reading seeing an increase of scores overall of 22.7% between the five years and math an increase of 56.8%. Fifth grade did progress yearly in the area of communication arts beginning with a 29.4% in 2005 and 70% proficient and advanced in 2010. Math for fifth grade did produce a remarkable gain in scores. In the spring of 2010, Center Elementary 5th graders scored a 75% proficient and advanced combined.

When looking at our free and reduced lunch population, significant growth in reading and math is apparent. In communication arts, the final result was a 44.4% proficient and advanced in 2010. However, the growth between the years was not steady or constant. In math, after the 2006-2007 school year, 3rd graders made steady growth with an overall gain of 54 percentage points between 2008-2010. For our fourth grade group, the biggest gain was made in math, with a gain of 41 percentage points. Fifth grade saw the biggest increase in scores in both core areas. In 2006, reading scores were a 16% proficient and advanced. By testing in 2010, that score had risen to 78% proficient and advanced, a gain of 61 percentage points.

As we look at the data the MAP assessments provides us throughout the year. It drives instruction for teachers and it affects how we format our own common assessments. The increase in scores over the years is correlated to the implementation of the Treasures reading series and the Investigations math program. Both of these programs gave the instructors the tools they needed to provide quality instruction for all students. The MAP data also affects the organization of out Response to Intervention blocks.

2. Using Assessment Results:

At Center Elementary, we are a data rich school. We utilize assessment information to assist students in progressing in all academic areas. We have several different types of assessments that provide us with information regarding student achievement. Students in grades 3-5 take the Missouri Assessment Program test each spring. Kindergarteners- second grade students take the Terra Nova each fall and spring. The Terra Nova assessment allows the instructor to determine achievement levels in reading and language arts. Throughout the year, students receive the AIMSWEB universal screener that analyzes fluency, comprehension, and math computation. After receiving state assessment scores, the administrator and teachers review several reports and align the areas receiving the lowest scores to our district wide Essential Learner Outcomes. The teachers then accommodate their instruction to reflect the areas in need

of improvement. The Terra Nova assessment allows the instructor to determine achievement levels in reading and language arts.

Teachers in grades PreK-5 have developed common assessments for each Essential Learner Outcome in Communication Arts and Math. When students complete an assessment, results are discussed during teacher release time. Students receive additional instruction for the outcomes they did not master and they take an additional form of the common assessment. Teachers and students keep track of their progress on the ELOs.

The data gathered from the assessments is also used by our Support Team to realign our intervention groups. Our daily intervention block is used to individualize instruction for students that need to move to proficiency in an area or need additional instruction for a particular standard. Progress during the intervention time is monitored frequently and students are able to move to the class that fits their need according to their growth.

All teachers complete an Annual Reading Data form at the end of the school year. This form includes all AIMSWEB and SRI scores, Terra Nova grade equivalent, DRA and SRI scores, reading instruction, interventions and services, and Essential Learner Outcome information. All reading data is used by our Title I teacher to structure student groups by level. Title I is offered to students in grades K-5. We use the pull-out and push-in instructional methods.

3. Communicating Assessment Results:

Center Elementary communicates student performance to parents in a variety of ways. We strive to keep parents aware of student progress throughout the year. MAP (Missouri Assessment Program) data is shared and explained at parent-teacher conferences in the fall. Parents take home a report that summarizes their child's results as well as offers recommendations for improving scores based on their areas of weakness. MAP results are shared with parents of students in grades 4-5 while Terra Nova reports are given to the parents of students in grades 1-3.

Students take the SRI several times throughout the year and those results are shared with parents and students. The SRI (Scholastic Reading Inventory) is an interactive reading comprehension test that provides as assessment of student reading levels. The reports generated by the assessment assist the teacher in planning for instruction based on individual and allows parents a good insight into their child's reading level. These results are communicated to parents through grade cards, progress reports, weekly newsletters, and conferences.

Students are also aware of their fluency rate, established through the AIMSWEB screening tool. Students are benchmarked three times a year and progress monitored according to individual need. Students set goals for increasing their rate and develop action plans for reaching that goal. Students practice graphing their own fluency rate or other measurable progress. Parents are aware of their child's AIMSWEB scores as communicated through progress reports, report cards, and individual conferences based on need. AIMSWEB serves as a math computation screening tool as well.

