

U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Public School - 13ND4

School Type (Public Schools): Charter Title 1 Magnet Choice

Name of Principal: Mrs. Peg Wagner

Official School Name: William S Gussner Elementary School

School Mailing Address: PO Box 269
Jamestown, ND 58401-0269

County: 47 State School Code Number*: 001

Telephone: (701) 252-3846 E-mail: Peg.Wagner@sendit.nodak.edu

Fax: (701) 252-3845 Web site/URL: http://www.jamestown.k12.nd.us//index.html

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mr. Robert Toso Superintendent e-mail: Robert.Toso@sendit.nodak.edu

District Name: Jamestown 1 District Phone: (701) 252-1950

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

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Roy Musland

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)

**Non-Public 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, Director, National Blue Ribbon Schools (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, National 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 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 5 Elementary schools (includes K-8)
1 Middle/Junior high schools
1 High schools
0 K-12 schools
7 Total schools in district
2. District per-pupil expenditure: 9342

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: 1
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	12	5	17
K	21	22	43
1	28	26	54
2	21	15	36
3	20	24	44
4	25	16	41
5	20	25	45
6	0	0	0
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:			280

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
1 % Asian
1 % Black or African American
5 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
89 % White
3 % 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: 9%
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.	12
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	12
(3)	Total of all transferred students [sum of rows (1) and (2)].	24
(4)	Total number of students in the school as of October 1, 2011	281
(5)	Total transferred students in row (3) divided by total students in row (4).	0.09
(6)	Amount in row (5) multiplied by 100.	9

8. Percent of English Language Learners in the school: 0%
Total number of ELL students in the school: 0
Number of non-English languages represented: 0
Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 33%
 Total number of students who qualify: 93

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: 18%
 Total number of students served: 50

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>5</u> Autism	<u>2</u> Orthopedic Impairment
<u>0</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>19</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>17</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>14</u>	<u>1</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>7</u>	<u>8</u>
Paraprofessionals	<u>0</u>	<u>9</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>3</u>	<u>6</u>
Total number	<u>25</u>	<u>24</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:

20:1

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	95%	96%	95%	96%	96%
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?

PART III - SUMMARY

The mission of William S. Gussner Elementary School is to provide educational opportunities for students by teaching a relevant curriculum and promoting life-long learning that coincides with the needs of students who live in a changing society. This shall be done in a safe and caring environment, which encourages partnerships with the home and community.

William S. Gussner Elementary School is located in Jamestown, a rural North Dakota community of 16,000 people. Nearly all of its residents are English speaking Caucasians.

Jamestown's main areas of commerce are agriculture and business. The city also has a variety of industries such as Cavendish Farms, which packages frozen food; Newman Signs, which manufactures and installs highway signs; and the Goodrich Corporation, which manufactures cargo rollers for commercial aircraft. A large majority of Jamestown's residents have some form of higher education. This translates into a community which values education.

Jamestown is home to many educational institutions. Gussner Elementary is one of five public and two private elementary schools. The city also has a Head Start program, a public middle school and high school, a private university named Jamestown College, and the Ann Carlson Center for Children which offers a K-12 education for students with physical disabilities.

Gussner Elementary is located in the newer area of the city. Consequently, the school does not qualify for Title I services. Through the use of various educational specialists and a low student-to-teacher ratio of 20-to-one, the school consistently accomplishes their educational mission. Support services for students include the district's preschool handicapped program, regular education instructors, learning disabilities instructors, a specialist for cognitive developmental disabilities, a specialist for students with emotional disabilities, a speech and language pathologist, a deaf education specialist, an occupational therapist, a physical therapist, a basic skills instructor, a counselor, mathematics curriculum specialists, a reading curriculum specialist, Americorp Literacy coaches, and parent volunteers.

We believe that Gussner Elementary is an outstanding candidate for the national Blue Ribbon Status because of the success of the students, the involvement and caring demonstrated by staff, and the atmosphere created for the Gussner "family."

A number of factors contribute to students' success at Gussner Elementary. The principals at Gussner Elementary have fostered a mindset of teamwork among faculty, students, and parents through various team-building activities. An atmosphere of collegiality permeates the school. The staff consistently sacrifices time and effort to work as a team to improve programs, teach subject matter, and use technology to ensure students' success. Gussner Elementary, along with its Parent-Teacher Organization, hosts events such as a Family Ice Cream Social in conjunction with Back to School Night. These events bring parents, students, families, and teachers together to form a common bond which ensures that every student has a successful school year.

