

U.S. Department of Education
2014 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [] Magnet [] Choice

Name of Principal Mr. Roy Gilbert Williams

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

Official School Name Winfield Elementary School

(As it should appear in the official records)

School Mailing Address 601 County Highway 14

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

City Winfield State AL Zip Code+4 (9 digits total) 35594-5551

County Marion State School Code Number* 0010

Telephone 205-487-2305 Fax 205-487-8907

Web site/URL http://www.winfield.k12.al.us E-mail rwilliams@winfield.k12.al.us

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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 _____
(Principal's Signature)

Name of Superintendent*Dr. Keith Davis E-mail: kdavis@winfield.k12.al.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Winfield City Tel. 205-487-4255

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

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

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) 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 a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) 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, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any 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.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
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 (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 1 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 3 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 1 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	61	48	109
1	59	42	101
2	48	41	89
3	53	43	96
4	46	42	88
5	0	0	0
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 Students	267	216	483

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 1 % Asian
 - 3 % Black or African American
 - 2 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 91 % White
 - 2 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report 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.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 16%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	32
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	42
(3) Total of all transferred students [sum of rows (1) and (2)]	74
(4) Total number of students in the school as of October 1	452
(5) Total transferred students in row (3) divided by total students in row (4)	0.164
(6) Amount in row (5) multiplied by 100	16

7. English Language Learners (ELL) in the school: 2 %
8 Total number ELL
 Number of non-English languages represented: 1
 Specify non-English languages: Spanish
8. Students eligible for free/reduced-priced meals: 54 %
 Total number students who qualify: 260

If this method is not 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.

9. Students receiving special education services: 10 %
48 Total number of students served

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

- | | |
|-------------------------|---|
| 7 Autism | 0 Orthopedic Impairment |
| 0 Deafness | 6 Other Health Impaired |
| 0 Deaf-Blindness | 7 Specific Learning Disability |
| 0 Emotional Disturbance | 21 Speech or Language Impairment |
| 0 Hearing Impairment | 0 Traumatic Brain Injury |
| 0 Mental Retardation | 0 Visual Impairment Including Blindness |
| 6 Multiple Disabilities | 0 Developmentally Delayed |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	27
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	10
Paraprofessionals	3
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 17:1

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

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	96%	96%	97%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

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

Yes_ No X

If yes, select the year in which your school received the award.

PART III – SUMMARY

Winfield Elementary School's stated mission is to provide educational opportunities that guide all students toward their maximum educational potential and abilities in order to prepare them for a lifelong pattern of responsible citizenship. Our vision of "A Tradition of Excellence" is the drive behind our curriculum, teaching methods, technology initiatives, character education, fine arts emphasis, and our enrichment program.

Winfield Elementary is a K-4 Title I school in rural Alabama. It is the cornerstone of our small city school system that was founded in 1955. It was first accredited by the Southern Association of Colleges and Schools (SACS) in 1966. One hundred percent of the Winfield Elementary faculty is highly qualified as defined by the 2001 standards of the No Child Left Behind Act. The commitment and vision of our early leaders evolved a school system that is highly regarded throughout our state. With an unwavering partnership from the townspeople, Winfield Elementary continues to progressively move ahead, despite challenges from increasing poverty levels. Currently, 54% of our 483 students are receiving free or reduced lunches.

Based on our Alabama Reading and Math Test (ARMT/ARMT+) scores, the percentage of proficient and above students at Winfield Elementary has improved annually. Third grade reading progressed from 94% in 2009 to 96% in 2013. Third grade math rose from 92% in 2009 to 99% in 2013. Fourth grade reading rose from 89% in 2009 to 100% in 2013. Fourth grade math rose from 85% in 2009 to 100% in 2013.

In 2011, the Public Affairs Research Council of Alabama (PARCA) recognized our school as one of the strongest in the state because of its percentage of poverty students that scored at the advanced level on the ARMT. That year our third grade poverty students surpassed our non-poverty students in reading with scores of 85.7% compared to 84.8%. The state reading average for third grade poverty students was 41.7%, and non-poverty was 71%. Our third grade math average for poverty was 94.3% compared to the state poverty math average of 47.2%. Our third grade non-poverty math average was 95.7% compared to the state non-poverty math average of 73.4%. Since that time, gains have continued to occur.