Quarterly grade cards serve as a vital piece of communication for parents and teachers in regards to student progress. Our grade cards are centered around the Essential Learner Outcomes developed by the classroom teachers. These ELOs are statements that describe significant and essential learning that learners have achieved, and can reliably demonstrate at the end of a course or program. Parents are given a copy of the ELOs for their child at parent teacher conferences in the fall. It is communicated to parents at that time that these are the skills the students are accountable for by the end of the school year. Progress towards mastering the ELOs is communicated to the parents through results of common assessments developed by the teachers. Students also track their progress of ELOs. Classrooms have charts and posters displayed that allow students to chart their mastery of each ELO.

4. Sharing Lessons Learned:

Center Elementary staff has worked diligently to communicate successful strategies with team teachers within the district. Each month, teachers use professional development opportunities to meet with other teachers of their grade level within the district. During this PLC time, teachers collaborate to develop effective common assessments as well as share instructional strategies for classroom use. Center Elementary partners with Hannibal LaGrange College in a neighboring county to help place student teachers. In the past two years we have hosted 4 student teachers in grades PreK-5 and provided then with quality learning experiences. We also work with William Woods University and Moberly Area Community College to provide observational hours for undergraduate students. We welcome visiting teaching from other districts as well. We have been observed by other instructors outside of our district for Treasures and Foss implementation ideas.

Our Title I instructor consistently shares instructional strategies with other reading teachers within the district during professional development time and offers assistance to Center Elementary during monthly staff meetings. The annual Title I meeting for teachers and parents allows for the sharing of instructional strategies to aide student achievement. The Title I instructor also serves as a Literacy Coach for the district. She has traveled to surrounding counties to share learned reading strategies with other reading coaches. The Title I teacher has been trained in Reading Recovery and the Wilson Language System. Classroom teachers are able to share strategies with parents and colleagues through the use of our district website. Many instructors have a link to their own webpage which can navigate parents and other visitors to sites that offer content review and instructional strategies. Teachers use these sites for test preparation as well as a skill building opportunity.

Center Elementary teachers share best strategies by having an open door policy for each other. They all welcome their peers to observe instruction in the classroom. We have such a variety of different programs being utilized, especially during our intervention block; it is a great time for a professional development opportunity.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The core curriculums of Center Elementary school include communication arts and math. Science, social studies, guidance, art, music and physical education are additional curriculums implemented in the building. These curriculums were developed by district teams and approved by the board of education.

All curriculums are centered around the Grade Level Expectations and Show-Me Standards for the state of Missouri. The Show-Me Standards include both performance and knowledge standards. These standards serve as a blueprint for the district curriculum writers. The academic standards addressed in each curriculum are: Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas, Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom, Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems and Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.

Our curriculums allow for opportunities that engage the students in exploring, analyzing, and understanding the world. Curriculum checklists have been created for each grade level in the areas of communication arts and math. These handbooks serve as guides for the instructors to ensure that all Essential Learner Outcomes and Grade Level Expectations are taught.

Reading instruction for students in grades K-5 involves the implementation of the Treasures reading series from Macmillan/McGraw-Hill. This series provides for oral language, word study, writing, grammar, and spelling as well as comprehension and fluency instruction in reading. Students are given a variety of informal assessments through daily quick check observations, weekly comprehension checks, and weekly fluency passages. Formal assessment included in the curriculum include weekly assessments, running records, and unit and benchmark assessments that are presented in MAP format to assist students in preparing for the Missouri Assessment Program. Kindergarten students are also exposed to Jolly Phonics as well as Fundations lessons in addition to the regular curriculum. Our Title I instructor serves as a resource in the K-5 classrooms teaching approaching level small groups within the classroom and Just Words from the Wilson Reading Program to 4th and 5th grade students.

Center Elementary's math curriculum is based on the Investigations program. This program is designed to support a range of learners. The curriculum helps all children understand fundamental ideas of number and operations, geometry, data, measurement, and early algebra. The lessons are very coherent and carefully sequenced. Included in the math curriculum for teachers are the Grade Level Expectations for the content area, Depth of Knowledge Levels, K-5 math Essential Learner Outcomes, and a glossary of terms.

