

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 configuration 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 (AYP) or its equivalent 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 AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. 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 OCR has accepted a corrective action plan from the district to remedy the violation.
10. 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.
11. 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 14 Elementary schools (includes K-8)
3 Middle/Junior high schools
4 High schools
0 K-12 schools
21 Total schools in district
2. District per-pupil expenditure: 5859

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school: 3
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	32	27	59
1	31	34	65
2	27	27	54
3	30	35	65
4	39	38	77
5	37	31	68
6	39	30	69
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			457

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
9 % Asian
1 % Black or African American
2 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
79 % White
9 % 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 2011-2012 school year: 4%

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

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	11
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	6
(3)	Total of all transferred students [sum of rows (1) and (2)].	17
(4)	Total number of students in the school as of October 1, 2011	459
(5)	Total transferred students in row (3) divided by total students in row (4).	0.04
(6)	Amount in row (5) multiplied by 100.	4

8. Percent of English Language Learners in the school: 4%

Total number of ELL students in the school: 18

Number of non-English languages represented: 6

Specify non-English languages:

Vietnamese, Korean, Chinese (Mandarin), Japanese, Albanian, Dutch

9. Percent of students eligible for free/reduced-priced meals: 8%
 Total number of students who qualify: 39

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

10. Percent of students receiving special education services: 15%
 Total number of students served: 68

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

<u>7</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>11</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>5</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>41</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>19</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>5</u>	<u>4</u>
Paraprofessionals	<u>10</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>10</u>	<u>2</u>
Total number	<u>45</u>	<u>6</u>

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

24:1

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

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	98%	97%	97%	97%	97%
High school graduation rate	%	%	%	%	%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size: _____

Enrolled in a 4-year college or university _____ %

Enrolled in a community college _____ %

Enrolled in vocational training _____ %

Found employment _____ %

Military service _____ %

Other _____ %

Total _____ **0%**

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

No

Yes

If yes, what was the year of the award? 2007

PART III - SUMMARY

Childs Elementary School is one of 14 elementary schools in the Monroe County Community School Corporation located in Bloomington, Indiana. Indiana University has a strong impact on the community, providing the town with rich cultural opportunities. Many of the families in the Childs attendance area have an affiliation with the university. Education is a high priority to the families served by Childs.

Childs School is proud of its long tradition of high academic achievement. The school is designated a Four Star School in the State of Indiana, indicating that the school is in the top 25 percent of schools in the state in the areas of language arts, mathematics, science, and attendance. Its student body is comprised of an African-American population of 1 percent, 9 percent Multiracial, 9 percent Asian, 2 percent Hispanic, and 79 percent Caucasian. Approximately 8 percent of the students receive free and reduced lunch. The total enrollment for Childs is 459 students.

The school's mission statement focuses on a commitment "to academic excellence, achievement of each child's potential, and the development of social skills that enable all students to be successful." Creating a positive and inclusive school environment is a daily focus at Childs Elementary School. Staff members and students practice lifelong guidelines and lifeskills based upon mutual respect. The school community embraces differences and recognizes that diversity strengthens the learning community.

Collaboration and cooperation are essential components in the learning environment at Childs School. Teachers actively pursue professional growth opportunities and regularly collaborate on best practices. Students are active learners, engaged in meaningful content based on state standards. All children and adults strive for their "personal best" in both academic pursuits and daily interactions with each other. Parents, teachers, administrators, staff, and students all contribute to developing a learning environment that enables each child to meet his or her maximum potential.

Parents support their children's education through various volunteer opportunities. Parents volunteer in the library, assist in classrooms, conduct fund raisers, serve as writing coaches, and listen to students read. The school's active Parent-Teacher Organization provides a great deal of financial support, recently funding the purchase of a new classroom set of laptops, and also new playground equipment. Strong parental support is instrumental in achieving academic excellence.

The administration consists of one elementary principal. The faculty is composed of 19 classroom teachers, a literacy coach, special area teachers for music, art, physical education, and a full-time media specialist. Two special education teachers, a part-time speech and language pathologist, a part-time ESL teacher and a part-time social worker support our students with special needs. All students with special needs are fully included in regular classrooms. The faculty and staff at Childs School care deeply about each child and carefully nurture individual growth and development.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

One of the main sources of data is the state mandated Indiana Statewide Testing for Education Progress (ISTEP+). Currently, students in grades 3-6 take ISTEP+ in the spring of the school year, measuring grade level achievement. In the spring of 2012, 3rd grade students in Indiana took the IREAD-3 assessment to measure student reading levels, and to determine if they were proficient and ready for the 4th grade. Results are also used to determine Adequate Yearly Progress (AYP) for each school.