Winfield Elementary has also been competitive on nationally normed referenced tests. The Stanford Achievement Test, tenth edition (SAT10) was last given in 2011. That year our third grade reading National Percentile Rank (NPR) for all students was 80% and our poverty and free/reduced student NPR was 73% and 74%, respectively. Student performance increased in 2010 and 2009. Our 2011 SAT10 third grade math NPR for all students was 90%, and both our poverty and free/reduced lunch student percentiles were 87%. These rankings were also gains from 2010 and 2009.

Student academic progress is continuing this school year as evidenced through Scantron Global Scholar, a nationally normed student assessment, results in grades 1-4. In our latest Scantron Global Scholar assessment, every class made gains in both reading and math. Next month, our third and fourth graders will take the state mandated ACT Aspire test which will replace the previous ARMT+ assessment.

Academics at Winfield Elementary are systematically taught through an assortment of methods and materials. The process begins with our youngest children. Our special education teachers serve district preschool children who have been identified with special needs. A half-day readiness camp is offered to kindergarten students prior to the beginning of school. Kindergarten students "phase in" to improve transition. Grade-level and cross-grade planning allows for cohesive instruction. Emphasis is placed on "hands-on" learning. Lessons incorporate music, media, work stations, guest speakers, small groups, whole groups, one on one, peer partners, drama, manipulatives, computers, iPads, and Promethean boards. Additional assistance is given through aides, in-school tutors, resource teachers, classroom volunteers, and certified teachers in our after-school program. Students attend music, library/art, guidance, enrichment, PE, and computer classes. They participate in field day, festivals, field trips, plays, food drives, and benevolent fundraisers. Fourth graders enjoy individual laptop computers and third graders plan to have them next year.

Winfield Elementary is an exciting place to be. We are proud of our students and are committed to our mission. We have strong leadership, skilled teachers, good people, and great results. We are giving all of our students opportunities to reach their maximum potential. We are preparing them for a lifelong pattern of responsible citizenship. It's what we do every day. Winfield Elementary School's vision and legacy will continue to be "A Tradition of Excellence."

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The Alabama Reading and Mathematics Test (ARMT/ARMT+) has been administered to grades 3 and 4 at Winfield Elementary School. The ARMT/ARMT+ was a criterion-referenced test that consisted of selected items correlated to the Alabama state content standards in reading and mathematics. Until Spring 2011, the SAT10 was used in conjunction with the ARMT in order to insure that all content standards were addressed. The SAT10 was phased out after the 2011 administration, and the ARMT+ was solely used for the 2012 and 2013 state assessment for grades 3-8 reading and math. With the approval of Alabama's waiver to NCLB (Plan 2020), the Alabama Department of Education has replaced the ARMT+ with ACT Aspire. ARMT/ARMT+ results were used for accountability for Grades 3-8 in meeting one of the requirements of the No Child Left Behind legislation. Performance from the ARMT/ARMT+ was reported within the following achievement levels:

Level I—Does not meet academic content standards

Level II—Partially meets academic content standards

Level III—Meets academic content standards (proficient or grade-level performance)

Level IV—Exceeds academic content standards

Winfield Elementary considers performance Level II or below to be unacceptable. Identifying and addressing students who need additional resources and remediation has been a primary objective for our school. This objective was met by a combination of research-based teaching methodologies, tutoring, after school and extended school programs, and technology-based instruction. In 2009, 8% of Grade 3 students scored Level II or below in math and 6% in reading. In 2013, the percentages were reduced to 1% and 0%, respectively. In Grade 4, for the same time period, the percentage of Level II or below in math reduced from 14% to 0% and reading reduced from 11% to 0%.

Winfield Elementary School strives to have all students master academic content standards. Our goal was to have all students performing Level III or above in both reading and math on the ARMT/ARMT+. By 2013, we accomplished that goal for Grade 4 reading and math. The percentage of Grade 3 students achieving Level III or above was 99% in math and 96% in reading. For students in the poverty subgroup, 95% in Level III or better performance was achieved in three out of five test administrations, and NCLB Annual Measurable Objectives (AMOs) for this subgroup were exceeded all five years. These results demonstrate the similarity of performance between all students and our largest subgroup, poverty. From 2009 to 2013 the average percent difference between all students and the poverty subgroup for the ARMT/ARMT+ was: Grade 3 math-3%, Grade 3 reading-3%, Grade 4 math-6%, and Grade 4 reading-4%.