Gussner encourages students and staff to work cooperatively toward the common mission. Some examples include the annual student/faculty basketball game, a Christmas sing-along, and a Christmas room parade to view students' artwork and decorations. They also emphasize educational field trips for each grade level.

Activities foster camaraderie between and among various grades. Upper elementary students interact with lower elementary students during Room Buddy time, as older students become peer mentors for lower

grade classrooms. In addition, high school students are able to interact with elementary students as volunteer aides.

There are many special educational programs which contribute to the success of Gussner Elementary School. They include Spelling and Geography Bees; Marketplace for Kids, a program for student invention and innovation; and the Artist in Residence Program, in which the Jamestown Arts Center brings an artist to instruct students once a month. Students also participate in Arts After School, Book Fairs, the Book-It reading program, Character Counts, and Keep North Dakota Clean. The fourth and fifth-grade students may also participate in extra-curricular activities such as athletics, choir, summer band, and orchestra. A drug awareness program sponsored by the local police department and fire safety presentations from the fire department have enabled students to develop positive relationships with community workers.

Jamestown College has a positive influence on our students. Jamestown College students participate in pre-professional work, practice teach, and volunteer in classrooms. Additionally, the college offers professional development for teachers in the district.

Gussner Elementary has an active Student Council. They conduct activities to raise self-esteem and morale such as Spring Fling Week, Character Counts, School Spirit Day, and assemblies. To ensure more student involvement, new student leaders are elected each semester. The Student Council also conducts many philanthropic events including Food Drives that support the local food bank, Angel Trees to provide gifts for needy children, Coins for Character, and Bingo for Books.

These are just some of the ways that Gussner fosters educational opportunities in a caring environment.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. Gussner Elementary uses numerous assessments to target students who are at risk or performing below level in reading or mathematics. All students in K-5 are assessed with the North Dakota State Assessment (NDSA), the North West Evaluation Association-Measures of Academic Progress (NWEA-MAP) and Dynamic Indicators of Basic Early Literacy Skills (DIBELS). Students whose results are below level are again assessed to ensure they qualify for additional tutoring through the Americorp Literacy Program, System 44, or Read 180.

The district utilizes a data warehouse program named Viewpoint. Every student's test scores are entered and stored in this computer database. Our teachers have been trained to utilize Viewpoint to track students' progress and make curriculum adjustments. The program allows them to compare each student's test scores individually throughout the school year and track their improvement. Any student who drops one achievement level in any content strand receives additional instruction in that content area. Teachers can readily identify any skill which requires large group instruction. Based on the assessment results, teachers collaborate to make adjustments in their curriculum and set goals for each quarter to best meet the educational needs of their students.

B. Numerous factors contribute to Gussner Elementary school students' improvement in their test scores

Goal setting is an integral part of our success. At the beginning of each year teachers set academic, technology, and personal goals. By evaluating the standards and benchmarks from the previous year's test results of their students, teachers are able to set a goal for their students' academic achievement. Each student meets individually with the teacher, evaluates last year's test results, and sets a goal for this year's tests.

NWEA-MAP test is administered to students in grades 1-5 three times during the school year; Fall, Winter, and Spring. Kindergarten assesses in the Winter and Spring. These assessments report individual academic achievement in reading, mathematics, and language. An individual report of the results is sent home following the tests. Gussner Elementary School's RIT scores have met the expected levels for the last three years. A particular area of strength appears to be interpretive comprehension in Reading. In Mathematics, Algebra, Functions, and Patterns are areas of strength.

The North Dakota State Assessment (NDSA) is administered to students in grades 3-5 in October. The state assessment reports student academic achievement in mathematics and reading. Gussner School has consistently made Adequate Yearly Progress during this fall testing period.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is given three times a year to all students in Grades K-5. It is given more frequently to students with intensive or strategic literacy deficiencies in order to closely monitor their progress. The data from this test is used to guide instruction.

Evaluating NWEA, NDSA, and DIBELS results, identifying students who are performing below level, and providing extra instruction has been invaluable in increasing our students' reading and mathematics scores. Also, our teachers evaluate the test scores to uncover specific areas of concern in reading and mathematics. This enables them to adapt their lesson plans and instructional strategies. Gussner Elementary has met Adequate Yearly Progress for the past five years.

In an effort to improve instruction for all students, Gussner hired both a mathematics coach and a reading coach. They meet once per month with the teachers of each grade level to discuss strategies, activities, and methodology. The school also uses the services of the school district's technology integration

director, who teaches faculty to review assessment data, learn the specifics of hardware and software, and improve the instructional use of technology. To challenge above average learners, Gussner implemented a Talented and Gifted (TAG) program. The instructor meets with students approximately 2.5 days a week.