ISTEP+ is divided into three categories—Pass Plus, Pass, and Did Not Pass, with cut scores determined for each grade level each year in the areas of language arts, math, science (4th & 6th), and social studies (5th). Data is disaggregated into subgroups—Special Education, Limited English Proficiency, Gender, Socioeconomic, and Ethnicity.

For the past five years—2008-2012—Childs School has consistently maintained high achievement in the area of language arts, mathematics, social studies, and science as indicated by grade level averages of percentage passing. It is important to note that 83 students took the IREAD-3 standardized reading exam at Childs, and 100% of our student population passed the exam. Childs School students continue to score significantly above the state average scores.

The state's disaggregation summary report is evaluated by faculty members and the School Improvement Committee. As teachers analyze subgroup data, they identify instructional strategies to better meet the needs of individual students. Students scoring below or slightly above cut scores are targeted for additional assistance within the regular classroom setting. This has had a positive impact on student achievement. Some highlights from the 2012 ISTEP+ data:

- 93% of our special education population passed the E/LA test, and 90% passed Math
- 100% of our 3rd graders passed the IREAD-3 reading assessment
- 82% of our 5th grade students were PASS+ on the math assessment
- Over half of our 3rd grade students were PASS+ on the math assessment
- We were also considered a "high-growth school" in the area of mathematics
- 96% of our total population passed the E/LA exam.
- 96% of our total population passed the Math exam.

Childs Elementary School has earned a Four-Star status each year, beginning in the 1996-97 school year. This indicates that Childs has scored in the top 25 percent in the state. Childs has consistently achieved AYP as well. Childs also earned National Blue Ribbon status in 2006-2007, and we are excited to be considered for this award again in 2013. The high expectations and achievement have continued throughout the last 5 school years.

2. Using Assessment Results:

The school-developed School Improvement Plan is based on triangulation of school-wide assessments: ISTEP+, NWEA, and common formative assessments. This plan details a comprehensive overview of curriculum, instruction, and assessment. School improvement goals and professional development plans are developed as a result of data analysis as detailed in the improvement plan. Faculty members analyze

ISTEP+ data, and other school assessments in the fall, winter, and spring. Classroom teachers assess individual student progress and determine interventions to increase individual achievement. Teachers meet in grade level teams, primary and intermediate units, and as an entire faculty for the following purposes:

- Analyze individual student growth over time
- Develop instructional interventions
- Develop strategies and protocols for remediation and enrichment
- Analyze school-wide strengths and areas for growth
- Implement curricular and instructional modifications
- Provide professional development opportunities

Common formative assessments have been identified for essential skills in English, Language Arts, and Mathematics at each grade level. Teachers continually review student data and focus on enrichment and remediation activities for each specific skill. Throughout the school year, teachers study student work products. Each child has an individual writing portfolio using common rubrics to assess writing traits and skills. Students conference with teachers and develop individual goals based on strengths and areas for growth.

At the end of the school year, student data is recorded in a cumulative record and instructional information is recorded on a data sheet for next year's teachers.

3. Sharing Lessons Learned:

Staff members at Childs have presented at local and national conferences, sharing successful teaching strategies, specifically in the areas of reading, process writing, critical literacy, and mathematics education. Indiana University often requests staff members as guest speakers in education classes. In addition, undergraduate and graduate students visit Childs for field experiences.

Locally, staff members present professional development activities for teachers within the school system. We have attended district-wide *PLC Next Steps* training, and we have shared our practices with the other elementary schools in our district. Several teachers serve as mentors to beginning teachers in the school system.

4. Engaging Families and Communities:

Standardized test results are shared with parents in various ways. The State of Indiana provides a website (<http://www.doe.state.in.us/welcome.html>) that includes specific test data for all schools in the state. In addition, parents receive copies of their children's test scores and a letter from the principal explaining the results. Parents are encouraged to speak with teachers concerning test scores and academic progress. Conferences are held with parents of students needing remediation to determine an appropriate remediation plan based on the strengths and weaknesses of the individual child. In addition to the state ISTEP+ test results, parents also receive scores for the Northwest Measures of Academic Progress, administered in the fall and spring of each year to students in grades 2-6.

Report cards are sent home quarterly and parents of intermediate students also receive midterm grades. Parent conferences are held with all parents in the fall and throughout the year as needed. Teacher newsletters and weekly folders are utilized as tools for communication as well. Teachers utilize

technology to communicate with families using Twitter, Facebook, classroom websites, and Homework Hotline. Students in grades 4-6 maintain assignment notebooks, providing daily communication between home and school.

The PTO provides a monthly newsletter with information concerning upcoming events, school test data results, and student recognitions. Parents may subscribe to a weekly electronic newsletter via a mailing list. Teachers and parents frequently use phone calls, notes, and electronic mail to communicate as well. Parents are actively involved in their children's education, and communication plays a vital role in this process.

