

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. Rodney Alan Whitfield

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

Official School Name Centerpoint Primary School

(As it should appear in the official records)

School Mailing Address 1000 Lakeshore Drive

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

City Glenwood State AR Zip Code+4 (9 digits total) 71943-9127

County Pike County State School Code Number* 5502006

Telephone 870-356-3206 Fax 870-356-7443

Web site/URL http://www.centerpoint.dsc.k12.ar.us E-mail whitfieldr@ck.k12.ar.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*Ms. Anne Butcher E-mail: butchera@ck.k12.ar.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Centerpoint School District Tel. 870-356-2912

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. Dale Sutton
(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):
- 2 Elementary schools (includes K-8)
 - 0 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. 2 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	5	10	15
K	40	38	78
1	35	42	77
2	36	29	65
3	35	37	72
4	0	0	0
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	151	156	307

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 1 % Asian
 - 1 % Black or African American
 - 17 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 80 % White
 - 0 % 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: 14%

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	27
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	14
(3) Total of all transferred students [sum of rows (1) and (2)]	41
(4) Total number of students in the school as of October 1	292
(5) Total transferred students in row (3) divided by total students in row (4)	0.140
(6) Amount in row (5) multiplied by 100	14

7. English Language Learners (ELL) in the school: 16 %
46 Total number ELL
 Number of non-English languages represented: 2
 Specify non-English languages: Spanish, Hmong
8. Students eligible for free/reduced-priced meals: 69 %
 Total number students who qualify: 202

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: 14 %
40 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.

- | | |
|-------------------------|---|
| 1 Autism | 0 Orthopedic Impairment |
| 0 Deafness | 5 Other Health Impaired |
| 0 Deaf-Blindness | 5 Specific Learning Disability |
| 0 Emotional Disturbance | 27 Speech or Language Impairment |
| 0 Hearing Impairment | 0 Traumatic Brain Injury |
| 2 Mental Retardation | 0 Visual Impairment Including Blindness |
| 0 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	14
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	6
Paraprofessionals	5
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

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 21:1

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	92%	95%	94%	94%	99%
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

Centerpoint Primary School is a part of the Centerpoint consolidated school district located mid way between the communities of Glenwood, Arkansas and Amity, Arkansas. Centerpoint lies on the banks of the Caddo River and the foot of the beautiful Ouachita Mountains. The community is predominately a timber and farming community. Several family owned businesses also provide employment opportunities and the conveniences needed for day to day living.

The community of Centerpoint continues to grow and make changes, as does our school district. When the district first consolidated in 1995, it was decided to keep the elementary campuses in each community as K-6 buildings. The students then moved to the 7th grade as a consolidated class. Wanting to bring our students together earlier to foster school spirit, pride and a feeling of class community, in the 2005-2006 school year we made the Glenwood campus a K-3 campus and the Amity campus a 4-5 campus. We can certainly see the benefits of making this change. Teacher collaboration, curriculum, extra-curricular programs and just the general sense of being a focused unit has been very beneficial.

As a Title I school, Centerpoint Primary serves 314 students Pre-K through third grade: 70.7% identified as economically disadvantaged, 14.3% students with disabilities, and 15% English Language Learners. The school's demographics have become more diverse as Spanish-speaking students as well as other nationalities have arrived. The increasing poverty and diversity of the student population have presented new challenges that have been addressed through differentiated instruction and interventions.

Common planning time for teachers, large defined blocks of reading and mathematics instruction and defined times for intervention show our commitment to instruction and learning for all students. Common planning time provides teachers with the opportunity to collaborate with colleagues and develop plans to meet individual student learning needs. Defined reading and mathematics blocks provide students ample opportunity to have the needed instruction to learn new skills. Collaborative grouping that promotes academic dialogue and effective questioning strategies have become the foundation of all learning, as well as, holding students accountable for their answers by requiring students to give "proof" for an answer.

Centerpoint School District has always had strong support from our parents and from the community. Parents show their involvement in parent-teacher activities such as parent-teacher conferences, spelling bees, field trips and Christmas and Spring programs. Parent volunteers also provide pee-wee football, basketball, baseball, cheerleading and scout programs for our students. Classes are offered within the community for dance, gymnastics and taekwondo. The businesses of the community support the school through contributions of funds and other resources to our school. The local newspaper and radio station provide communication between the school and the community.