As stated in the aforementioned paragraph, gains were attained in the free/reduced and poverty subgroup. Based on the results of 2009 ARMT data for poverty, at-risk students were identified and steps were taken to address the needs of students in this subgroup. Consequently, three out of the four succeeding test administrations showed growth. In grade 4, the subgroup demonstrated a gain from 68.9% to 100% Level III or above. A similar pattern of growth also occurred in grades 3 and 4 reading.

This high level of achievement on the ARMT was complimented by comparable performance on the SAT10 in the areas of reading and math for grades 3 and 4. While the ARMT focused on insuring proficiency in a criterion-referenced assessment, the SAT10 provided norm-referenced data that demonstrated how our students performed on a national level. Beginning with the 2009 administration of the SAT10 math assessment, the third grade shows successive gains through 2011 (78th, 84th, and 90th percentile rank, respectively). Third grade reading results for the SAT10 for the same testing administrations reflected like data (72nd, 76th, and 80th percentile rank, respectively). Fourth grade data for the SAT10 reading and math is equally impressive.

The district chose to have grades 1 and 2 participate in the SAT10 FY09-FY11 assessments as well. The average percentile rank on the 3-year span for 1st grade was 84 for reading and 85 for math. The 2nd grade

average percentile rank was 83 for reading and 85 for math. In spring 2012, the 2nd grade participated in the Terra Nova assessments and had a national percentile rank of 81 in reading and 76 in math.

High student performance is a product of our strategic plan that begins with the Teacher Institute. Before school begins, teachers collaborate at grade-level meetings and in vertical planning sessions to develop strategies for each child. These plans are articulated with parents prior to the beginning of school and during parent-teacher meetings that occur throughout the year. Using several methods of formative assessment, teachers monitor the growth and needs of students. Resource teachers, tutors, volunteer parents, and online tools are used to remediate students where needed. Beginning 2013, a one to one initiative began in Grade 4, and the initiative is expanding to include Grade 3 in 2014.

To support teachers and staff with research-based instruction, staff development opportunities are made available during the school year and in the summer. This training is offered in different venues to make it as convenient as possible for staff. In the summer of 2012, each teacher was provided an iPad for use as a resource and training tool. These devices can be used in conjunction with Alabama Learning Exchange (ALEX) as well as other online learning and collaborative resources.

2. Using Assessment Results:

We believe assessments serve as a barometer for the effectiveness of instructional practices. We use assessment data as a guide to determine if what we are doing in the classroom is working. This philosophy underscores our resolve to not design instruction solely for the purpose of preparing for an assessment. We believe that the combining of daily formative assessment, performance-based assessment, and summative assessment provides the best picture of how effective our instruction is.

Teachers and administrators scrutinize data from formal assessments. Assessment information is used to compare grade-level performance with standard norms. The results are analyzed to find areas of growth and need within each grade level, specific subjects, individual students, and teacher performance. Effective use of data takes place daily, and a variety of monitoring practices occur to determine if our instructional methodologies are effective. This monitoring provides information that is used to modify classroom instruction and improve student learning.

Assessment results are used to drive instruction within our classrooms. Immediate feedback from student response devices can determine if today's goals were met. Access to research-based tools, which include but are not limited to IXL, Pearson Success, Accelerated Reading and Math, and Scantron Global Scholar, provides immediate feedback that allows scaffolding of instructional practices in the classroom. Data determines what skills should be re-taught and is used in planning activities for small groups, intervention groups, and one on one instruction. Students are progress monitored as new skills are taught. They are observed and evaluated during individual and whole group instruction to ensure understanding of the material. Teachers examine student work for skill mastery. Weekly and end of unit tests determine if students are ready to move to new skills or if more time is needed for mastery. Key data is evidenced by application of knowledge through performance-based assessment. We not only want our students to know how to do it, we also want them to know how to use it. Through the use of rubrics, teachers measure understanding in a collaborative environment that puts emphasis on the students' use of what has been taught.