In the fall, we have a Family Literacy Night for all kindergarten families. Our Literacy Coach and Media Specialist discuss strategies that will help children develop a true love of reading and writing. Families and community members are invited to special events that showcase student learning.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Childs School's curriculum reflects the Indiana State Standards and the new Common Core standards, and supports the school's mission of helping each child achieve his or her personal best. Each curricular standard is defined and clearly understood by teachers and used as the basis for instruction. Our grade level teams meet each week to look at student work, discuss curriculum pacing, review and revise common formative assessments and identify instructional strategies that they feel will have an impact on student learning. Regular assessments, both formal and informal, are used to determine student needs and to guide daily instruction. The school community fosters a learning environment that encourages each child to become a lifelong learner by setting personal goals for academic achievement and social interactions.

Reading and writing are integrated into all content areas. The faculty regularly reviews current research to analyze effective reading strategies. Language arts instruction is part of a balanced 90 minute literacy program based on educational "best practices" which includes components of The Daily 5/CAFE literacy format, reading workshop, literacy groups, book clubs, the basal, and writer's workshop. Authentic literature is an integral part of Childs School's reading program at all grade levels. Writing is integrated with reading using the Six Traits of Writing as the foundation for instruction. This program focuses on ideas, organization, voice, word choice, sentence fluency, conventions and presentation. Students have a writing portfolio which demonstrates student learning through the use of the writing process. Teachers conference with students to establish individual learning goals.

The math program emphasizes conceptual understanding while building mastery of basic skills. Teachers move beyond basic arithmetic, nurturing higher-order and critical-thinking skills with authentic applications. Children are given many opportunities to use hands-on materials to maximize their conceptual understanding. Peer learning is an integral part of the math program as students collaborate and discuss their mathematical thinking. The Envision and Investigation math series is being used by our primary team, as well as The Big Ideas math series in our intermediate grades. Many concepts and instructional strategies from the Everyday Math program are embedded in our mathematics curriculum and instruction.

An inquiry model is used to teach science. Students collaboratively investigate topics related to science themes, and learn the scientific process through hands-on experiences. Students have many opportunities to develop scientific understanding, which leads them to become curious learners. Fifth graders get first hand experience in environmental education by spending three days at Bradford Woods, a 2,500 acre overnight camp. There is an active outdoor education component through our school garden and each grade level has a garden bed for growing things related to their curricular goals. Our surrounding woods and the creek bisecting the school property are also regularly accessed to acquaint students with life science and chemistry concepts. IU classes often are mentors for students to understand research methods and how scientists work. We have a dedicated science lab stocked with a variety of materials which include microscopes, binoculars, and construction kits to help enrich learning experiences for our students.

Global awareness and acceptance of cultural differences are central themes of the social studies curriculum. Three of the teachers recently worked with Indiana University's Center for the Study of Global Change to create the document, "Internationalizing the Academic Standards: INDIANA". Our teachers worked with the faculty at Indiana University, and teachers across the state, to write lessons that incorporate international content into the teaching of Indiana's K-6 academic standards for the core subjects: English/Language Arts, mathematics, science, and social studies. Upper grade teachers utilize both Interact simulations and the TCI History Alive curriculum to provide hands-on geographical and

historical experiences. Critical literacy is integrated within grade level studies. Intermediate students serve as mentors to younger students teaching respect, tolerance, and understanding of differences. During February, Black History Month is celebrated through a school-wide literacy study of African Americans. All third grade students take part in a mini-economy unit that requires students to plan their own businesses which includes producing and marketing products or services. Upper Grade students build on previous economic experience by participating in the Junior Achievement program from the Kelley School of Business at Indiana University.

Students at Childs School receive weekly instruction in art, music, and physical education. Childs School fosters an appreciation for the arts at many different levels. Students are exposed to ballet, opera, and concerts through field trips to the Indiana University Musical Art Center and Indiana University Art Museum. We have an elementary strings class as an elective for 5th and 6th graders. Visiting orchestras and bands perform concerts for the school. An artist in residence worked with all students to create an aluminum pour sculpture, which is located on the front wall of the building. Art work completed by all students adds visual interest to our school grounds and garden area and creates a student owned and created environment. The physical education program supports healthy lifestyles through physical fitness. A 1/3 mile walking path will be installed on the back half of our playground this summer to be used by students and faculty. Our student council is organizing a physical fitness initiative, encouraging students and adults in our community to be physically active for one hour each day.

The Childs School community believes that technology enhances learning opportunities for students and positively affects student achievement, attitude, and engagement and enhances communication with each other and the world. Teachers believe that technology provides the students with yet another tool to access, evaluate, and share knowledge. We have recently upgraded our computer lab to include 32 student work stations. Each classroom also has three student workstations, and we have purchased two classroom sets of laptops to use in our wireless environment throughout the building. All teachers and our fourth grade students have access to iPads. Technology is integrated throughout the curriculum, enhancing basic skills and content knowledge. The Childs School Webpage provides up to date resources for students and their families.

