

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 2 Elementary schools (includes K-8)
 1 Middle/Junior high schools
 1 High schools
 0 K-12 schools
 4 Total schools in district
2. District per-pupil expenditure: 8026

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: 5
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	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	118	105	223
10	115	80	195
11	98	94	192
12	101	98	199
Total in Applying School:			809

6. Racial/ethnic composition of the school: 2 % American Indian or Alaska Native
1 % Asian
2 % Black or African American
3 % Hispanic or Latino
3 % Native Hawaiian or Other Pacific Islander
89 % White
0 % Two or more races
100 % Total

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

7. Student turnover, or mobility rate, during the 2011-2012 school year: 13%

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.	39
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	63
(3)	Total of all transferred students [sum of rows (1) and (2)].	102
(4)	Total number of students in the school as of October 1, 2011	809
(5)	Total transferred students in row (3) divided by total students in row (4).	0.13
(6)	Amount in row (5) multiplied by 100.	13

8. Percent of English Language Learners in the school: 1%

Total number of ELL students in the school: 9

Number of non-English languages represented: 1

Specify non-English languages:

Spanish

9. Percent of students eligible for free/reduced-priced meals: 42%
 Total number of students who qualify: 319

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.

We do not believe this is an accurate estimate. At the elementary/middle school level, our percent of students eligible for free/reduced-priced meals is nearly 60%. We believe many high school families elect not to participate in the F/R program. As a result, we would postulate the percentage of economically disadvantaged students is likely more than 50%, or perhaps higher. It is difficult to collect reliable information--other than through F/R applications--since many families do not wish to share this information, even with the assurance of complete privacy.

10. Percent of students receiving special education services: 9%
 Total number of students served: 63

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>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>13</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>30</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>2</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>10</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</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>2</u>	<u>0</u>
Classroom teachers	<u>42</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>13</u>	<u>1</u>
Paraprofessionals	<u>5</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>17</u>	<u>0</u>
Total number	<u>79</u>	<u>1</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: 21:1

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	94%	94%	94%	93%	92%
High school graduation rate	90%	94%	91%	95%	94%

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:	<u>186</u>
Enrolled in a 4-year college or university	<u>43%</u>
Enrolled in a community college	<u>25%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>26%</u>
Military service	<u>3%</u>
Other	<u>3%</u>
Total	<u>100%</u>

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

No

Yes

If yes, what was the year of the award?

PART III - SUMMARY

Bolivar High School (BHS) is located in Bolivar, Missouri, a town of 10,000 residents in the southwest part of the state. The town was named for Simón Bolívar, the South American political and military leader. On July 5, 1948, U.S. President Harry S. Truman and Venezuelan President Rómulo Gallegos visited the town to dedicate a statue of Simón Bolívar, a gift to the city of Bolívar from the people of Venezuela as part of celebrations commemorating the 137th year of Venezuelan independence. Soon after the visit, Bolívar High School students voted to forfeit “Tigers” as the BHS mascot and adopt “Liberators” as the school’s namesake in honor of the South American hero.

From our beginnings as “Liberators,” BHS has continued to develop a tradition of excellence and unique opportunities for students to develop and grow. For over 60 years, each senior class has traveled to Washington, D.C. to visit the landmarks of our democracy and foster lifelong memories with fellow classmates. On each of those many trips, students have honored the sacrifice of freedom by laying a wreath at the Tomb of the Unknowns at Arlington National Cemetery.

Nearly 10 years ago, BHS sent a group of teachers and administrators to visit Adlai Stevenson HS in Lincolnshire, Illinois to learn more about Professional Learning Communities (PLC), a model for school improvement popularized by Stevenson’s principal for many years, Richard DuFour. From this initiative, the school engaged in a comprehensive PLC certification process and developed a strong vision of improvement to ensure high expectations of achievement for all students.