We firmly believe at Gussner in working collaboratively as a “team” to initiate instruction, based on the above criteria (goal setting, assessment, data review, coaching of instruction, technology) which has assisted us in making sound educational decisions for our students. We have been able to watch the trends in education and move alongside them to assist our students in becoming all they can be.

2. Using Assessment Results:

A. The teachers at Gussner Elementary have Professional Learning Community (PLC) time scheduled into their day. During this uninterrupted time spent with their colleagues, they evaluate test results from NWEA-MAP, NDSA, and DIBELS. By examining and comparing these three tests, the teachers can efficiently identify areas of concern in reading and mathematics in order to modify their programming to target those areas. The teachers also share instructional strategies with each other.

Jamestown Public School district holds meetings twice each year for teachers of each grade level. During this time the teachers share ideas and teaching strategies district wide. Many of the meetings include collaboration on SmartBoard activities for mathematics, reading, science, social studies, and games for all subject areas.

The elementary librarian teaches library skills that will improve students’ ability to conduct research. She also teaches technology skills that enable students to more efficiently navigate the internet while exercising safeguards. This knowledge has enabled Gussner students to easily apply their computer skills to various cross-curricular areas.

B. Gussner School has various methods of informing parents, students, and the community of test results and school information. The test results from NWEA, NDSA, DIBELS, System 44, Read 180, and Americorp are explained at conferences and a copy is sent home to parents. NWEA test results go home every three months.

The Gussner Elementary monthly newsletter, which contains pertinent school information and school-wide test result, is sent to all families.

Additional information is located on Jamestown Public School’s web page, which is www.jamestown.k12.nd.us. A link is available for parents to access information about Gussner Elementary such as the monthly newsletter, lunch menus, individual teacher websites, contact information, and schedules. In addition there are links to educational websites that reinforce concepts taught in each grade.

Parents can monitor their child’s classroom progress throughout the school year by accessing Power School, an online grade book used by Jamestown Public School.

Every Gussner Elementary student leads their own conference during Parent-Teacher conferences, which occur twice a year. Student performance, goals, and test results are discussed. This ensures that parents, students, and teachers all have ownership and agreement in their student’s education.

3. Sharing Lessons Learned:

Jamestown Public School’s reading coaches conduct in-services every other month for the district’s elementary teachers on pertinent reading strategies, analyzing and extrapolating data, and updating teachers of current trends in pedagogy. The reading coaches also conduct trainings about the Daily 5, a strategy for differentiating instruction for small group and whole group instruction. They assist the

teachers in the district to implement this strategy into the reading practices of the classroom teachers. In addition they train teachers in the geographical area and will present at the ND State Reading Conference.

The math coaches also conduct in-services every other month to teach the most effective mathematics strategies to our district's elementary teachers. Gussner piloted the Investigations Math for the district. The math scores show the success of the program.

The reading and mathematics coaches meet individually with grade level teachers once per week to analyze data and plan instruction for the upcoming week. The coaches will present at the North Dakota Council of Teachers of Mathematics conference this spring

A multitude of Jamestown College Elementary Education students benefit from the expertise of Gussner's teachers and their methodology during their practicum and student teaching experiences at Gussner.

We have seen an enthusiasm and a love for math and reading grow from our students due, in part to the time teachers and coaches have had to collaborate and share strategies. They are able to build upon one another's ideas and utilize each other's skills and technologies. Those "building blocks of learning" start with our teachers and have had a trickle-down effect to our students.

4. Engaging Families and Communities:

Gussner Elementary recognizes that communication and cooperation with the families of students and the community is essential to a successful school community.

Gussner Elementary has an active Parent-Teacher Organization. They are instrumental in encouraging parental involvement in the school and in raising money to purchase items the district is unable to fund. The most recent purchase was a portable cart of computers for students' use. Students are excited to have another lab available to assist them in learning.

To introduce parents and students to the school and to foster an interest in reading, the teachers of Gussner's Preschool hosted a PBS Family Literacy Night. The children spent the evening reading and playing games with their special guest, Clifford the Big Red Dog.

Through Gussner's Master Reader Program, community members visit individual classrooms throughout the year and read aloud to students. Each student gets an opportunity to choose his or her favorite book for the master reader to read.

When piloting Pearson's Investigation Math program, our teachers facilitated Math Nights once a month. Parents and their children were encouraged to spend an evening at school investigating math, playing math games, and enjoying snacks.