2. Reading/English:

The teachers at Childs School are continually examining and modifying their teaching practices to ensure student success. Reading instruction is based on a balanced literacy approach which incorporates essential skill and strategy development, literature study, and opportunities for authentic reading and writing. Literature is the heart of the reading program at Childs School. Each classroom has access to a wide variety of reading materials and resources with the school and community. We have purchased many new literature sets for our primary readers, and the librarian rotates carts of “good fit” books in our K-2 classrooms to support our Daily 5/CAFE reading program.

In the primary grades, the teachers use components of the corporation adopted Rigby materials, The Daily 5/CAFE reading structure, literature circles using picture books and novels, leveled readers, and the reading/writing workshop models. Skills in phonological and phonemic awareness, word recognition, fluency, vocabulary and comprehension are taught through modeling, direct and indirect instruction. Practice activities are incorporated daily through independent reading, buddy reading, guided reading, shared reading, Reader’s Theater, teacher read-aloud, and literacy centers. Individual reading conferences allow for the curriculum to be focused on students’ needs.

In the intermediate grades, teachers primarily use the reading workshop model. Mini-lessons focus on specific reading comprehension strategies and text analysis of different genres. Individual reading conferences allow for the curriculum to be focused on students’ needs. Different genres are explored through literature circles, read-aloud, and independent reading. Beginning in fourth grade non-fiction book clubs help students navigate expository texts in the content areas. Teachers continue to model and facilitate how to effectively interpret and discuss texts to encourage higher level thinking. Vocabulary

studies are a key component of the reading program.

Several classrooms are implementing a reading fluency program developed by Dr. Tim Rasinski, a professor of literacy education at Kent State University. The Fluency Development Lesson is research based and has been proven to improve children's literacy and fluency rates. The Fluency Development Lesson involves the repeated reading of poems, song lyrics, cheers or chants to improve sight word recognition as well as phrasing, prosody and confidence when reading. It also builds vocabulary and comprehension skills. Fluency is further developed through buddy reading, Reader's Theater, and a range of reading performances.

Teachers continue to look for ways to use literacy to explore issues of diversity and fairness. Readers and writers use literature to analyze, critique, and understand their social world. In the classrooms, students read and respond to books with social justice themes.

A literacy coach was added to our staff during the 2011-2012 school year. Our literacy coach's responsibility is to monitor and enhance student learning in literacy. She works with the staff as a whole to facilitate systemic changes in the school, allowing teachers access to the research, resources, and the support they need at the very moment they need it so they can best address the needs of their students.

To further enhance our literacy program, three Preventionists, a term coined by our corporation, were recently hired at Childs Elementary. These Preventionists help each grade level for approximately 35-45 minutes every day during PAWS (Personal Academics with Support) Time. PAWS Time is a special time of the day dedicated to an essential aspect of literacy that the teachers have determined is the "next most important thing for every child to know". Each student is assessed with regard to a specific and essential skill; the teachers compile and analyze these results, then divide the students according to their targeted need. With the three Preventionists and other possible personnel (Special Needs teachers, ELL teachers, teaching aides, etc.) the students can be divided into smaller groups and taught targeted skills. It is during our Wednesday morning late student arrival that teachers get together to collaborate and coordinate this critical time for our students. Without that time, this kind of integrated and high level coordination for student learning would not be possible.

In addition to the regular classroom reading programs, differentiated instruction is also provided by the ELL teacher, librarian, special education teachers, paraprofessionals, America Reads volunteers, cross-grade level reading partners, and parent volunteers using a variety of literature and leveled readers.

The full-time teacher librarian is an active participant in the literacy program at Childs. She is active in many reading initiatives such as book talks, literature studies, Skyping with authors, author visits, author studies, book clubs, blogging, research studies, Reading Railroad for second grade students (a program to encourage children to read widely in many genres) and the collection development for the grade-level multi-genre literature collection called Novel Approach to Reading. She also encourages reading through various national programs such as:

- NCTE Black Caucus African American Read In
- World Read Aloud Day
- International Book Giving Day
- Poem In Your Pocket Day
- The celebration of multicultural heritage months (i.e. Native American Heritage Month and National Hispanic American Heritage Month)

3. Mathematics:

The math curriculum at Childs Elementary is coordinated with the Indiana Standards and the Common Core Standards. We use the Envision and Investigations series in our primary grades, and the Big Ideas text in the intermediate grades. Our teachers use many concepts, instructional strategies, and manipulatives from the Everyday Mathematics (EDM) series as well. Math is taught for 60-75 minutes every day in all classrooms. Children complete a daily homework component with guidance from their parents. Discussions, math games, and ongoing review make up a large part of daily math instruction.