As a result of the PLC process, the school has cultivated a culture of collaboration and a focus on results. Each Wednesday morning we have late-start for students to allow teachers time to collaborate with the sole focus of improving student learning. Each content area has developed essential (priority) standards that align with the Missouri Core Academic Standards (MoCAS). Teachers utilize formative assessments and feedback to monitor student progress and guide instructional decisions. Students who are not proficient receive additional time and support until reaching mastery.

Additional building-wide collaboration occurs through our Leadership Team meetings each Tuesday morning before the start of the school day. The Leadership Team consists of teacher-leaders who provide guidance and recommendations on curriculum and operational issues at BHS.

The unwavering focus on learning has resulted in high levels of student achievement. The successes have been a result of incredible dedication and commitment by talented teachers and staff, along with excellent parent and community support. Although nearly half of our students could be classified as economically disadvantaged, we send 70% of our students to 2-year or 4-year colleges/universities. Moreover, our free/reduced lunch population has performed extremely well on state tests as we strive to ensure that all students learn regardless of socio-economic status or any other factors.

In the most recent graduating class, students earned over \$1 million in scholarship offers. Many of these students already have a head start on college by completing dual enrollment courses offered at BHS. We offer 18 dual credit college courses on our campus, and students may also take dual enrollment courses online or on the campus of Southwest Baptist University. In a typical semester, BHS students will earn about 1500 hours of college credit.

Bolivar High School has a strong emphasis on career and technical education. Students complete programs in agriculture, culinary arts, business, marketing, health occupations, family and consumer sciences, and digital media production all on our campus—while earning articulated college credit. In addition, students may earn up to 40 hours college credit in 19 career and technical programs on the campus of Ozarks Technical College in Springfield, MO.

Our school has a strong tradition in the performing arts. The 1000 seat auditorium is a showcase facility in the community and is used consistently by internal and external groups. The district was named on the list of the top 100 communities for music education in 2000, 2006, 2008, and 2009 according to the National Association of Music Merchants.

A strong vision for student achievement is evident in the school's culture:

We believe that learning is...purposeful, lifelong, and interdependent.

We believe that all students can learn, should have an understanding of democratic principles, are unique individuals with intrinsic value, have the right and responsibility to reach their potential, should develop tolerance, empathy, and respect for others.

We believe that the effective learning environment is safe and caring, provides an equal opportunity for all students, establishes high expectations, offers respect and dignity to students and teachers, is enhanced by an effective partnership between the home, the community, and the school.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. As part of the Missouri Assessment Program (MAP), Bolivar High School administers eight End-of-Course (EOC) Exams: English I, English II, Algebra I, Algebra II, Geometry, Biology, American Government, and American History. The state performance criteria for the EOC tests are divided into four levels: Below Basic, Basic, Proficient, and Advanced. EOC assessments are given when a student has received the specific instruction for a course regardless of grade level. Under No Child Left Behind (NCLB), BHS met Adequate Yearly Progress in math and communication arts nearly every year. Since 2008, the school has scored among the top schools in the state based on composite scores in math and communication arts. Although we are pleased with the academic achievement of our students, it remains our goal to see 100% of our students proficient or advanced on these measures of academic success. Now that Missouri has received a waiver under NCLB, we will be interested to examine our achievement in light of the new Annual Measurable Objectives (AMOs). We are also preparing diligently for the transition to the next generation of assessments aligned to the common core.

B. For our 2012 results, 76.3% of BHS students were proficient or advanced in communication arts while 80.3% were proficient or advanced in math. Both of these areas have shown consistently high scores or steady improvement in recent years. We have also been pleased that the achievement of the economically disadvantaged (Free/Reduced Lunch) subgroup has been very comparable to the total population. In fact, the F/R Lunch subgroup scored 68.2% proficient or advanced in communication arts (2012), just eight percent lower than the total population. For math (2012), the F/R Lunch subgroup scored 77.4% proficient or advanced, just three percent lower than the total population. In Algebra II (2012), it is notable that the F/R Lunch subgroup actually scored higher than the total population. Although the reported data for numbers of students in the F/R Lunch subgroup is a little over 40% at BHS, overall our district is closer to 60% F/R Lunch. We believe that number more closely reflects the economic stress that many of our families experience. For our IEP subgroups, we still have much work to do to meet our mission of high levels of learning for all. However, our teachers and students are working very hard to raise the scores for these learners. Specifically, student IEP goals are aligned directly to student achievement in math and ELA. These individual plans address action steps needed for each student to reach proficiency. Additional time and support is provided with our special education resource teachers, and through our intervention block, and afterschool tutorials.