Winfield Elementary uses a variety of ways to communicate academic achievement to students, parents, and the community. Informal assessment feedback is given to parents and students through graded work, emails, phone calls, written notes, and parent/teacher conferences. Progress reports are sent home at mid-grading period and at the end of a grading period. Parents have access to an online parent portal through our school's website. Parents of fourth grade students can monitor their child's progress through the Haiku management system that is being used in our one to one initiative. Parents are also given copies of their child's formal assessment results. Our school system's website is regularly updated with data results, information, and links to state websites. Our local newspaper and school newsletters are also used to report formal data results to our parents and community.

3. Sharing Lessons Learned:

Winfield Elementary is an integral part of our school system's effort to use cutting edge technology in the classroom. We are the first system in our county and surrounding area to have a one to one laptop initiative. Our fourth grade is currently implementing this initiative and there are plans to include third grade in the upcoming 2014-2015 school year. The one to one initiative is a move to a greater project- based curriculum where the student applies what he/she is learning to everyday situations and circumstances. Laptops are used for differentiated or blended instruction through pod teaching and the advanced Haiku management system. This provision initially involved multiple informational parent meetings regarding the goals and usage of this program. It was emphasized to our parents that technology is one of many tools we are using to challenge students to think more critically.

The one to one initiative has resulted in our being asked to meet with other school systems. We have collaborated with them on what we are doing and shared both the positive and negative aspects of our endeavor. Twice this year, we have met with Jasper City Schools. Superintendents, principals, technology coordinators, and applicable grade-level teachers from both systems were in attendance.

The Winfield School System was also asked to present the aim, goal, and implementation methods of our one to one initiative at the State Superintendents' Conference. This presentation included the logistics of implementation, such as the applicable subjects, the time involved, teacher training, criteria, and purpose.

We regularly share best practices and strategies with other systems at quarterly College and Career Ready Standards (CCRS) meetings and statewide conferences and workshops (State Mega Conference, AMSTI workshops, etc.). Our teachers and administrators have presented lessons and best practices at these forums. Information and activities are shared daily with the public through our updated school website, www.winfield.k12.al.us. Winfield Elementary is committed to learning from others and sharing with others.

4. Engaging Families and Community:

At Winfield Elementary the partnership between school, families, and community is vital to the success of our young students. For working parents, our Stepping Stones program provides students with after school care where they receive snacks, assistance with homework, one on one instruction, and access to technology. Parents voluntarily assist with school play decor, costumes and student scrapbooks. They help with Pumpkin Day, Johnny Appleseed Day, Storybook Parade, Thanksgiving Feasts, Jump Rope for Heart, and Field Day activities. Each year the library media program and the enrichment program send home questionnaires to identify community members who have special talents or experiences to share with students. These are used throughout the year, exposing students to a variety of speakers and background knowledge. Second grade has a Career Day where parents and community members share their careers. Fourth graders participate in "Celebrate Our World," an event where parents and guests with multicultural backgrounds share experiences and knowledge of their home country.

Parents help improve our school buildings and grounds by volunteering their time and hard work on a school "work day." They paint, clean, landscape, and decorate our school buildings and grounds. Parents are encouraged to eat lunch or breakfast with their child on special days and to attend class holiday parties.

Parents are continuously informed of events and student progress through our school website, parent/teacher meetings, emails, newsletters, and our phone notification system. Each year there is a Title I informational meeting held at two different times to allow parents the opportunity to attend. There is also an informational meeting for parents of students using the Haiku management system. Student grades may be checked through an online parent portal or through Haiku.

Civic groups and businesses provide food, supplies, backpacks, clothing, eyeglasses, and medical assistance to our needy children and their families. A local bank donates books and supports the school library by donating to the Accelerated Reader program. Teacher supplies are given annually by a collaboration of the above mentioned groups.

Our students participate in an annual Holiday Food Drive, Jump Rope for Heart, and the St. Jude Children's Research Hospital Math-a-thon. This year \$6523.23 was collected for the Math-a-thon. Cumulatively, our elementary students have sent over \$100,000.00 to St. Jude!

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Winfield Elementary School provides research-based curriculum and instructional methods that facilitate achievement for all students. This curriculum is based on clear and measurable expectations of learning and provides opportunities for all students to successfully acquire essential knowledge and skills. Through the implementation of the Common Core State Standards, the goals of student learning are clear and vertically aligned within the school. This creates a solid foundation for college and career readiness. Teachers use proven instructional practices that actively engage students in learning and allow students to apply their knowledge to real world situations. Instructional strategies include whole group, small group, cooperative learning, hybrid instruction, partnering, and one to one support. Student feedback is given by ongoing progress monitoring and assessments.