Teachers at Childs supplement the math program with a variety of hands-on mathematical experiences. Our primary grades use hands-on instructional strategies to ensure that our students have a solid mathematical foundation. Kathy Richardson's books, *Developing Number Concepts*, provide many meaningful experiences to engage their thinking. In fourth grade, our students keep problem solving binders, and they apply problem solving strategies to authentic mathematical problems. Students are encouraged to explain their mathematical thought processes both orally and in writing. Supplemental support on basic computation facts is provided in the classrooms.

We have integrated technology throughout our curriculum. We have identified many mathematics websites, apps for our iPads, and an Indiana Standards based program called Study Island to ensure student mastery of specific math computation skills. We have used these programs to enhance our students' number sense, and also for enrichment and remediation opportunities.

One of the most important components of the math program is differentiation of instruction and acceleration of the curriculum to meet the needs of all students. Our primary teachers structure a portion of their math time each day in a way that has students engaged independently and in small groups. They use hands on math games and investigate number concepts using manipulatives and number sense building activities while the classroom teacher meets with a small skills based group to reteach an essential learning or provide enrichment for those already meeting the expected level of proficiency for their grade level. We differentiate and accelerate the curriculum as needed in grades K-3, and by grade 4, we move students ahead in the curriculum based on individual student achievement. Last year, 82% of our student population in 5th grade was identified as Pass+ (above grade level expectations) on our state standardized test. We currently have 30 6th grade students working in a 7th grade math series.

We work hard to develop great relationships with our students, and through our focus on common formative assessments, we have identified each of our students' individual academic needs. Our grade level teams meet each week to look at student work, discuss curriculum pacing, review/revise common formative assessments, and to identify instructional strategies that they feel will have an impact on our student learning based on the data they have reviewed. We have mapped the mathematics curriculum at each grade level, and have developed rubrics/scaled scores for each specific essential skill, to ensure the curricular focus at each grade level is crystal clear.

Our mathematics instructional time is scheduled consistently throughout our grade levels so that our students are working at their current achievement level, not simply their grade level. In addition to core instruction time, we have built in an additional 30-40 minutes of remediation and enrichment time at each grade level (We call this our PAWS Time...Personal Academics with Support). Instructional assistants are available during this time to provide small group and one-on-one support.

We constantly look at student work, review grade level and school-wide data, and make instructional decisions based on this data. Last year, in grades 3-6 (277 students tested), 97% of our student population passed the ISTEP+ standardized mathematics test. We are excited about these results, and we will continue to develop relationships with our students, collaborate with grade level teams, and accelerate the curriculum to ensure student success at Childs Elementary.

4. Additional Curriculum Area:

An inquiry model is used to teach science and science is taught as part of the daily schedule. Students collaboratively investigate topics related to science themes and learn the scientific process through hands-on experiences. Students have many opportunities to develop scientific understanding which leads them to become curious learners. Through teacher guided, student centered inquiry projects our students are able to identify a problem, research and discuss the problem, formulate a hypothesis, conduct an experiment and reach a conclusion.

We partner with community groups who provide engaging, hands-on learning experiences for our students. The Indiana University Biology Outreach group works with a variety of grade level teams to enhance our curriculum. The Indiana Sycamore Land Trust group helps to increase our student's environmental awareness. Fifth graders spend three days at Bradford Woods which is a 2,500 acre overnight camp focusing on the environment. Students and professors from various Indiana University classes often are mentors for students to understand research methods and how scientists work. Childs recently received a grant from the Crane Naval S.T.E.M. Community Outreach program. These funds were used to create a dedicated science lab stocked with a variety of materials like microscopes, binoculars and construction kits to help enrich the learning experiences for our students.

There is an active outdoor education program at Childs where each grade level has opportunities to expand on curricular goals. Our school values the importance of instilling a sense of environmental stewardship in our children. Childs is a certified Schoolyard Habitat, and we encourage and teach sustainable, eco-friendly practices, while engaging children in outdoor activities. We have a sizable vegetable garden which supplies vegetables and herbs for healthy school lunches as well as for the local food bank. Also included in our outdoor lab are a butterfly garden, prairie garden, bird feeders, birdbath, bat house, bluebird houses and composting bins. Trees and bushes are planted to commemorate former staff members. Observation benches are scattered throughout the area. Students learn useful horticulture techniques including soil preparation, seed saving, plant cultivation and methods to improve crop yields; study physical systems by collecting and analyzing weather data; observe the beneficial relationships between plants and animals. Our surrounding woods and the creek bisecting the property are also regularly accessed to acquaint students with life science and chemistry concepts.

Our overall philosophy is that science is best learned through experience. We believe that guided inquiry is best practice and we encourage our students to explore the world around them. This helps our students develop critical thinking skills which increases their ability to have success across the curriculum.