As part of our culture of collaboration and focus on results, we have developed a pyramid of interventions to address all students who may be struggling with proficient achievement. Four days a week, we have an intervention time built into our schedule—Liberator Time. During this 28 minute period, students are assigned to tutoring sessions to receive extra time and support from teachers. Students who are meeting academic targets are able to be more self-directed during this time for extended learning or even some privilege time. In addition to Liberator Time, we provide available tutoring before and after school through our 21st Century After-School Program. Students regularly receive tutoring in math, communication arts, and science through this program. For students whose learning needs may require more in-depth support, we have several classes that are designed specifically to support at-risk scenarios. These classes—designed for the student not qualifying for an IEP—are in addition to the special education classes we offer. For example, students who are not proficient in math and English and are recommended by teachers, are scheduled in one of our math or English labs. So they are double-blocked in one or more core areas. In addition, we have a support class for at-risk students at the freshmen and sophomore level, and we have an at-risk class for students who are struggling at the junior and senior level. In addition to academic support, the goal of these classes is social, emotional, and even behavioral support. All of these supports are critical to achieving our goal of success for all. And, when we fall short of our goal in an area, we work diligently to address the shortcoming.

As part of our PLC process, we have been refining how we look at data and respond to students who are struggling. Through our data-teams initiative, teachers give pre and post assessments of the essential (priority) standards in math and English. These data cycles occur several times each semester. The results are collaboratively scored in learning teams, and students who do not reach proficiency for each standard receive additional instruction and must retake the assessment until they demonstrate proficiency. Our goal is teaching to mastery on all essential learning standards.

2. Using Assessment Results:

According to Dylan William (2011), assessment is the central process in learning because it is impossible to predict how students will learn based solely on the quality of the teaching. We must provide quality teaching, but then we must examine to what extent students have learned so we are able to ensure that goals and objectives are met. Assessments serve many purposes. It informs the teacher and the student about learning, it can lead to better decisions by students and teachers during the learning process. Assessment can help us to examine curriculum and improve teaching strategies. And, assessment can even effect the motivation that students and teachers have toward learning—good assessments practices build self-efficacy.

At Bolivar High School, we strive to utilize assessment to clarify our decisions and guide our practice. Each fall during our annual “data day,” we review the results from the state End-of-Course (EOC) Exams, our large-scale standardized tests. Our teachers collaborate during this time to analyze strengths and weaknesses in the results. From this analysis, each team creates SMART Goals to address areas of concern or emphasis for each course. These goals will then guide the improvement effort for the team.

Recently, we have focused more attention on the importance of formative assessment results and the need to provide quality feedback to students during the learning process. In addition to numerous daily classroom strategies that are used to inform instruction, we have also developed new systems to ensure that students take more ownership of their own learning. One of these systems is our data-teams initiative, and another is the move to standards-based, or criterion-based grading. We are currently implementing data-teams and are moving toward a system of grading that will be standards-based. All teachers are learning more about standards-based grades, and a few teachers are piloting this type of system.

Through our data-teams initiative, teachers develop and administer pre and post assessments of the essential (priority) standards in math and English. These data cycles occur several times each semester. The results are collaboratively scored in learning teams, and students who do not reach proficiency for each standard receive additional instruction and must retake the assessment until they demonstrate proficiency. Our goal is teaching to mastery on all essential learning standards. This process informs instruction for students and helps them to understand that learning is more than accumulating points; instead, it is about demonstrating proficiency on the key learning aims.