Our Reading/English Language Arts program is Scott Foresman Reading Street. It allows for differentiated instruction in all grade levels. There is an increase in text complexity in reading with a balance of fiction and informational texts. The students build academic vocabulary and content-area knowledge as well as focus on informative/explanatory, argumentative/opinion, and narrative writing. Teachers are constantly assessing their students through formative and summative assessments allowing for redirection in their instruction.

Our math program is Go Math! by Houghton Mifflin Harcourt. It is written to align with the Common Core. The teaching methods of Go Math! fully address the rigors of the new standards and assessments by allowing all grade levels to record strategies, explanations, and solutions. With manipulatives, hands-on activities, data collection, and problem solving, our students learn multiple ways to solve problems and "honor" everyone's thinking. Positive results from Scantron Global Scholar assessments have confirmed the effectiveness and cohesiveness of our mathematical program.

Houghton Mifflin Science is the resource used to guide the curriculum in our upper grades. In our newly implemented science and computer labs, students conduct experiments/research and are engaged in learning through investigations in a social context. By using interactive notebooks to record, analyze, and interpret data, students are facilitating the development of critical thinking skills. Integration of science with content or skills from other subject areas and the arts occurs throughout all grades. Scientific learning is not isolated, but rather it is a part of a whole.

Social studies is embedded through literature in our core reading program and is enhanced through educational outings, investigations, and guest presenters from our community. Houghton Mifflin Social Studies is our curriculum for second and third grades. It celebrates diversity among people and cultures as well as honoring the growth, developments, and achievements of our country. Our state's history is examined in depth within our fourth grade studies through a wide range of individual and cooperative research projects and is based on the Alabama text. Fourth grade participates in a "Celebrate Our World" multicultural event which incorporates cultural presentations by speakers from different countries.

In conjunction with our challenging academic program, we offer opportunities for students to expand their creativity through visual and performing arts in weekly music and enrichment classes. Each grade level has an annual play, where individual speaking parts are assigned to every student. Classroom teachers and the librarian incorporate art activities to reinforce classroom concepts. After school community education courses have consisted of dance, painting, artistries, gymnastics, sewing, theatre, singing, and basic instrumental keyboarding.

Our physical education program consists of forty-five minutes per day per grade level, and follows the Alabama Course of Study. Health and nutrition topics are covered in physical education and guidance classes.

Technology is inserted into every facet at Winfield Elementary School. Teachers use Promethean and Smart Boards, iPads, clickers, Elmos, laptops and computers to enrich learning. Fourth grade uses the Haiku learning management system and a one to one initiative program. Each fourth grade student has a laptop computer that can be taken home, allowing students and parents to engage in technology. It is proposed that third grade will be added to the one to one initiative next year, which will provide individual laptop computers for each third grader.

2. Reading/English:

The standards-based Scott Foresman (SF) Reading/Language Arts program is our district's research-based curriculum. Rooted within the SF core program are fundamental components that provide foundational reading skills which logically and sequentially allow for differentiated instruction. The increase in text complexity and the balance of fictional and informational texts help build academic vocabulary and content area knowledge. This content also gives focus on informative/explanatory, argumentative/opinion, and narrative writing. Listening/speaking, vocabulary acquisition, and phonemic awareness comprise our oral language, and is an integral part of our program. Through a study of patterns in words, our curriculum focuses on phonics, spelling, and vocabulary. The use of skill based readers during small group instruction allows our students to build fluency and comprehension. Independent reading/writing is encouraged through our Accelerated Reader (AR) program, daily journal writings, and grammar building activities. At the beginning of the academic year, teachers use multiple diagnostic assessments to identify individual needs and levels of proficiency. Formative and summative assessments are administered throughout the year to allow for redirection in instruction.

Students' needs are identified according to benchmark results. The approach to meet these needs changes as teachers monitor student progress through weekly/unit assessments. At stations and in small groups, students receive work according to their needs. Beginning and early intermediate EL (English Learner) students are assigned to an EL group led by the reading coach/EL lead teacher for extra support.