Our purpose at Centerpoint Primary is to build academically confident, strong minded, young citizens that are ready to face the challenges of an ever changing world. Doing this takes great commitment and focus from parents, staff, and leaders in our schools and community. That being said, our mission statement is as follows: Working together with families and community, Centerpoint Primary School will provide our students with quality educational experiences through high academic standards and an engaged staff, in a safe and inviting environment.

Using data to drive instruction has changed the mindset of our faculty. Our teachers make use of a variety of data pieces that support decision making related to student achievement. Both formal and informal assessments have allowed us to become more reflective about teaching. Drilling down to specific students and their specific needs has improved our knowledge and understanding of assessment and differentiation.

Receiving training and implementing the strategies of a PLC (Professional Learning Community) has allowed teachers to work together to analyze and improve their classroom practices. The collaborative conversations have allowed teams to discuss goals, strategies, materials, pacing, questions, concerns and

results. These discussions give every teacher someone to turn to and talk to and have improved classroom practice of teachers - individually and collectively.

Our teachers work hard to provide the best in education for students at Centerpoint Primary. By making needed changes in curriculum and instruction, we have seen our students grow in ways that have even surprised us. Once a Needs Improvement School and now a school that has received a nomination for National Blue Ribbon status is a testament to the dedication of the teachers at Centerpoint. In the past two years we have also been named an Exemplary School and placed in the top ten for both literacy and math. Having high expectations for ourselves as educators and our students as learners has been key in our achievements.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. The Qualls Early Learning Inventory is administered to students in kindergarten at the beginning of each school year to measure academic achievement in early childhood. The Stanford Achievement Test 10 (grades K-2 2009-2010), IOWA Test of Basic Skills (grades K-2, 2011-2012 & grades 1-2, 2013), and the Augmented Benchmark Exam (grade 3, 2009-2013) are norm-referenced and criterion-referenced assessments used to measure student success in reading, mathematics, language and vocabulary.

Achievement levels for the norm-referenced tests are based on a national standardization sample of students, the national percentile rank score. The performance levels for student achievement on the Benchmark Exam are advanced, proficient, basic and below basic. Students performing above the 50th percentile or are proficient or advanced are meeting the state's proficiency levels for that grade.

However, students not performing in the 50th percentile or are not meeting proficient or advanced according to the cut scores set forth by the state of Arkansas are identified as needing additional support to reach state proficiency levels in either mathematics or literacy and receive an Academic Improvement Plan (AIP) or an Intensive Reading Intervention (IRI) plan. These academic plans are developed cooperatively by the appropriate teacher, other school personnel who may be knowledgeable about the student's performance or responsible for remediation, and often the parent. AIPs and IRIs consist of a detailed description of remediation methods and strategies, as well as assessment strategies, used in addressing each student's area(s) of deficiency.

B. Trends and analysis of disaggregated Benchmark data over the last 5 years show growth is evident by a gain of 14% in math and 39% in literacy.

Literacy performance showed the greatest increase of students performing proficient and advanced from 2012 to 2013 with a gain of 13% in third grade. The following two years produced an increase in literacy scores ending in 2013 with 96% of students performing proficient and advanced. K-2 data shows the most growth for literacy during the 2010-2011 school years.

These gains are attributed to the addition of a literacy coach on the Primary campus which helped to align curriculum, add instructional strategies, and provide embedded professional development. Teachers were also given a common planning time in order to analyze data to drive their instruction. A literacy Assessment Wall was also implemented to track student progress and plan interventions.

Math performance showed the greatest increase of students performing proficient and advanced from 2010 to 2011 with a gain of 12% in third grade. An additional 11% gain the following year showed a sustained increase of proficient and advanced scores for two consecutive years with 99% and 98%. K-2 data shows the most growth for math during the 2009-2010 school year.

These gains are attributed to a planned intervention time during the day. Teachers targeted open response released items in their instruction, where students used rubrics for self-assessment. Professional development on cooperative grouping was provided during teachers' common planning time. Math in Focus was implemented in grades K-3 to transition to the Common Core.

The significant improvement in both mathematics and literacy scores is a result of Centerpoint Primary's data driven decision making and differentiated instruction. Due to students' significant growth, Centerpoint Primary has gone from a Needs Improvement School to being named an Exemplary School in 2012 for math to being placed in the top ten for both literacy and math in 2013 and now a nomination for National Blue Ribbon status.