The ongoing work of using assessment data to drive decisions for teaching and learning occurs during our late start collaboration time on Wednesdays. The sole purpose of this collaborative time is to improve teaching and learning in our building. Much of the work of data-teams occurs through these regular meetings.

Parents and community are informed of assessment results through communications including letters home, parent open-house, school report card, and the local media. We have a section on our school website explaining how the EOC tests work for Missouri, and there is a link to school data reports at the Missouri Department of Elementary and Secondary Education (DESE) website. The data is reported and analyzed in multiple ways to make sure that all stakeholders have the information needed about how the school and their own students are performing.

3. Sharing Lessons Learned:

Bolivar High School has extended its philosophy of professional learning, collaboration, and sharing best practices beyond the scope of our school. Years ago, BHS was the host for an area meeting when PLC was new and many were just learning of the importance of collaboration and learning together. More recently, we have hosted nationally known educational experts like Mike Schmoker and Mike Mattos who have presented their ideas on our campus to our school and numerous others who were our guests. Mike Schmoker provided information on the importance of nonfiction informational reading and writing strategies. Mike Mattos shared his plan of response to intervention in the PLC model. Beyond these events on our campus, our teachers and administrators have constantly shared and presented at state and national conferences.

Our partnership with Southwest Baptist University may allow for the greatest impact for future educators. Each semester we have several student teachers in our building learning and practicing for their future careers. Beyond the traditional student-teaching model, we also have an internship program with the university whereby students are involved in our weekly PLC meetings. The students learn how our collaborative teams function, and they see teachers doing the work of common planning and assessment.

4. Engaging Families and Communities:

Bolivar High School recognizes the importance of working as close partners with families and community members as we share the mission of a world-class education for our students. Teachers are visible in our community at athletic, civic, church, and other social events. For example, teachers, coaches, and administrators have given programs for our local Rotary, Kiwanis, and Optimist Club meetings. Each month our student Rotarians attend a Rotary meeting. We are constantly engaging with parents and community members to ensure that our partnerships remain strong.

Each semester we host a parent open house so that parents have another opportunity for face-to-face communication with our faculty. We've also offered special programs during our open house to inform parents of new topics such as our parent portal, cyber safety, substance abuse, etc. Numerous advisory committees, booster clubs, and other parent/community groups support the work of the school. For example, the Career/Technical Education department hosts an annual advisory meeting for community and business leaders and parents. This event provides information to these stakeholders and also allows for valuable input from these individuals to the school.

In our busy world, communicating through digital means is becoming a popular method. We use email, Facebook, Twitter, our school website, and even digital signage in our school to communicate and reach out to parents. Each month we publish a digital newsletter with important information for our parents and patrons. Our parent portal allows for ongoing up-to-date information on student academic progress.

Our school hosts an Academic Banquet twice each year to celebrate the learning success of our top students. Families are invited to attend this meal where a short program recognizes student success. About 300 attend this event each time it is held.

Care to Learn is an important program to help meet the emergent needs of families and students who are in financial crisis. This fund allows the school to address the health, hunger, or hygiene needs of our students. When our administrators or counselors are made aware of a student in need, we act immediately with Care to Learn to meet the need. Our community has supported Care to Learn through fundraisers and payroll deductions.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

At Bolivar High School, the curriculum provides students with excellent core instruction while allowing for many opportunities for enrichment, especially for a school of this size. The curriculum in every discipline is designed to promote college and career readiness among our students. To meet graduation requirements, students must complete 27 units of credit. In addition to the core academic subjects, students also take courses in vocational/career education areas, visual and performing arts, physical and health education, and foreign language. All of the courses at BHS include rigorous curriculum aligned to state standards.

The English language arts courses at Bolivar High are designed to develop the reading and writing skills of students so that all graduates are prepared to meet the demands of college and career readiness. Students read widely from classic and contemporary literature in each English course. Freshmen and sophomores take English I and English II, while juniors choose from either American or British Literature. At the senior level, students may choose from college composition or English IV. Both of these courses include rigorous writing instruction, but the focus of English IV is preparation for career or technical education while the focus of College Composition is the type of academic writing that will be necessary for the 4-year college bound student.