The Comprehensive Guidance Program curriculum framework is organized around three (3) Strands: Personal and Social Development, Academic Development and Career Development. These Strands lead to nine (9) Big Ideas which are further described by Concepts and K-5 GLEs. The guidance curriculum implementation strategies are directly aligned with the Show-Me Performance Goals by design. The content standards for the other curriculum areas (e.g. social studies, communication arts) were considered and aligned as appropriate; however, the focus of the K-12 guidance curriculum alignment was the content articulated by the Comprehensive Guidance Big Ideas/Content Standards and Concepts. The Comprehensive Guidance curriculum framework represents the collaborative work of Professional School Counselors from throughout the state of Missouri. The guidance curriculum connects academic content to application in life now -- in preparation for life in the future.

Center Elementary uses a structured art curriculum as well. Visual arts education contributes to all goals of public education including academic achievement, personal development, literacy, citizenship, and education of employment. Art enhances all areas of the curriculum by developing critical thinking and communication skills. It teaches students to visualize, observe, analyze, reason, and develop skills necessary for general education. Art education is essential to the mental, physical, and emotional development of all students. It encourages students to tap the diversity of human intelligence and to use the skills acquired to create a personal vision. The art curriculum includes the Show-Me Standards, Visual Arts Grade Level Expectations, and Glossary of Terms.

Evaluation of our curriculum is ongoing and is the responsibility of all those who are involved in the process of writing curriculum. Teachers at all levels are asked to identify the content strengths and weaknesses of the objectives, the suggested resources and assessment tools. Annually, administrators and teachers will look at the school-wide results on state and national assessments and determine areas that need to be addressed.

2. Reading/English:

In recent years, our reading curriculum/program has changed significantly. We moved from classroom reading instruction that included a lot of whole language influence which was teacher directed to instruction that was influenced by Four Blocks and a balanced reading approach. Next, we adopted our first reading program, Treasures, for grades K-5. During this time of varied reading instruction, we had Title I pull out services for students in grades 1-5. We also provided reading Recovery services for struggling readers.

The Treasures reading program was chosen because it allowed for more continuity between grade levels and it also provided a common instructional language for all teachers. This program provides teachers with the tools necessary to give all students adequate instruction in phonemic awareness, phonics, comprehension, fluency, and vocabulary. The Treasures program is a research-based series that provides high quality literature experiences for all grade levels. In addition to the key reading components, each weekly lesson focuses on grammar, writing, and spelling. The Weekly Assessments offered are very beneficial as they directly correlate to the format the students will see on our state assessment in the spring. These assessments allow teachers to not only present the same format the students need to become familiar with but the teachers are able to use the assessments to give direct feedback to the students and measure their weekly growth.

Center Elementary has many programs in place to provide help for its struggling readers. First, we use the AIMSWEB as a universal screener to benchmark and progress monitor all students in grades K-5. We use this information to inform instruction and provide interventions for students. We have a 30 minute intervention time daily called Tiger Time. During this time all available teachers provide intense instruction in different areas of reading and writing. Students are placed in groups depending on their needs. Students are moved in and out of groups when data supports it. In addition to Tiger Time, we have a Reading Recovery trained teacher who works with 2 first grade students 1:1 daily as well as our Family Liaison, that tutors students daily individually and in small groups.

Our growth in the area of reading is based primarily upon not only purchasing a reading series that provides a balanced reading program, but using the program with fidelity and monitoring progress consistently.

3. Mathematics:

Center Elementary teachers in all grades use the Investigations math curriculum. This curriculum provides instruction for six main goals: 1) supporting students to make sense of mathematics and learn that they can be mathematical thinkers, 2) focus on computational fluency with whole numbers, 3)provide substantive work in important areas of mathematics-rational numbers, geometry, measurement, data, and early algebra-and connections among them, 4)emphasize reasoning about mathematical ideas,

5)communicate mathematics content and pedagogy to teachers, 6) engage the range of learners in understanding mathematics.

This curriculum gives students the opportunity to make sense of mathematics and build on ideas they already have. Students learn that they are capable of having mathematical ideas and can apply what they know to new situations. A major strength of this particular curriculum is that it provides the time that the students require to build a strong conceptual foundation. This program is also designed to meet the needs of diverse cultural, ethnic, and language groups as well as students with a wide variety of strengths, needs, and interests.

To improve the math skills of students performing below grade level, teachers provide small group tutoring opportunities led by the classroom teacher, school counselor, family liaison, A+ tutor or parent volunteer. Student progress is monitored through formative and summative assessments as well as the teacher created common assessments that align to the state expectations and district created Essential Learner Outcomes. Center Elementary uses the AIMSWEB as a universal screener to monitor student progress in math computation. Interventions are planned according for those students needing intensive re-teaching in this area as well.