When students are performing below grade level a variety of Response to Intervention (RTI) strategies are implemented. Our Classroom Support Team (CST) reinforces the curriculum by using supplementary materials such as SF intervention guides and the research-based computer program, Headsprout Early Reading. These materials are used with identified and non-identified students in the areas of phonemic awareness, phonics, reading fluency, reading comprehension, and writing. Sidewalks, a SF intensive reading intervention, is one tool used to help close the achievement gap between our significant subgroups. All of our subgroups had an increase in English Language Arts scores last year.

Other interventions include the following: Small group early reading intervention delivered weekly by our resource teacher, in-school tutoring by former elementary teachers, after school tutoring with certifying student teachers and use of the computer lab for additional skill practice.

3. Mathematics:

The district approved research-based mathematics curriculum at Winfield Elementary School is GO MATH! by Houghton Mifflin Harcourt. This program is vertically aligned throughout the grade levels to provide our students with an organized sequence of skills. Having a vertically aligned program allows our students to build a firm mathematical foundation. Our mathematics curriculum follows the Common Core Standards to ensure that our students will be prepared for the demands of the 21st Century work force. AMSTI strategies and activities are woven into our math lessons to enhance and support our math curriculum.

Our teachers ensure different learning styles and needs are met by using a variety of instructional methods. Math lessons include a hands-on approach with the use of manipulatives in differentiated stations, small groups with the teacher, cooperative peer groups, and whole groups. Students complete Daily Data charts and monthly calendars to make them aware that math is a major part of their lives. Teachers use open-ended problems to encourage student engagement through mathematical discourse. This allows students to actively and collaboratively discover that there are differing approaches to finding the same answer. It also

allows them to apply learned skills to real life situations. Teachers also incorporate and encourage technology through using Promethean Boards, Smart Boards, computers, and iPads in their mathematical lessons. Students practice math skills using Accelerated Math Live, IXL Math, and various other on-line resources.

Students who are performing both above and below grade-level norms benefit from our differentiated stations, small group instruction, cooperative learning groups, and self-paced computer programs. Many types of interventions are used to offer additional support to students who are performing below grade level in math. Two former elementary teachers provide in-school tutoring for students who need extra help and encouragement. Our Title I resource teacher works with small groups to reinforce math skills being taught in the classrooms. Winfield Elementary also has an after school program which has certified teachers assisting with homework and study skills.

4. Additional Curriculum Area:

Through the use of literature, music, and technology, our students are provided opportunities to participate in visual and performing arts. Every year each grade level performs a play where all students are given a chance to "shine." The music and grade-level teachers work with students on speaking parts as well as vocals. Students participate in reader's theatre in both the library and classrooms. Students act in puppet theatre through the guidance program. Second grade students perform patriotic songs in an annual Veterans' Day program. We believe these occasions impact our students positively, as well as improve reading, listening, and speaking skills through drama and music.

First grade holds an Art Fair where students create individual art for display as well as performance art. Other grades visit their galleries. The Library Media Specialist and the enrichment teacher use literature and technology to teach the elements of art as well as art genres. Students are exposed to a variety of information sources to learn about well-known artists and their works of art. So many of our disadvantaged students will never have the opportunity to visit a museum, therefore, virtual tours are used through technology to give students a museum experience. Students enjoy creating their own art in the library and seeing their work displayed in the school's foyer, halls, and website. We believe this is a way for students to feel valued. So many students who struggle academically will excel in the arts, giving them encouragement to succeed in their other core subjects.

Students are given opportunities to view other forms of performing art through field trips. Our local Pastime Theatre allows children to participate in productions and our students are taken to view these performances. Our fourth grade students visit a local Civil War Reenactment and third graders visit the Colonial Village. Second grade visits the Alabama Theatre as well as performances at a nearby community college. Third grade has an annual trip to the Birmingham Symphony. Prior to this trip, the Library Media Specialist and the music teacher provide background knowledge of orchestral instruments as well as musical terms through literature, demonstration and technology. While our school focuses on a rigorous core curriculum, visual and performing arts help our students flourish. The faculty collaborates to bring the arts to our students.