The mathematics curriculum, based on the NCTM Standards, the Common Core Standards and the Show-Me Standards, is a well-organized curriculum that provides students with a continuous mathematical flow in order to ensure a challenging program of study. The curriculum is designed to allow students to develop mathematical confidence, to achieve high levels of mathematical skills, and to develop their ability to communicate and reason mathematically.

Mathematics must be approached as a sequential building block so students entering BHS are placed in a course where they will be successful and begin to build. Placement is based on their entering mathematical skills and previous coursework. Courses available are Algebra I with a one-year or a two-year option available, Geometry, Algebra 2, and college credit classes of Pre-Calculus (one semester of advanced algebra and one semester of trigonometry), College Algebra, and Applied Calculus.

The science curriculum at BHS includes courses in biology, college biology, anatomy, environmental applications, physical science, chemistry, advanced chemistry, and physics. In each of these courses, students learn the essential content while also developing the scientific reasoning skills that can be applied in any inquiry. Students examine evidence, draw conclusions, and defend generalizations. The lab components of these courses--along with classroom instruction--foster deeper understanding of the scientific method. At BHS, students may take biology, chemistry, advanced chemistry, and physics for college credit while in high school.

At the freshmen level, BHS students take a semester geography course designed to establish a framework for learning to come in subsequent courses. As globalization revolutionizes the cultural, social, and economic landscape of our world, students must understand the historical and political influences that shape how we relate to others in our global society. Students continue to learn as sophomores in world history and then as juniors in American history. Students are also required to take American government. Sociology and contemporary issues are popular electives. Students may earn dual credit in American government, American history, and sociology. All social studies courses emphasize examination of sources and recognizing bias.

Beyond social studies, foreign languages are critical in preparing students for preparedness in an increasingly global society. Students may take foreign language courses in Spanish or German. Most

students who are college bound take at least two years of foreign language study, but students have the opportunity to continue through all four years of high school.

Bolivar High School provides a strong curriculum in career education. Students take courses in agriculture, business, marketing, health occupations, digital media production, culinary arts, family and consumer sciences, and aerospace science (AFJROTC). The curriculum in each of these areas is designed to develop technical and work readiness skills. Students also learn to apply academic skills in each of these disciplines and instructors ensure that students are required to apply higher level thinking to informational reading and writing activities. Students gain extended learning through supervised work release in related career fields.

For the visual and performing arts, students may select a variety of courses. We offer an introductory art course and a variety of advanced electives. In the performing arts, we have band, jazz band, drama, and choral music. We believe these “right-brain” directed courses are valuable for the 21st Century student to be successful. All students must earn one credit in a fine art to meet graduation requirements.

Health and physical education classes are required of every graduate. The classes teach healthy lifestyles and encourage positive choices. Nearly 90% of BHS students are involved in at least one activity the school offers. Many of these students are involved in athletics, but many participate in the performing arts, or other clubs and organizations. This involvement is important to our overall academic success as students who are involved tend to do better in school.

2. Reading/English:

Here at Bolivar High School, we have been making great strides in our approach to teaching reading and writing skills. One of the major shifts that we have made (and are still making) is a move toward annotation of text as a reading strategy. On assessments that involve cold readings, we have begun to stress the importance of setting purpose before reading, underlining key passages, identifying evidence to be used when addressing writing prompts, and writing down student-generated questions during reading.

In our courses, we have also made a concerted effort to present our students with a greater number of nonfiction readings. In preparation for next-generation assessments, we have begun a shift toward presenting students with nonfiction readings even when the primary text is a work of imaginative literature. By doing this, we feel we have helped our students become more adept at drawing out connections across literary genres.

Currently, we are also working with our social studies department on how we can support their efforts in nonfiction reading and writing. One of the main discussions we have had within our two departments has centered on argumentative writing. Our plan is to couple a major research project done in our English II course with content taught at the same grade level in their World History course. We believe this will serve students well in that it will help them to see cross-content connections; it will also offer our department more instructional time devoted to the writing process while offering the social studies department more instructional time to work with students on essay content.