According to the third grade assessment data for the 2012-2013 school year, there was a significant achievement gap between Students with Disabilities and all other subpopulations including, Caucasian,

Hispanic, and ELL students scoring proficient and advanced in literacy. In comparison to the Combined Population, Students with Disabilities demonstrated a 16% deficit. In 2011, consultants from Dawson Educational Cooperative provided the staff at Centerpoint Primary School with guidance for developing a Response to Intervention process that would help us identify students in need of remediation at an earlier age. The RTI process ensures that students' academic needs are addressed and remediated through documented interventions to circumvent placement in Special Education. A special effort has been made to include all teachers in professional development, as well as Special Education teachers. Through the RTI process and professional development, the staff at Centerpoint Primary School is working diligently to close the achievement gap between these two populations.

Third grade math data analysis for the 2012-2013 school year identified the following focus areas of improvement: multiple choice measurement, data analysis, probability and open response geometry. Teachers aligned the curriculum and developed math units to make sure these areas have been addressed. Academic vocabulary was addressed through the use of anchor charts. Collaborative grouping was implemented which allow students to have academic dialogue about problem solving.

Our student K-3 achievement data shows a decline in math scores in second grade during 2012 as well as 2013. One contributing factor for the decline is due to the loss of career teachers being replaced by a novice teaching staff. Other factors include the change to Common Core Standards. Teachers must learn new standards as well as change teaching styles. Academic vocabulary has also effected student achievement across the curriculum. First grade had a slight drop in math achievement in 2013 school year going from 57% to 52%. This is attributed to the change in math programs. First grade implemented Math in Focus in 2013. Teachers had to learn new curriculum as well as change teaching styles to fit the Common Core. We addressed these issues with professional development bringing consultants in to train teachers and teachers visiting other schools that teach the same curriculum. Collaborative planning meetings have been held throughout the year to plan units and look at assessments. Kindergarten and third grade results has continued to show gains over the last 5 years.

2. Using Assessment Results:

To monitor and track student progress and to make informed decisions about curriculum and instruction in literacy and math, educators at Centerpoint Primary School use a variety of both formal and informal assessments. In addition to the state mandated testing, the Augmented Benchmark Exam and the IOWA Test of Basic Skills (ITBS), students are assessed using the DIBELS, Direct Reading Assessment (DRA), STAR, and The Learning Institute (TLI) as well as running records, writing checklists, anecdotal notes and rubrics.

The Centerpoint School District contracts with The Learning Institute (TLI). This resource provides common assessments in both math and literacy. These assessments are aligned with the Common Core standards. This data allows the monitoring and tracking of student progress. Teachers are able to set pacing guides for their grade level and control when those skills will be tested. We then meet as data teams to collaboratively analyze the assessment data in order to identify areas of strengths and weaknesses and make logical decisions about classroom instruction. Based on assessment data, students receive a placement of advanced, proficient, basic or below basic at the end of each quarter. This allows for the student's performance to be tracked on an Assessment Wall. This data is then used to monitor and adjust instruction and plan interventions to meet individual students' needs. This data also identifies teachers whose students are scoring at exemplary levels so they may share teaching strategies with colleagues. Finally, teachers analyze how to remediate low areas and then identify focus students. Focus students will be closely monitored and intervened with until the next testing cycle.

Star Testing is a researched based computer program that tracks Student Growth Percentile. This allows the tracking of student growth or a lack thereof throughout the year so that instruction may be adjusted to fit the needs of the individual student. This useful tool gives immediate access to skill specific data that targets instruction; it also helps select students for interventions. Star Assessment and Accelerated Math Programs provide resources to help students achieve mastery at their own pace. Skills Tutor, also a researched based computer program, is used in the classroom to address weak areas in math and literacy.

Through the use of standards-based report cards and teacher created rubrics, parents and students are able to monitor progress towards meeting the standards/expectations. Parents and teachers discuss any questions or concerns regarding student performance anytime throughout the year or at parent/teacher conferences which are scheduled twice a year. An annual report to the public is conducted at our school to inform parents, students, and community members of assessment results. Grade level meetings to the public have been held to inform parents about changes in curriculum. Parents receive e-mails, phone calls and notes home about their child's progress. We give Honor Roll, Principal's List and BUGS Club (Brought up Grades) awards each grading period. We also inform the local paper of achievements made by our students.

Centerpoint Primary has moved to being a data driven community. Through PLCs, grade level meetings and planning meetings teachers are looking at data and making decisions based on the needs of the individual student. This process has greatly improved student achievement at our school allowing us to close the achievement gap.

3. Sharing Lessons Learned:

One important element in the growth and success at Centerpoint Primary has been the development of a true teamwork mentality. We willingly share ideas, strategies, and resources among ourselves and with other educators. We have had Curriculum Specialists, principals and teachers from other school districts come to observe the instructional practices here at Centerpoint.