5. Instructional Methods:

Winfield Elementary uses an array of instructional methods to meet the needs of diverse learners. Through the use of the ACCESS test, teachers are provided with the English language proficiency levels of our EL students. This information is used in the classroom with the assistance of the EL resource teacher in accommodating each student's instructional needs. Students who struggle in math and reading are provided additional assistance with qualified tutors, small group instruction, and individual instruction. All students are provided with whole group, small group, and individual lessons during core curriculum instruction. Peer and cooperative learning is used, as well. Students have buddy readers and work in groups for team projects.

Special needs students are provided with paraprofessionals who assist them in accommodated instruction. These students are included in whole group instruction during core lessons. Resource teachers assist

classroom teachers in providing intervention and instruction in small group settings or on an individual basis as needed.

Students in grades 1-4, as well as high achieving kindergarten students, take a STAR assessment in reading which determines a reading range for the child. These students participate in an online Accelerated Reader program, choosing books on their interest level and reading ability, and are assessed on reading comprehension.

Students who excel are provided additional enrichment through our enrichment program. Within this program, students use technology, art, literature, science, and social studies to move beyond the core curriculum.

Fourth grade uses a one to one initiative. Each child is provided with a laptop and teachers use a learning management system, Haiku, to promote class activities and to enrich curriculum. Most grade levels use Promethean Boards and Smart Boards to enhance instruction. Students have access to iPads and each grade level has access to computer labs. Technology is integrated into instruction and learning throughout the day. We believe our blended instruction of using traditional teaching with the application of technology, gives our students the tools to be 21st century learners.

Our website provides links to online resources such as Go Math! and Scott Foresman Reading Street to support parents in providing assistance with homework. Many of our students are being cared for by grandparents and family members other than natural parents. We believe that we best meet the needs of our students when we also provide assistance in their homes.

6. Professional Development:

Winfield Elementary provides up to date professional development for all faculty and staff. We have consistently trained for transition to Common Core and College and Career Ready Standards (CCRS). Professional development has been given for teachers to learn how to meet and teach these standards in the classroom.

We have begun work to bridge the gap between our project based fourth grade curriculum and our traditional third grade approach. Third grade teachers were introduced to project based activities and teaching strategies for hands-on learning. These strategies have allowed for a strong continuation of tremendous gains by our students, especially in reading and math. The hands-on activities have stimulated greater critical thinking, which is reflective of the assessments we have and will be taking (Scantron Global Scholar, ACT Aspire).

We have also opened the door to ARI (Alabama Reading Initiative) and AMSTI (Alabama Math, Science, and Technology Initiative). ARI and AMSTI regional support staff are regular visitors in our building. They help our teachers integrate effective and challenging hands-on strategies, as well as assess our overall strategy for advancing students. Teachers are receiving training from AMSTI in math, science, and reading. Our state ARI regional instructor has met with all of our grade-level teachers on several occasions to address methodology, assessment, and best practices in the classroom.

Training is being provided to address gaps in curriculum and alignment. Training is also being provided in methods and strategies for meeting needs of low performing students as well as challenging high performers. We are focusing professional development on using Scantron Global Scholar results and ACT Aspire results to map a formative plan for meeting needs of students at all levels of performance. This will become part of our Continuous Improvement Plan (CIP).

One of the major strengths of our system and school has been a systematic approach through professional development to move disadvantaged students (54% free/reduced) to levels of outstanding achievement while also challenging high performers. As a result, in our latest assessment cycle every class made gains in both reading and math. On average, students gained 199.75 points in reading and 174.23 points in math. In

addition, our third grade special education students made amazing gains in reading, averaging 352 points per student.

7. School Leadership

Winfield Elementary's principal has a vision of shared leadership throughout the building. He is the leader and often facilitator of implementing that vision, but he expects and offers opportunities for input and collaboration among faculty members. Each grade level has a chairperson from among the teachers. Grade-level meetings are held regularly to discuss data and formulate plans to aggressively attack areas of deficiency. In these meetings Response to Instruction (RTI) methods are discussed and strategies are formulated for implementation. Teachers document interventions being used with students. Grade-level chairs are responsible for sharing faculty ideas with the educational leader and for expressing both positives and negatives that may affect the learning environment. In turn that person also passes information to co-workers and keeps them informed of concerns that may be shared throughout the building.