In an attempt to support those students who demonstrate notably low reading and writing abilities but do not qualify for special education resources, we have also implemented additional support classes that mirror our English I and II curriculum. Students in these courses are essentially “double-blocked” so that they are in their English I or II class on one day and their English I or II support class on the next. Our support teacher spends significant time reinforcing the content presented in the regular course, while also presenting supplemental reading and writing activities to afford more practice opportunities for these students.

Because we are committed to meeting the needs of all students, we are constantly examining additional supports that may be provided to improve learning.

3. Mathematics:

The mathematics curriculum at Bolivar High School is aligned to the NCTM standards and the Missouri Core Academic Standards and provides the skills necessary to be successful in an ever-changing global environment. Our department believes that all students can achieve at a high level given the time and support they need. Using many different instructional strategies which include summarizing, note-taking, modeling, guided practice, providing effective teacher and peer feedback, questioning, formative assessment, and the use of organizers, students are given the opportunity to gain mathematical knowledge based on their learning style. Differentiated instruction is also utilized with our students based on individual needs.

Bolivar High School provides a variety of ways students can acquire foundational mathematical skills. First, prerequisites for our courses allow students to be placed in a situation that allows for success. Pre-tests are given to students to determine areas of weakness, and instruction is modified based on those areas. Students are also provided multiple attempts at assessments to ensure that mastery is achieved. Lastly, if foundational skills are determined to be low, students are then scheduled into a mathematics lab that corresponds with the current course being taken.

The mathematics department has made great strides in improving the mathematical skills of students who are performing below grade level. Students are selected based on their needs for additional support classes called math labs that provide extra opportunities to improve foundational skills. Students are also allowed to double block a class on separate days so that they receive each lesson twice. In addition, individual tutoring takes place before and after school in teachers' classrooms as well as during our after-school program. Utilizing the data that has been analyzed in our data teams, teachers are monitoring each individual student by standards to determine mastery of content. For our students who are achieving above grade level, BHS offers Pre-Calculus, College Algebra and Applied Calculus as enrichment and students may also take additional mathematics courses at the local university.

4. Additional Curriculum Area:

Bolivar High School's ProStart Culinary Arts program is part of the Family and Consumer Sciences Department and utilizes curriculum from the National Restaurant Association. The goal of this program is to prepare students to work in the foodservice industry. For the past seven years, the ProStart program began working to receive teacher certifications through the National Restaurant Association as a Foodservice Educator and as a ServSafe instructor. Receiving the certifications has allowed the Bolivar ProStart program to add equipment through Perkins Funding.

The ProStart Culinary Arts program upholds our mission statement and is "proud to partner with the community to ensure that every student acquires the knowledge and skills necessary for productive participation as a responsible citizen in an ever-changing society." At Bolivar High School, we are very proud of our newly renovated commercial kitchen which allows students to utilize equipment found in any foodservice establishment. The commercial kitchen houses a full hotline of equipment with convection ovens, gas ranges, griddle, charbroiler, deep fryer and proofer box. Another aspect of the kitchen has a mixing station, prep areas, and a commercial dishwashing station. Students within the foodservice industry must adapt to utilizing up-to-date equipment, staying current in the field.

Students are able to take lower level foods' courses in Introduction to Culinary Arts or World Foods before entering the ProStart program. The ProStart program offers students ProStart I and ProStart II, both of which allow a full credit each. Upon receiving three full credits, students become completers within the program. Students are required to take the ProStart I and II certification exams through the National Restaurant Association. In addition, students are certified locally with the Polk County Health Center with a Safe Foodhandler's exam which certifies them to work in any local restaurant. In addition to the exams, students are required to complete a total of 400 hours of internship within a foodservice setting.