Each year a survey is sent to every parent in the school to gather input on ways in which Gussner Elementary can improve instruction and programs, which in turn improves students' education.

Pay It Forward was implemented this year to create open lines of communication between the school and parents. Whenever a teacher "catches" a student doing something well or doing a good deed, they contact the principal and the principal then "Pays It Forward" and calls the student's parents to share with them the good deed their child had done.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The North Dakota Department of Public Instruction has curriculum guidelines for North Dakota schools. These state standards, commonly referred to as the Common Core State Standards (CCSS), are the basis of instruction in all content areas. Each content area curriculum is aligned with North Dakota's state standards.

For the reading, language arts and writing curriculum, teachers examined North Dakota Department of Public Instruction's state standards and benchmarks for each grade level. By cross-referencing them to the learning standards provided by our Scott Foresman Language Arts series, they identified common content strands, added skills not present in our series, and eliminated unnecessary repetition of skills; thereby teaching and emphasizing those skills necessary for our students to progress from grade to grade.

The teachers also examined North Dakota Department of Public Instruction's state standards and benchmarks for math, science and social studies. They cross-referenced them to the learning standards provided by our math, science and social studies series. They identified common content strands, added skills not present in the series, and eliminated unnecessary skills. They were particularly cognizant of cross-curricular activities, hands-on activities, experiments, simulations, connections to technology, field trips within North Dakota, and journal writing activities.

The Physical Education and Health department employs two different curriculums, the SPARK and the CATCH curriculum. These innovative curriculums teach students to be active and help them choose a healthy lifestyle. Both of these curriculums meet or exceed North Dakota Department of Public Instruction's physical education and health standards.

SPARK is a researched-based program supported by the heart and lung association, which promotes health and wellness. It fosters social and motor development of all students. Included in the health component of the SPARK program is the Fruit & Veggie Grains Program presented to all grades by the Stutsman County Extension Service. An interactive, online program called Adventures to Fitness is utilized by all of the elementary grade students; it enables students to correspond with a fitness expert. Banking on Strong Bones for fourth grade students and On the Move to Better Health for fifth grade students round out the health component of SPARK.

CATCH (Coordinated Approach to Child Health) targets the fitness and skill levels of all students through non-eliminating activities. It promotes students' physical fitness and emphasizes lifetime physical fitness. It also includes a curriculum for students with disabilities.

Technology plays an important part in Gussner Elementary School's curriculum. The classroom teachers follow the technology curriculum, which is based on the North Dakota's standards and benchmarks for each grade level. Each year the teachers set technology goals that state how they will utilize technology in their classrooms for instruction. The goals also include the measure of student achievement to be met by the end of the school year.

Using technology to connect curriculums of different subjects is paramount for our teachers. All classes participate in projects which allow students contact with others outside of the community. Some of the projects include "Count the Pumpkin Seeds" and "Share Weather Data." Students used Skype to interview students in Williston, ND to compare community information. Other students participated in project Read Across North Dakota, Ask an Author, or interviewed public officials using the Interactive Video Network (IVN).

Teachers use SMART Boards extensively in all content areas and work together to create content-driven files to share within grade levels. To improve math student instruction, the instructors use math software such as Math Keys and KidPix4 with their curriculum. "Graphers" is used with primary students to construct graphs and charts. Students use Scholastic Keys, a junior version of Office, to learn the basics of word processing, presentations, and charting before moving on to use Office programs. The teachers bookmark math sites for student access on all computers.

Numerous computer programs and websites supplement the students' reading instruction. "Kidspiration" allow students to create word webs and practice prewriting skills. Students write books online using websites such as Kerpoof. The students use the Scholastic Keys program Max Writes to draw and describe a character or setting. Scholastic Keys Max Show enables students to create simple slide shows. Upper elementary grade students use Power Point and Word to create slideshows and present research to their classmates. Teachers use photo-editing sites because students' ability to use graphics effectively is an important part of North Dakota's technology curriculum standards. Wordle is a tool that students use to create text clouds. Students create videos with Animoto and PhotoStory3. Teachers assign students to use websites only after determining if the site matches the curriculum needs.

2. Reading/English:

Gussner Elementary recently selected the Scott Foresman reading series, Reading Street. Materials and lessons are planned for each day with the help of the reading coaches. In Kindergarten and first grade, each day's instruction includes components of the Big 5 of Literacy: phonics, vocabulary, fluency, comprehension, and writing. Direct instruction of Phonemic Awareness tapers off at the end of first grade, although phonics is still emphasized through third grade. Fourth and fifth grade classes focus on the areas of Vocabulary, Fluency, and Comprehension. The Gradual Release Model -- modeling, guided practice, and independent practice -- is used for all phonics, vocabulary, and comprehension lessons.