5. Instructional Methods:

Instruction at Childs is delivered through a variety of methods based on research-based instructional strategies. School-wide professional development in C.L.A.S.S. (Creating Learners Assures Student Success) has had a great influence on teachers at Childs as they work to provide "brain compatible" environments and experiences for their students. Teachers at Childs Elementary embrace the concept of Howard Gardener's Multiple Intelligences and Bloom's taxonomy as they plan instructional units and daily instruction. Peer learning and learning communities give the students a sense of belonging and an opportunity to learn through thoughtful discussion and reflection.

Instruction is thematic in nature at Childs, integrating reading and writing throughout all subject areas. Students focus on key points in the content areas and experience inquiry and project-based learning activities. Children are active participants in their learning journey.

Teachers utilize various "best practice" instructional methods to enhance and maximize student learning. Differentiated learning goals and activities are based on student instructional needs and state standards. Teachers regularly model thought processes to facilitate learning by conducting "think-alouds." Active engagement is pervasive as students collaborate with learning partners and in small groups. Teachers

guide practice and give immediate feedback through the use of signaled or written responses on whiteboards. Performance assessments guide student learning as students, teachers, and parents analyze work products. Students are encouraged to reflect on their own learning as they individually conference with teachers to recognize strengths and identify learning goals. As children take ownership of their learning, they become enthusiastic, motivated and reflective.

6. Professional Development:

Professional development at Childs directly impacts student learning and achievement. The topic and degree of what is learned by the teachers is driven by the needs of our students as shown in their assessments as well as research based best practices. The primary focus is the analysis of actual student performance, standards for student learning, and instructional methodology. Childs Elementary School utilizes a professional learning community approach to professional development. We are focused on the four main questions of a professional learning community as we approach our practice: What do we want all students to learn? How will we know when they have learned it? How will we respond when students don't learn? How will we respond when students already know the material? The faculty works collaboratively in teams, studying current research to identify best practices and incorporating strategies into daily classroom instruction. Professional development focuses on what students are to learn and how to address the problems students may encounter while learning the material. This focused professional development occurs in many formats.

Teacher study-groups are an important part of the professional development at Childs. Yearly, the faculty identifies professional literature and studies instructional strategies based on the assessed needs of our students. Recently, this included books such as *Mosaic of Thought* by Ellin Keene and Susan Zimmermann, *Creating Writers through 6-Trait Writing Assessment and Instruction* by Vicki Spandel, *When Kids Can't Read* by Kyleen Beers, and *Focus* by Mike Schmoker.

The entire faculty attends many timely and thought-provoking workshops and presentations. Upon returning they share and discuss new ideas with grade-level colleagues and at faculty meetings. Several teachers attended Professional Learning Community Summits and Coaching Academies with a focus on ways to close the achievement gap and ensure that all of our students are learning and growing at high levels. Some teachers attended the MCCSC 2012 Literacy Summit and went to sessions presented by Kyleen Beers, Robert Probst, Richard Allington, Tim Rasinski, Katie Wood Ray, Kelly Gallagher, and Emily Iland. Each year a group of teachers attend monthly literacy cohort meetings with nationally known guest speakers and sessions about literacy. The school district schedules guest speakers for system-wide professional development such as Tammy Hefflebower, Will Richardson, Mike Schmoker, Thomas Many, Anthony Muhammad, and Mike Mattos. Several of our teachers have participated in the study and development of district curriculum maps, grade level proficiency scales, and common formative assessments both in reading and math.

With the addition of our literacy coach in 2011 teachers have been provided targeted professional development in the area of literacy. Individual teachers can work side by side with our coach as she models current best practices in literacy right in their own classroom. Our literacy coach is also able to get articles and resources into the hands of our teachers to ensure that they are aware of and utilizing the most effective, research based instructional methods when teaching literacy.

Indiana University School of Education has an impact on professional growth at Childs School. Student teachers, observers, and practicum students at the graduate and undergraduate level provide our school with a variety of experiences and stimuli which bring fresh perspectives into our classrooms. At Childs Elementary, the faculty believes that continuous, on-going collaboration and professional growth impact student learning. At least 75 percent of teachers have degrees beyond the undergraduate level. The faculty members continue to be lifelong learners.

Childs School is committed to academic excellence, achievement of each child's potential, and the development of social skills that enable all students to be successful. Professional development directly impacts student learning and achievement.

7. School Leadership:

Respecting differences while maintaining unity is a principle that has deep roots in our democratic society. Our community at Childs School reflects this simple philosophy, and we strive to create a positive and inclusive learning environment for all students. We have one building administrator at Childs, and we have all teachers and support staff focused on the same non-negotiable goals; Childs School is committed to academic excellence, achievement of each child's potential and the development of social skills that enable all students to be successful.