In addition to the culinary arts aspect of food preparation, the ProStart program curriculum enhances students' knowledge in the areas of hospitality and management. Students gain knowledge in basic operations within a foodservice establishment such as: purchasing, receiving, costing, menu pricing, marketing, and career options.

The Bolivar High School ProStart program offers students the ability to receive up to six hours credit from Ozarks Technical College in the area of culinary arts or hospitality management. ProStart is recognized by post-secondary culinary schools aiding students with admission into those programs.

5. Instructional Methods:

Through our collaborative structures and PLC process, teachers work together to plan for instruction and to share instructional strategies. The essence of meeting the needs of diverse population comes through excellence in daily instructional practices. Teachers use a variety of methods based on the learning objective, the teacher's command of pedagogy, and the needs of the learners. The expectation is that all teachers continuously learn and grow and implement strategies that are based on proven practices. We are committed to proficiency for every student.

Effective feedback is critical for any instructional method to succeed. Our teachers are working diligently to make sure that students have the best information about their own progress with learning. Conversely, teachers also need the best information about student progress with learning. Teachers must constantly know to what degree students have reached proficiency. We are informed about learning through questioning, student-response systems, exit tickets, writing prompts, use of peer feedback, and other formative assessments. When students and teachers are able to specifically identify areas of weakness in learning, then differentiation is able to occur. Instruction then can focus on the areas that need improvement.

When learning progress is not evident, BHS has a pyramid of interventions to provide additional time and support for struggling students. Liberator Time is a 28 minute intervention block that meets four days a week. Students are assigned to teachers for extra time and support in areas where they are struggling academically. Additional resources are allocated if students do not respond to this intervention. Tutoring is offered before and after school. Students may be scheduled into our math and English double-block program. We also provide at-risk programs for students who need social, emotional, and academic support.

Technology is also used to support learning throughout the building. Teachers in the building use SMART boards, Google Docs, wikis, discussion forums, and research databases to enhance instruction. We recently offered personal finance as a fully online course for students. We recognize that students will need experience with online coursework as higher education shifts more to this format. Finally, our comprehensive virtual learning environment is e20/20. This web-based platform allows us to deliver--or supplement--curriculum for students unable to attend school temporarily.

6. Professional Development:

As part of the PLC model, teachers and administrators are the lead learners in the school. As such, we must constantly be improving and growing in our practices. The best professional development is ongoing, job-embedded learning that focuses on specific goals. At BHS, we have seven days built into the school calendar for professional learning. Moreover, each Wednesday morning is a late start for students, allowing teachers time to collaborate and focus on improving learning in the building. A teacher led Professional Development Committee works with other district and building leaders to provide the direction for professional development. These activities are based on data collected through a needs analysis and are aligned to the district's Comprehensive School Improvement Plan (CSIP).

Our professional learning activities have been intentional and ongoing. We are always looking for creative ways to learn and grow. For example, we have hosted educational experts such as Mike Schmoker and Mike Mattos for an entire day of learning with teachers in our district. Each October, our data day includes review of a variety of school data with learning teams developing SMART goals to address areas for improvement. Our PDC sponsors an annual PD day in February that is in direct response to teacher's request for topics. PDC also supports book studies that have occurred regularly in the building on topics such as formative assessment, standards-based grading, etc.

Our systems of operation also support professional learning. Core teachers have received training on the data-teams process. Faculty meetings have been transformed to literacy workshops to explore how reading and writing can be enhanced across all content areas. Teachers have received training on the common core, or Missouri Core Academic Standards. Our instructional coach provides information and training on key initiatives and provides support to teachers on a variety of instructional issues. And, teachers work in vertical teams across buildings and grade levels at least twice a year. These teams examine the scope and sequence of instruction and develop plans for a seamless implementation of curriculum.

For teachers who are new to the profession, we provide a professional development and mentoring program. The New Teacher Institute is a two-day, pre-service workshop on topics like Harry Wong's First Days of School, Robert Marzano's instructional strategies, and formative assessment. New teachers meet three more times during the school year for other topics.