By cross-referencing North Dakota Department of Public Instruction's standards and benchmarks in Reading with Scott Foresman's reading curriculum, teachers are able to ascertain that most standards are taught in Scott Foresman's curriculum. Although not an all-inclusive list of skills, many of the common standards are one-to-one letter sound correspondence, identifying long and short vowels, common high frequency words, recognizing diagraphs, understanding final e, common vowel teams for representing long vowel sounds, dividing words into syllables, decoding one and two syllable words as well as multi-syllabic words, reading words with inflected endings, reading accurately and with fluency with grade level material, using prefixes and suffixes to decode words, decoding words with common Latin suffixes, and identifying root words. Various components of Scott Foresman's reading program ensure students' success. Most importantly, the skills taught align with the North Dakota Department of Public Instruction's standards for the Common Core.

Reading Street has a strong technology component. It includes skill and concept videos, the main selection and leveled readers read-aloud, an electronic version of the worksheets, overhead sheets, SMART Board activities, an electronic version of the teaching manual, and student texts.

Writing is emphasized through clearly delineated daily writing instruction such as daily writing lessons, unit writing lesson plans, reading lesson plans, and spelling lesson plans.

Each week's lessons include stories for readers of varying ability levels. Students who read at different levels all experience success because there are many levels of text available to support readers. Students in kindergarten through second grade read Decodable Readers. Leveled Readers are available for third through fifth-grade students. Teachers assign text based on students' needs. Students reading below level get additional assistance from Response to Intervention, the Daily 5, and Reading First.

Student textbooks, workbooks, leveled readers, Spelling books, grammar books, teachers' editions, and teacher lesson plans are all provided for teaching students where English is a second language.

Second through fifth grade students participate in the Accelerated Reading Program which encourages leisure reading.

3. Mathematics:

Gussner's mathematics curriculum is aligned with Pearson's Math Investigation series. The program is designed to engage students in making sense of mathematical ideas through reasoning and problem solving. Student growth is monitored through NWEA Map testing, classroom observations, and other formative assessments.

Two years ago, Gussner Elementary was chosen by the Jamestown Public School district to pilot this math program. The district was interested in moving from a traditional program to a more investigative approach to learning mathematics. Because the program was so successful, it was adopted district-wide. To ensure success of the program, two math coaches were hired to assist teachers with mathematics instruction and program implementation. These coaches were hired from the Gussner Elementary staff, and they continue to teach and coach at Gussner. Teachers attended professional development classes for two weeks during the summer. A consultant hired by the Jamestown Public School district conducted inservices throughout the year for the faculty. The sessions focused on pedagogy changes in mathematics instruction. Teachers observed classrooms in other districts that had successfully implemented Pearson's Investigation Series. Several Math Nights were held at Gussner Elementary to inform parents about the new program.

Through this program, Gussner Elementary students acquire mathematics skills through a variety of modalities. Students are involved in Math Talks, one-on-one, in small group, and in large group situations. They explain their understanding of mathematics concepts through journaling. They demonstrate understanding of mathematics solutions using written and verbal explanations. Through the use of manipulatives, students learn mathematics concepts kinesthetically. Pearson's mathematics lessons emphasize verbalizing problem-solving techniques and thought processes, thereby allowing students to interact with each other and with their teacher. This improves students' ability to learn and understand mathematical concepts.

Gussner Elementary students do very well in math because our teachers are adept at differentiating instruction for varying student abilities. Students who are below grade level receive additional assistance through Response to Intervention (RTI), one-on-one tutoring, and small group instruction. Students who need more challenge participate in the Talented and Gifted (TAG) program.

4. Additional Curriculum Area:

Gussner's Physical Education department employs two different curriculums, the SPARK curriculum, and Coordinated Approach to Child Health (CATCH) curriculum. SPARK is a researched-based program supported by the heart and lung association which promotes health and wellness. It fosters social and motor development of all students. To become qualified to teach this program, instructors are rigorously trained. Included in the health component of the SPARK program is Fruit & Veggie Grains presented to students of all grades by Stutsman County Extension Service. An interactive online program called Adventures to Fitness is utilized by all elementary students. Banking on Strong Bones for fourth grade students and On the Move to Better Health for fifth grade students round out the health components of SPARK.