The goals for Center Elementary students in the area of mathematics are based on the Show-Me-Standards , both in performance as well as specific knowledge standards. Our curriculum reflects that students will be able to gather and analyze information and ideas as wells as recognize and solve problems. To ensure that students are successful math learners, teachers use a variety of instructional strategies to teach the curriculum. These include; cooperative learning structures, independent practice, hands-on active learning through the use of manipulatives and technology, problem solving/decision making, student demonstration, modeling, whole group instruction, student demonstration and self-assessment.

Through the use of these instructional strategies and the implementation of the Investigations math series, we hope to grow mathematical competence in all students and provide them with a solid foundation that enables them to compute fluently and solve problems resourcefully.

4. Additional Curriculum Area:

At Center Elementary, our science curriculum involves the implementation of the FOSS science series. This program offers a balance of inquiry-based lessons and direct content reinforcement. This is an extremely challenging and engaging curriculum for our students. They develop an understanding of science concepts through individual and group investigations and analyses using a variety of lab equipment, student readings and interactive technology. FOSS science integrates math, writing, and reading into its daily lessons, strengthening those areas as well. Examples of the modules taught in the various grades include: Kindergarten; Trees, Wood and Paper, Animals, First and Second grades; Plants, Insects, Solids and Liquids, Air and Water, Third and Fourth grades; Human Body, Structures of Life, Magnetism and Electricity, Measurement, Fifth grade; Food and Nutrition, Levers and Pulleys, Solar Energy and Landforms. All these subjects are introduced in a designed instructional sequence, allowing the students to build on prior knowledge and experiences.

All instructors not only implement the FOSS series with fidelity but also refer to their curriculum checklist that is aligned to the science grade level expectations. These expectations are highlighted throughout the FOSS series to ensure that they are being taught. The FOSS assessment system uses many formative and summative assessments to assist teachers and students monitor their progress and measure their ability to apply what they have learned. Teachers use student self-assessment, teacher observations, end-of-module and summative exams to examine development in the areas taught. The district developed curriculum serves as a reference guide for teachers as it provides the state objective, instructional strategies, and assessment ideas for teachers that need to differentiate instruction to meet student needs.

Our goal at Center Elementary is to help students become scientifically literate individuals that actively participate in scientific investigations based on real-life questions. In the classroom and outside the classroom, we want students to explore their environment and understand their place in the natural world and how humans can and do impact the environment to the benefit or detriment of themselves and other living organisms. We want students to develop a curiosity for and appreciation of the interplay of living things within their environment.

To achieve this goal, teachers not only implement the FOSS series and district curriculum guide, but they consistently use research-based best practices during instruction. They enthusiastically combine technology and hands-on experiments to engage learners and make the learning of science meaningful.

5. Instructional Methods:

Center Elementary teachers work in grade-level professional learning communities to analyze student achievement and monitor the progress of individual students. After the data is reviewed, teachers look at the student's learning style, background knowledge, interests, and levels of motivation for learning as they differentiate instruction for that individual or plan small group intervention strategies.

Instructional delivery in the classroom can vary for to meet the needs of our diverse learners. On any given day, you can observe the following best practices being implemented in all classrooms: literature circles, tiered assignments, anchor activities, learning stations, flexible grouping practices, web quests, cooperative learning structures, and text response situations. Teachers make the most of school learning time by providing tutoring and remediation within the school day which includes extra assistance from available staff, high school mentors, and A+ helpers.

We have a scheduled intervention time daily from 8:30-9:00, called Tiger Time that provides the differentiated opportunities needed to meet the needs of each learner. During this time we have 10 different instructional groups at work: Just Words (one intensive, one paced), Fundations, Fluency, and Comprehension (2 groups), Explorations (taught by a certified Gifted Education teacher), Book Clubs (2 groups), and Kindergarten reading/writing. Student progress is monitored by the instructor and shared at our monthly Support Team meetings. The Support Team consists of the building administrator, Title 1 teacher, counselor, family liaison, nurse, physical education teacher. Student progress is tracked through teacher observations and teacher created assessments. Students are placed in an intervention group according to need which is assessed through AIMSWEB and teacher created assessments. When students have achieved proficiency in the area of concern, they are reassessed and assigned to a new Tiger Time group.