7. School Leadership:

Leadership is critical for the success of any school or organization. However, we do not view leadership as limited to specific positions or roles in the school. Instead, each individual has the power to lead and is the catalyst for change. This shared leadership philosophy requires personal responsibility, allows for autonomy, and encourages risk taking, creative thinking, and initiative on the part of team members.

Structurally, BHS is organized into department teams and professional learning community teams. Department chairs provide instructional leadership for each content area. These leaders plan and facilitate collaboration time. Many instructional decisions are made at the departmental level regarding curriculum, budgeting requests, and course offerings.

The Building Leadership Team (BLT) is comprised of a representative from each of our PLC teams. Some of these individuals also serve as departments heads. The BLT meets every Tuesday morning before school and works closely with administration, counselors, and instructional coaches to guide the learning and operational activities of the school. This team constantly discusses school data, best practices, and ideas for improvement. The team provides direction and guidance for the school. As part of this group's professional learning, the team regularly participates in book studies together. Each summer, this team also has an extended work session to plan for the upcoming school year.

Our leadership structures are developed from the principles of the PLC model. Collaboration is an expectation and a laser-like focus on improvement and learning is cultivated in our daily actions. The principal and assistant principal work closely with all of our collaborative teams to ensure our vision for improvement stays clearly in focus. The administration, as leaders of learning, participates actively in instructional meetings and professional learning.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 10 Test: English MAP/EOC High School

Edition/Publication Year: 2007-2008, 2009-2012 Publisher: McGraw Hill/Riverside

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Advanced or Proficient	76	76	68	79	48
Advanced	23	25	20	27	11
Number of students tested	329	399	363	196	178
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	7	11	3	3	3
Percent of students alternatively assessed	2	3	1	2	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Advanced or Proficient	68	70	62	77	22
Advanced	16	18	15	12	6
Number of students tested	129	174	164	60	51
2. African American Students					
Advanced or Proficient	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	7	3	7	6	2
3. Hispanic or Latino Students					
Advanced or Proficient	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	5	6	7	3	1
4. Special Education Students					
Advanced or Proficient	30	44	23	33	18
Advanced	13	22	10	0	5
Number of students tested	23	32	30	15	22
5. English Language Learner Students					
Advanced or Proficient	0	0	Masked	0	0
Advanced	0	0	Masked	0	0
Number of students tested			2		
6. White(non Hispanic)					
Advanced or Proficient	77	76	68	80	49
Advanced	23	26	21	29	12
Number of students tested	297	370	346	157	171
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. "In 2010 the testing process in the state of Missouri was changed to reflect End-of-Course exams."					

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STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 11 Test: 'Math MAP/EOC High School

Edition/Publication Year: 2007-2008, 2009 - 2012 Publisher: McGraw Hill/Riverside

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Advanced or Proficient	80	70	72	58	50
Advanced	31	20	21	10	14
Number of students tested	386	419	366	131	189
Percent of total students tested	100	100	99	100	100
Number of students alternatively assessed	8	9	8	2	5
Percent of students alternatively assessed	2	2	2	2	3
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Advanced or Proficient	77	56	69	57	28
Advanced	27	14	14	5	4
Number of students tested	146	160	146	56	71
2. African American Students					
Advanced or Proficient	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	5	7	6	6	4
3. Hispanic or Latino Students					
Advanced or Proficient	Masked	Masked	46	Masked	Masked
Advanced	Masked	Masked	9	Masked	Masked
Number of students tested	4	9	11	4	2
4. Special Education Students					
Advanced or Proficient	48	29	55	31	13
Advanced	19	14	10	0	0
Number of students tested	21	28	20	13	23
5. English Language Learner Students					
Advanced or Proficient					
Advanced					
Number of students tested					
6. White(non Hispanic)					
Advanced or Proficient	80	70	74	58	51
Advanced	31	21	21	10	14
Number of students tested	354	379	340	118	182
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested. "In 2010 the testing process in the state of Missouri was changed to reflect End-of-Course exams."					

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