CATCH targets the fitness and skill levels of all students through non-eliminating activities. It promotes students' physical fitness and emphasizes lifetime physical fitness. It also includes a curriculum for

students with disabilities. Each year the curriculum offers new and exciting opportunities and activities such as roller-skating to encourage students to remain active and embrace a healthy lifestyle. The improvement in the health and fitness of students has positively influenced the students' self-esteem and academic skills.

In addition to promoting healthy lifestyles and fitness, both the health program and fitness program cross into other curriculum areas and involve students in technology, writing and problem solving.

5. Instructional Methods:

Gussner Elementary differentiates instruction through carefully selected programs, instructional methods, and activities.

Read 180 is an alternative reading program, which serves fourth and fifth-grade students who are reading below grade level. Students qualify for the program through scores from the NWEA-MAP test, DIBELS test, SRI test results and teacher's referral. Students are dismissed from the program when they achieve scores commensurate with their grade level on those three tests.

Read 180 is engaging, motivating and builds confidence. Students receive 90 minutes of instruction daily in small groups, no larger than a four-to-one student-teacher ratio. Groups consist of students of similar lexile levels as determined by the NWEA-MAP test. Students rotate through a variety of reading stations including individualized instruction from a teacher and a computer component. Students develop independence in their reading by recording and reporting results as well as having dialog with the teacher each day. By working daily through each of the four learning zones on the computer program--the reading zone, the word zone, the spelling zone, and the writing zone--students earn an award in the success zone. Students enjoy Read 180 because it challenges them at a level at which they can succeed; they take pride in their achievements. Students receive positive feedback daily from the computer program as well as from their Read 180 teacher. Rotating from station to station allows the Read 180 teachers to readily assess student achievement. The variety of learning stations and small group assignments keeps students on task more easily than in a regular education classroom. Read 180 has improved students' interest in reading, their confidence, teamwork, collegiality, and pride in their accomplishments.

System 44 is an additional supplemental reading instruction program for students who are reading well below grade level. Third and fourth grade students who read at a novice level qualify for this alternative or replacement reading program. The program provides educators with comprehensive tools to meet students' challenges in phonics and comprehension while utilizing age-appropriate adaptive technology and progress monitoring assessments.

The Talented and Gifted Program (TAG) is a comprehensive program that provides supplemental assistance to students in reading and math. Students qualify for the program based on their NWEA-MAP test scores and the results of the Check List Scales for Rating Behavioral Characteristics of Superior Students. Higher-level thinking skills are constantly emphasized.

In addition to Daily 5, Read 180, System 44, TAG, classroom teachers instruct small groups of students in both reading and mathematics. Teachers or para-professionals give individualized instruction to students who need assistance in these areas. Special Education services, speech and language services, and Response to Intervention (RTI) are also available to students. The RTI team at Gussner works with parents and teachers to assist students and monitor their progress.

The teachers utilize technology extensively as a way to promote student learning. All classrooms are equipped with a SMART Board. With interactive whiteboards, teachers can enhance presentations, improve student interaction, present video streaming and live events, show DVDs and utilize technology from websites and textbook series. Clicker sets are available for teachers to obtain immediate feedback

from students. The student responses, which instantly appear on the teacher's computer, identify students who comprehend the concept presented and also the students who need additional instruction. United Streaming is a subscription service used to access educationally significant multimedia for use in the classroom.

6. Professional Development:

Gussner Elementary employs many facets of professional development which impact students' education. The philosophy of the school is that professional development needs to be continuous and ongoing.

Professional development days are scheduled each month to improve instruction in mathematics and reading. The math and reading coaches conduct in-services monthly with the teachers. Our technology coordinator conducts monthly technology in-services for all teachers. Team Time, an uninterrupted time during the day, is devoted to grade level sharing of strategies and methodologies. Our teachers have and continue to receive Love and Logic Training to empower students to solve conflicts on their own. Selected teachers attend state and national math and reading conferences. Teachers who participate in a conference conduct professional development in-services for the staff to share what they learned at the conference, in the train-the-trainer model.

Jamestown Public School is an active member of the Southeast Education Cooperative (SEEC), whose vision is to strengthen teachers' leadership skills. The SEEC provides multiple opportunities for teachers to grow and learn through attendance at their professional development in-services. In addition to assisting with Americorp and providing professional development opportunities, the SEEC provides educational resources for schools in southeastern North Dakota. Some of the workshops in which teachers have participated are Investigations Math for K-6 and Beyond, Science and Reading Testing and Data Analysis, Beginning Teacher Networking, and North Dakota Department of Public Instruction's Common Core Standards.