Within the classroom, teachers differentiate instruction during whole-group Tier 1 lessons in the core academic areas. Students work to master grade level appropriate essential learner outcomes. Students track their progress of the ELOs and those who struggle to master a certain outcome will be offered a variety of aides: small group assistance, one-on-one tutoring, portfolio assessments in lieu of written tests, samples of class work, and oral reports/presentations.

All teachers have participated in a book study of Marzano's Effective Instructional Strategies and utilize them in the classroom. Teachers use similarities and differences, summarizing and note taking, effective feedback, homework/practice, nonlinguistic representations, generating/testing hypothesis, questioning and other strategies when presenting instruction. Teachers are held accountable for the use of these strategies through weekly administrator observations.

6. Professional Development:

Supporting teachers in their continual efforts to improve instruction so that each child may achieve at high levels in school is the mission of the Ralls County R-II Professional Development program. To develop a strong, well-organized professional-development program, teachers, administrators, and school board

members work as a team to provide the highest quality professional development opportunities for the district.

Our professional development committee has been the driving force behind the implementation of Professional Learning Communities for our district. By providing the funding for the necessary training, grade level teams had the knowledge to begin the development of common assessments that aligned to the Essential Learner Outcomes for that grade level. This process has led to a rise in test scores and allowed for productive communication among teachers across the district.

One example of the commitment of our professional development program is the assistance developed for beginning teachers. To help beginning teachers polish their skills, improve their chances for success, and encourage them to stay in the teaching profession, the district provides a professional development plan for each faculty member with no prior teaching experience. The plan addresses the teacher's first two years in the classroom, and the goals identified in the plan will relate to the evaluation criteria used by the district. Mentors are also assigned to new staff to offer collegial support and assist them in initiating their professional development plan.

The PDC members have the responsibility of providing professional development opportunities for the staff and monitoring the disbursement of professional development funds, which amount to at least one percent of the district's revenue from the state foundation formula. For Center Elementary staff, the committee has approved funding for several key learning experiences including: Investigations training for district math coaches, LETRS training, Professional Learning Communities training, Schoolwide Positive Behavior Support training, and literacy coach training, autism workshops, brain research studies, and countless book studies led by staff.

Prior to the beginning of a new school year, staff is presented with a summary of the previous year's state assessment results. These results are given to the entire district and explained in detail. Teachers are given opportunities to collaborate and discuss results, as well as develop strategies for the upcoming year.

7. School Leadership:

The leadership philosophy at Center Elementary is centered on the "whatever it takes" approach to instruction the building has embraced since the implementation of Professional Learning Communities in 2006. The entire staff takes a leadership role in ensuring the success of all students. In 2004 the Center Support Team was established. The team consists of the Title I teacher, school counselor, family liaison, school nurse, speech implementer, and principal. The Support Team meets monthly to analyze student data and discuss concerns. Together, the team collaborates on plans for explicit instruction and creates differentiated strategies for those students not performing at grade level.

In 2009, Center Elementary began the Schoolwide Positive Behavior Support program in grades Prek-5. Two teachers assumed the roles of team coaches and developed a plan to suit the needs of our building. The teachers and all support staff have all embraced this program and have successfully taught social expectations to all our students.
All programs that impact student achievement are led by staff within our building. Center Elementary breeds effective leaders who seek out professional development opportunities that help guide the instruction in the classroom. These teachers enthusiastically share what they learn, which makes the building grow as a whole.

The building principal serves as an educational leader that promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment. The principal creates a safe environment where children can learn while managing the facility so that the school day runs smoothly and the overall climate of the school supports the learning process. The principal is a positive advocate for change in our building whether it is internally, physically, or academically and is constantly moving the school forward while remaining committed to the school mission and vision.

Overall, at Center Elementary, we embrace leadership roles and ambitiously challenge ourselves to work together to create educational success for all. Robert Gordon once said, "At a time when Americans seek strength in their leaders, we should find the strength to speak hard truths about our schools and support essential changes." Center Elementary school is always ready to support changes in the school system. We all believe that effective leadership is the key to a school's academic growth and success.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics　　　　Grade: 3 Test: Missouri Assessment Program