These elements are essential to learning and guide our daily practice:

- A safe and orderly environment
- Collaboration and cooperation
- An enriched environment with organized classrooms and active learning
- High expectations for personal best
- Meaningful content based on state standards

Our schedule allows for grade level teaching teams to meet once per week to discuss curricular goals, and identify instructional strategies that will ensure high student achievement and growth. We have veteran teacher leaders on each instructional team, and these professional educators collaborate with grade level teams and support staff to help drive our curriculum and instruction. Data is collected and the building principal is informed of current student progress. We brainstorm as a team, and then make instructional and curricular decisions based on what the student data is telling us. We organize support staff schedules according to student need, and this changes throughout the school year.

At Childs School, developing our students' love of reading and writing is essential, and the underlying foundation for our success. We have a librarian and a literacy coach who support our students and our grade level teaching teams. Our teaching teams rely on their leadership and expertise in the area of literacy, and they are an integral part of our literacy success.

We are fortunate to have veteran educators and a support staff with the same common goals and purpose. Leadership comes from all of our teacher leaders. As each teacher brings unique background knowledge and interests to our team, enrichment of the educational experience our students receive continues to happen throughout our school.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: ISTEP+

Edition/Publication Year: 2008

Publisher: McGraw/Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Pass	98	96	98	90	87
Pass+	57	74	62	46	23
Number of students tested	82	72	63	79	77
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass	Masked	Masked	Masked	Masked	Masked
Pass+	Masked	Masked	Masked	Masked	Masked
Number of students tested	8	6	2	7	7
2. African American Students					
Pass	Masked				
Pass+	Masked				
Number of students tested	1				
3. Hispanic or Latino Students					
Pass	Masked	Masked	Masked	Masked	Masked
Pass+	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	3	2	3	3
4. Special Education Students					
Pass	Masked	Masked	100	Masked	Masked
Pass+	Masked	Masked	54	Masked	Masked
Number of students tested	8	8	13	9	8
5. English Language Learner Students					
Pass	Masked	Masked	Masked	Masked	Masked
Pass+	Masked	Masked	Masked	Masked	Masked
Number of students tested	5	3	2	7	4
6. Asian					
Pass	Masked	Masked	Masked	100	90
Pass+	Masked	Masked	Masked	55	40
Number of students tested	9	6	6	11	10
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: ISTEP+

Edition/Publication Year: 2008

Publisher: CTB/McGraw-Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Oct
SCHOOL SCORES					
Pass	100	93	95	85	86
Pass+	38	26	29	35	25
Number of students tested	82	72	63	79	77
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass	Masked	Masked	Masked	Masked	Masked
Pass+	Masked	Masked	Masked	Masked	Masked
Number of students tested	8	6	2	7	7
2. African American Students					
Pass					
Pass+					
Number of students tested					
3. Hispanic or Latino Students					
Pass	Masked	Masked	Masked	Masked	Masked
Pass+	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	3	2	3	3
4. Special Education Students					
Pass	Masked	Masked	92	Masked	Masked
Pass+	Masked	Masked	15	Masked	Masked
Number of students tested	7	9	13	9	8
5. English Language Learner Students					
Pass	Masked	Masked	Masked	Masked	Masked
Pass+	Masked	Masked	Masked	Masked	Masked
Number of students tested	5	3	2	7	4
6. Asian					
Pass	Masked	Masked	Masked	100	Masked
Pass+	Masked	Masked	Masked	36	Masked
Number of students tested	9	6	6	11	5
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
*Indiana ISTEP+ testing took place in the fall semester, and changed to the spring semester 4 years ago.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: ISTEP+

Edition/Publication Year: 2012

Publisher: McGraw-Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Oct
SCHOOL SCORES					
Pass	93	98	86	88	93
Pass+	63	49	43	47	40
Number of students tested	68	57	69	68	67
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass	Masked	Masked	Masked	Masked	Masked
Pass+	Masked	Masked	Masked	Masked	Masked
Number of students tested	8	6	4	5	4
2. African American Students					
Pass					
Pass+					
Number of students tested					
3. Hispanic or Latino Students					
Pass	Masked	Masked	Masked		
Pass+	Masked	Masked	Masked		
Number of students tested	3	3	3		
4. Special Education Students					
Pass	Masked	Masked	Masked	Masked	Masked
Pass+	Masked	Masked	Masked	Masked	Masked
Number of students tested	8	8	8	8	9
5. English Language Learner Students					
Pass	Masked	Masked	Masked	Masked	Masked
Pass+	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	2	3	2	1
6. Asian					
Pass	Masked	Masked	Masked	Masked	Masked
Pass+	Masked	Masked	Masked	Masked	Masked
Number of students tested	8	6	8	7	7
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13IN8