Gussner Elementary teachers have also been trained in Therapeutic Intervention, System 44, and ADHD. Therapeutic Intervention provides teachers with techniques to safely calm a student who is out of control. System 44 gives teachers strategies to assist low-achieving students. Through the ADHD training, teachers were better able to identify students with ADHD and learned strategies to more effectively teach those students.

7. School Leadership:

At Gussner Elementary we believe that all students can succeed and feel successful because of caring, professional, teachers and a positive atmosphere.

The Gussner principal helps the teachers feel valued and empowered; these positive attitudes transfer to the students. Staff meetings are always punctual, productive, and positive. They begin on time, are organized and efficient, so that staff leaves with a greater sense of self-worth. Collegiality is emphasized. Gussner's faculty, staff, and administration work together as a family to educate students. The teachers consistently exhibit a professional demeanor and genuine concern for students' welfare and are a valuable component of students' success.

Reading and mathematics coaches were hired to assist teachers with new programming, technology, planning, and methods to differentiate instruction. The teachers are better prepared to meet the challenge of accommodating the educational needs of all students. The teachers receive weekly memos with Love & Logic tips, and teaching ideas to help instruct students at their educational level. Book studies for teachers were implemented to improve communication, promote collegiality, and learn new educational pedagogy. The principal encouraged the technology coordinator to assist teachers in the use of new technology and programs.

The principal encourages students to take ownership in their education and the school. Students lead their conferences during the biannual Parent-Teacher conferences. Field trips provide students enriching educational experiences, which enhance classroom learning. The TAG program has challenged students through problem solving, writing projects, and advanced computer skills. Students who model good behavior have their name displayed on the principal's 100 Club chart. When the chart reaches a BINGO, students are rewarded by eating lunch with the principal, extra gym time, or extra recess time.

Collaboration with area schools and educational leaders is another key to the growth and learning improvements that have taken place at Gussner Elementary. The SEEC funds the Americorp Literacy program, which has been integral in getting additional tutoring for students who are performing below their reading level.

The quality of the teachers, support for all students, and collaboration with area schools are the key ingredients to students' success at Gussner Elementary.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: ND State Assessment

Edition/Publication Year: 2008-2012 Publisher: CTB

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Proficient Advanced	97	87	94	100	100
Advanced	49	47	47	32	32
Number of students tested	39	38	36	34	22
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	1	4	0	0
Percent of students alternatively assessed	8	3	11	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Advanced	36	Masked	22	Masked	Masked
Advanced	21	Masked	8	Masked	Masked
Number of students tested	15	1	10	8	3
2. African American Students					
Proficient Advanced	0	0	Masked	0	0
Advanced	0	0	Masked	0	0
Number of students tested			1		
3. Hispanic or Latino Students					
Proficient Advanced	Masked	0	Masked	0	0
Advanced	Masked	0	Masked	0	0
Number of students tested	1		1		
4. Special Education Students					
Proficient Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	2	4	2	3
5. English Language Learner Students					
Proficient Advanced	0	0	Masked	0	0
Advanced	0	0	Masked	0	0
Number of students tested			2		
6. Am In					
Proficient Advanced	0	Masked	Masked	0	0
Advanced	0	Masked	Masked	0	0
Number of students tested		3	1		
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13ND4

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: ND State Assessment

Edition/Publication Year: 2008-2012 Publisher: CTB

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Proficient Advanced	90	89	86	85	91
Advanced	38	13	21	35	27
Number of students tested	39	38	36	34	22
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	1	4	0	0
Percent of students alternatively assessed	8	3	11	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Advanced	33	Masked	19	Masked	Masked
Advanced	15	Masked	0	Masked	Masked
Number of students tested	15	7	10	8	3
2. African American Students					
Proficient Advanced	0	0	Masked	0	0
Advanced	0	0	Masked	0	0
Number of students tested			1		
3. Hispanic or Latino Students					
Proficient Advanced	0	0	Masked	0	0
Advanced	0	0	Masked	0	0
Number of students tested			1		
4. Special Education Students					
Proficient Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	2	4	2	3
5. English Language Learner Students					
Proficient Advanced	Masked	0	Masked	0	0
Advanced	Masked	0	Masked	0	0
Number of students tested	2		2		
6. Am In					
Proficient Advanced	0	Masked	Masked	0	0
Advanced	0	Masked	Masked	0	0
Number of students tested		3	1		
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13ND4