Edition/Publication Year: 2005 Publisher: CTB McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient, Advanced	74	61	50	29	44
Advanced	11	0	11	12	0
Number of students tested	19	18	18	17	23
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	0	0	0
Percent of students alternatively assessed	0	2	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient, Advanced		60			54
Advanced		0			0
Number of students tested		10			13
2. African American Students					
Proficient, Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient, Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient, Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient, Advanced					
Advanced					
Number of students tested					
6.					
Proficient, Advanced					
Advanced					
Number of students tested					
NOTES:					

11MO8

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 3 Test: Missouri Assessment Program

Edition/Publication Year: 2005 Publisher: CTB McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient, Advanced	42	28	39	29	39
Advanced	26	22	6	6	9
Number of students tested	19	18	18	17	23
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	1	0	0
Percent of students alternatively assessed	0	0	2	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient, Advanced		10			23
Advanced		10			8
Number of students tested		10			13
2. African American Students					
Proficient, Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient, Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient, Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient, Advanced					
Advanced					
Number of students tested					
6.					
Proficient, Advanced					
Advanced					
Number of students tested					
NOTES:					

11MO8

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 4 Test: Missouri Assessment Program

Edition/Publication Year: 2005 Publisher: CTB McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient, Advanced	75	65	33	67	18
Advanced	5	0	5	4	0
Number of students tested	20	20	21	24	22
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	0	0	0
Percent of students alternatively assessed	0	5	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient, Advanced	60	67		64	18
Advanced	10	0		7	0
Number of students tested	10	12		14	11
2. African American Students					
Proficient, Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient, Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient, Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient, Advanced					
Advanced					
Number of students tested					
6.					
Proficient, Advanced					
Advanced					
Number of students tested					
NOTES:					

11MO8

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 4 Test: Missouri Assessment Program

Edition/Publication Year: 2005 Publisher: CTB McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient, Advanced	50	45	19	63	27
Advanced	25	10	14	13	0
Number of students tested	20	20	21	24	22
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	0	0	0
Percent of students alternatively assessed	0	2	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient, Advanced	30	42		57	18
Advanced	10	8		21	0
Number of students tested	10	12		14	11
2. African American Students					
Proficient, Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient, Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient, Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient, Advanced					
Advanced					
Number of students tested					
6.					
Proficient, Advanced					
Advanced					
Number of students tested					
NOTES:					

11MO8

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 5 Test: Missouri Assessment Program

Edition/Publication Year: 2005 Publisher: CTB McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient, Advanced	75	55	60	45	29
Advanced	15	15	13	10	0
Number of students tested	20	20	23	20	17
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	2	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient, Advanced			47	60	
Advanced			13	10	
Number of students tested			15	10	
2. African American Students					
Proficient, Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient, Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient, Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient, Advanced					
Advanced					
Number of students tested					
6.					
Proficient, Advanced					
Advanced					
Number of students tested					
NOTES:					

11MO8

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 5 Test: Missouri Assessment Program

Edition/Publication Year: 2005 Publisher: CTB McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient, Advanced	70	55	50	45	29
Advanced	20	10	14	15	12
Number of students tested	19	20	22	20	17
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	2	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient, Advanced			50	60	
Advanced			14	20	
Number of students tested			14	10	
2. African American Students					
Proficient, Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient, Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient, Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient, Advanced					
Advanced					
Number of students tested					
6.					
Proficient, Advanced					
Advanced					
Number of students tested					
NOTES:					

11MO8

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient, Advanced	75	60	48	49	31
Advanced	10	5	10	8	0
Number of students tested	59	58	62	61	62
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	1	1	0	0
Percent of students alternatively assessed	2	2	2	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient, Advanced	64	57	36	50	33
Advanced	11	3	10	6	0
Number of students tested	28	30	31	32	30
2. African American Students					
Proficient, Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient, Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient, Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient, Advanced					
Advanced					
Number of students tested					
6.					
Proficient, Advanced					
Advanced					
Number of students tested					
NOTES:					

11MO8

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient, Advanced	54	43	36	48	32
Advanced	24	14	12	12	7
Number of students tested	59	58	61	61	62
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	1	1	0	0
Percent of students alternatively assessed	2	2	2	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient, Advanced	50	33	30	44	20
Advanced	21	7	10	19	3
Number of students tested	28	30	30	32	30
2. African American Students					
Proficient, Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient, Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient, Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient, Advanced					
Advanced					
Number of students tested					
6.					
Proficient, Advanced					
Advanced					
Number of students tested					
NOTES:					

11MO8