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: ISTEP+

Edition/Publication Year: 2011

Publisher: CTB McGraw/Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Oct
SCHOOL SCORES					
Pass	96	89	86	91	93
Pass+	28	39	43	38	27
Number of students tested	68	57	69	68	67
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass	Masked	Masked	Masked	Masked	Masked
Pass+	Masked	Masked	Masked	Masked	Masked
Number of students tested	7	6	4	5	4
2. African American Students					
Pass					
Pass+					
Number of students tested					
3. Hispanic or Latino Students					
Pass	Masked	Masked	Masked		
Pass+	Masked	Masked	Masked		
Number of students tested	3	3	3		
4. Special Education Students					
Pass	Masked	80	Masked	Masked	Masked
Pass+	Masked	30	Masked	Masked	Masked
Number of students tested	7	10	8	8	9
5. English Language Learner Students					
Pass	Masked	Masked	Masked	Masked	Masked
Pass+	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	3	3	2	1
6. Asian					
Pass	Masked	Masked	Masked	Masked	Masked
Pass+	Masked	Masked	Masked	Masked	Masked
Number of students tested	8	5	8	7	5
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13IN8

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: ISTEP+

Edition/Publication Year: 2009

Publisher: McGraw-Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Oct
SCHOOL SCORES					
Pass	100	93	97	93	97
Pass+	84	61	73	45	33
Number of students tested	62	67	71	67	66
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass	Masked	Masked	Masked	Masked	Masked
Pass+	Masked	Masked	Masked	Masked	Masked
Number of students tested	7	6	9	2	3
2. African American Students					
Pass	Masked			Masked	Masked
Pass+	Masked			Masked	Masked
Number of students tested	1			1	1
3. Hispanic or Latino Students					
Pass	Masked	Masked		Masked	
Pass+	Masked	Masked		Masked	
Number of students tested	3	4		4	
4. Special Education Students					
Pass	Masked	Masked	Masked	Masked	Masked
Pass+	Masked	Masked	Masked	Masked	Masked
Number of students tested	7	8	6	7	6
5. English Language Learner Students					
Pass	Masked	Masked	Masked	Masked	Masked
Pass+	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	2	2	3	2
6. multiracial					
Pass	Masked	Masked	Masked	Masked	Masked
Pass+	Masked	Masked	Masked	Masked	Masked
Number of students tested	8	6	7	5	5
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13IN8

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: ISTEP+

Edition/Publication Year: 2012

Publisher: McGraw-Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Oct
SCHOOL SCORES					
Pass	97	95	95	91	94
Pass+	57	74	45	58	75
Number of students tested	65	64	64	53	52
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	1	0	0	0
Percent of students alternatively assessed	2	2	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass	Masked	Masked	Masked	Masked	Masked
Pass+	Masked	Masked	Masked	Masked	Masked
Number of students tested	7	6	2	2	3
2. African American Students					
Pass			Masked		
Pass+			Masked		
Number of students tested			1		
3. Hispanic or Latino Students					
Pass	Masked	Masked		Masked	Masked
Pass+	Masked	Masked		Masked	Masked
Number of students tested	3	3		2	2
4. Special Education Students					
Pass	Masked	Masked	Masked	Masked	Masked
Pass+	Masked	Masked	Masked	Masked	Masked
Number of students tested	7	7	6	5	5
5. English Language Learner Students					
Pass	Masked	Masked	Masked	Masked	Masked
Pass+	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	2	3	3	2
6. Asian					
Pass	Masked	Masked	Masked	Masked	Masked
Pass+	Masked	Masked	Masked	Masked	Masked
Number of students tested	8	6	5	3	3
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13IN8

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: ISTEP+

Edition/Publication Year: 2012

Publisher: McGraw-Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Oct
SCHOOL SCORES					
Pass	95	94	95	91	96
Pass+	54	60	34	40	25
Number of students tested	65	64	64	53	52
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	0	0	0	0
Percent of students alternatively assessed	3	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass	Masked	Masked	Masked	Masked	Masked
Pass+	Masked	Masked	Masked	Masked	Masked
Number of students tested	5	6	2	2	3
2. African American Students					
Pass			Masked		
Pass+			Masked		
Number of students tested			1		
3. Hispanic or Latino Students					
Pass	Masked	Masked		Masked	Masked
Pass+	Masked	Masked		Masked	Masked
Number of students tested	3	3		2	2
4. Special Education Students					
Pass	Masked	Masked	Masked	Masked	Masked
Pass+	Masked	Masked	Masked	Masked	Masked
Number of students tested	6	2	6	5	5
5. English Language Learner Students					
Pass	Masked	Masked	Masked	Masked	Masked
Pass+	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	2	1	4	3
6. Asian					
Pass	Masked	Masked	Masked	Masked	Masked
Pass+	Masked	Masked	Masked	Masked	Masked
Number of students tested	5	5	5	3	3
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13IN8