The educational leader conducts regular faculty meetings where data, goals, and plans are discussed and formulated. The educational leader of Winfield Elementary is ultimately the final decision maker, but he wants the vision for the school to reflect the vision of the entire faculty and community. The educational leader meets regularly with the superintendent and other building principals to view data throughout the school system. This allows system wide strengths and weaknesses to be identified and to promote continuity as students change buildings. Administrators are presently working with the superintendent on effective data collection for detailed documentation that will be used to improve student learning.

Parents are encouraged to be involved in their child's education and our community responds to that challenge. The school year begins with open house night and parent/teacher meetings are scheduled three times during the school year to discuss student progress. Our city council and community members embody our school's mission and vision by continuing to vote in support of our school system through increased tax revenues.

The Winfield City Board of Education most certainly upholds our mission and vision. Our board members believe that every child can learn, and they seek to ensure that effective leaders and teachers are in place to facilitate the "Tradition of Excellence."

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Alabama Reading and Mathematics Test

All Students Tested/Grade: 3

Edition/Publication Year: 2013

Publisher: Data Recognition Corporation

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	99	99	99	96	92
% Advanced	94	96	95	85	75
Number of students tested	77	95	82	109	104
Percent of total students tested	99	100	99	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	97	100	97	90	88
% Advanced	90	95	94	79	67
Number of students tested	30	36	35	53	49
2. Students receiving Special Education					
% Proficient plus % Advanced				82	58
% Advanced				55	33
Number of students tested				11	12
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	99	99	99	96	95
% Advanced	93	96	95	87	78
Number of students tested	74	87	75	100	95
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: After the 2011 Alabama Reading and Mathematics Test (ARMT), the State Department revised the ARMT and it is now ARMT Plus. The revision increased the rigor of the previous ARMT.

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Alabama Reading and Mathematics Test

All Students Tested/Grade: 4

Edition/Publication Year: 2013

Publisher: Data Recognition Corporation

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	100	97	95	79	85
% Advanced	94	75	82	49	58
Number of students tested	97	79	104	115	120
Percent of total students tested	100	100	100	100	98
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	100	95	90	69	75
% Advanced	93	68	69	39	47
Number of students tested	40	38	52	61	47
2. Students receiving Special Education					
% Proficient plus % Advanced			73	21	31
% Advanced			55	7	0
Number of students tested			11	14	16
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					

% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	100	96	97	83	85
% Advanced	94	76	85	50	58
Number of students tested	90	73	92	105	113
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: After the 2011 Alabama Reading and Mathematics Test (ARMT), the State Department revised the ARMT and it is now ARMT Plus. The revision increased the rigor of the previous ARMT.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: Alabama Reading and Mathematics Test

All Students Tested/Grade: 3

Edition/Publication Year: 2013

Publisher: Data Recognition Corporation

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	96	100	99	94	94
% Advanced	81	81	85	83	75
Number of students tested	77	95	82	109	104
Percent of total students tested	99	100	99	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	93	100	97	91	88
% Advanced	73	78	86	75	73
Number of students tested	30	36	35	53	49
2. Students receiving Special Education					
% Proficient plus % Advanced				64	58
% Advanced				54	25
Number of students tested				11	12
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					

% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	96	100	99	96	98
% Advanced	80	82	85	84	78
Number of students tested	74	87	75	100	95
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: After the 2011 Alabama Reading and Mathematics Test (ARMT), the State Department revised the ARMT and it is now ARMT Plus. The revision increased the rigor of the previous ARMT.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: Alabama Reading and Mathematics Test

All Students Tested/Grade: 4

Edition/Publication Year: 2013

Publisher: Data Recognition Corporation

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	100	99	95	94	89
% Advanced	88	74	68	75	58
Number of students tested	97	79	104	115	120
Percent of total students tested	100	100	99	100	98
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	100	100	88	90	79
% Advanced	88	60	50	69	38
Number of students tested	40	38	52	61	47
2. Students receiving Special Education					
% Proficient plus % Advanced			72	50	44
% Advanced			36	7	6
Number of students tested			11	14	16
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					

% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	100	99	96	96	88
% Advanced	87	76	68	77	58
Number of students tested	90	73	92	105	113
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: After the 2011 Alabama Reading and Mathematics Test (ARMT), the State Department revised the ARMT and it is now ARMT Plus. The revision increased the rigor of the previous ARMT.