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: ND State Assessment

Edition/Publication Year: 2008-2012 Publisher: CTB

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Proficient Advanced	89	84	85	92	79
Advanced	31	27	29	17	29
Number of students tested	45	35	34	24	42
Percent of total students tested	100	96	100	100	98
Number of students alternatively assessed	2	4	0	1	0
Percent of students alternatively assessed	4	11	0	4	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Advanced	18	Masked	24	Masked	14
Advanced	2	Masked	3	Masked	5
Number of students tested	11	9	10	6	10
2. African American Students					
Proficient Advanced	Masked	Masked	Masked	0	0
Advanced	Masked	Masked	Masked	0	0
Number of students tested	1	1	1		
3. Hispanic or Latino Students					
Proficient Advanced	0	0	Masked	0	0
Advanced	0	0	Masked	0	0
Number of students tested			2		
4. Special Education Students					
Proficient Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	4	1	3	1
5. English Language Learner Students					
Proficient Advanced	Masked	0	Masked	0	Masked
Advanced	Masked	0	Masked	0	Masked
Number of students tested	1		2		1
6. Am In					
Proficient Advanced	Masked	0	0	Masked	Masked
Advanced	Masked	0	0	Masked	Masked
Number of students tested	4			1	1
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13ND4

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: ND State Assessment

Edition/Publication Year: 2008-2012 Publisher: CTB

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Proficient Advanced	84	81	68	79	76
Advanced	24	19	29	29	36
Number of students tested	45	35	34	24	42
Percent of total students tested	100	96	100	100	100
Number of students alternatively assessed	2	4	0	1	0
Percent of students alternatively assessed	4	11	0	4	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Advanced	18	Masked	15	Masked	12
Advanced	2	Masked	6	Masked	2
Number of students tested	11	9	10	6	10
2. African American Students					
Proficient Advanced	Masked	Masked	Masked	0	0
Advanced	Masked	Masked	Masked	0	0
Number of students tested	1	1	1		
3. Hispanic or Latino Students					
Proficient Advanced	0	0	Masked	0	0
Advanced	0	0	Masked	0	0
Number of students tested			2		
4. Special Education Students					
Proficient Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	4	1	3	2
5. English Language Learner Students					
Proficient Advanced	0	0	Masked	0	0
Advanced	0	0	Masked	0	0
Number of students tested			1		
6. Am In					
Proficient Advanced	Masked	0	0	Masked	Masked
Advanced	Masked	0	0	Masked	Masked
Number of students tested	4			1	1
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13ND4

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: ND State Assessment

Edition/Publication Year: 2008-2012 Publisher: CTB

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Proficient Advanced	98	69	96	86	76
Advanced	55	28	36	26	13
Number of students tested	42	36	25	42	38
Percent of total students tested	100	97	100	100	97
Number of students alternatively assessed	3	1	1	1	0
Percent of students alternatively assessed	7	3	4	2	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Advanced	26	Masked	Masked	Masked	Masked
Advanced	10	Masked	Masked	Masked	Masked
Number of students tested	12	8	5	9	8
2. African American Students					
Proficient Advanced	Masked	0	0	0	0
Advanced	Masked	0	0	0	0
Number of students tested	2				
3. Hispanic or Latino Students					
Proficient Advanced	0	Masked	Masked	0	Masked
Advanced	0	Masked	Masked	0	Masked
Number of students tested		1	1		1
4. Special Education Students					
Proficient Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	2	3	2	4
5. English Language Learner Students					
Proficient Advanced	Masked	0	0	Masked	Masked
Advanced	Masked	0	0	Masked	Masked
Number of students tested	1			1	1
6. Am In					
Proficient Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	2	1	1	1
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13ND4

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: ND State Assessment

Edition/Publication Year: 2008-2012 Publisher: CTB

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Proficient Advanced	93	75	80	81	46
Advanced	29	17	8	26	8
Number of students tested	42	36	25	42	37
Percent of total students tested	100	97	100	100	97
Number of students alternatively assessed	3	1	1	1	0
Percent of students alternatively assessed	7	3	4	2	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Advanced	24	Masked	Masked	Masked	14
Advanced	5	Masked	Masked	Masked	2
Number of students tested	12	8	5	8	12
2. African American Students					
Proficient Advanced	Masked	0	0	0	0
Advanced	Masked	0	0	0	0
Number of students tested	2				
3. Hispanic or Latino Students					
Proficient Advanced	0	Masked	Masked	0	Masked
Advanced	0	Masked	Masked	0	Masked
Number of students tested		1	1		1
4. Special Education Students					
Proficient Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	2	3	2	5
5. English Language Learner Students					
Proficient Advanced	Masked	0	0	Masked	Masked
Advanced	Masked	0	0	Masked	Masked
Number of students tested	1			1	1
6. Am In					
Proficient Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	2	1	1	1
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13ND4