Data analysis at the beginning of the school year has always been a practice at the primary building. This year the data strategies that have been used, were shared with our high school teachers. The math coach and literacy coach lead the data sessions for each group. During these sessions math and literacy strategies that have been implemented with positive results in our building were shared.

Grade level meetings and vertical alignment meetings also give us opportunities to share lessons, instructional practices and remediation strategies. Also, subs are provided for release time for teachers to observe other teachers that are having success in their classrooms with best practices. When classroom observations are done we meet prior to the lesson to discuss "look fors" and after the lesson to provide feedback and ask questions concerning the teach.

Through the APSRC (Arkansas Public School Resource Center), an educational consulting group, we share regularly in Hub trainings. These trainings are planned to address specific areas of need. Math, literacy, technology, leadership, assessment and Common Core are all areas that have given us opportunities to share the work that is being done at Centerpoint Primary. Instructional days held at our educational cooperative also allows us to contribute to and hear about successful research based practices in other schools.

Having peers provide feedback to each other that moves the learning forward in a positive way, is the ultimate goal in establishing a community of learners. We consider it an honor to share our best practices and strategies with other educators.

4. Engaging Families and Community:

At Centerpoint Primary, we strive to promote student success and school improvement in a rural community hit hard by the loss of a major source of employment for many of our students' families. We understand the importance of staff, families, and the community working together to make a difference in the lives of our children, and we provide a variety of opportunities for involvement through our parent teacher organization as well as other school sponsored activities.

Effective parent and teacher communication is a key component to student success. Communication folders are sent home with students on a daily basis to help parents keep track of academic and behavioral progress, and grade level newsletters containing classroom news, homework and learning goals are sent home weekly. Our faculty encourages parents to contact us for any reason through phone calls, emails, or text messages. We have an automated phone system that is used to send important messages from the school to all parents

in English and Spanish, and many of our faculty uses the Remind 101 app that sends text messages to parents of students who wish to participate.

At the beginning of each year, we hold an open house for students and parents to have an opportunity to meet their new teacher in order to make the first day of school an easy transition. This year our faculty also held parent nights to spend time going over our new achievement based report cards. These nights led to discussions between parents and teachers that helped make our new reporting system easier to understand, and parents were able to give feedback that resulted in changes being made in our reporting.

Through our counselor and our parent teacher organization, Centerpoint Primary provides many opportunities for parents and community members to volunteer. During the Christmas season, our guidance counselor matches area churches, businesses, and even some of our own classrooms sponsors to families in need. These families are provided with toys and food for the holiday season. Our P.T.O. holds several fundraisers and family based activities including the yearly Santa's Workshop, Daddy-Daughter Dance, Mom and Son Movie Nights, and the school-wide field day just to name a few. With the funds they raise at these functions, our P.T.O. has generously purchased the majority of the school supplies for our students as well as much needed supplies for our classrooms.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Centerpoint Primary strives to implement a Balanced Curriculum that addresses standards in all disciplines. Our curriculum focuses on what students will be able to know and do according to Common Core standards. It specifies the details of student learning, instructional strategies, and the context in which teaching and learning take place. We have focused not only on classroom material to be taught, but also on standards, capacity building and assessment.

At our school, grade level teams work together during planning sessions to develop yearlong curriculum guides in all content areas. These meetings begin with teachers studying the Common Core Standards and cumulative assessment data collected throughout the school year. The guides that are created detail units of study in reading, writing, mathematics, social studies and science.

Each unit of study includes a suggested sequence of lessons and assessments.

An overview of the content explored in each curriculum area can be summarized as follows:

Reading/English Language Arts: Students are instructed using research based methods that emphasize reading, writing, speaking and listening, language and phonological awareness. Our teachers implement the strategies from ELLA (Early Literacy Learning in Arkansas), ELF (Effective Literacy), Phonetic Connections and Lucy Calkins Writing. The curriculum is also supported by aligned assessments that provide continuous data/feedback for improved instruction.

Math: Math in Focus (Singapore Math) is a standards based mathematics curriculum that encourages students to be problem solvers and to provide evidence for their thinking through sharing out. Teachers are also trained in CGI (Cognitively Guided Instruction), a process that helps build problem-solving and collaborative skills.

Social Studies: The social studies standards are imbedded into instruction through literacy units. Big books and non-fiction books help to extended learning connected to historical topics and provide support for informational/explanatory writing and discussion.

Science: As we continue to develop curriculum our goal has been to embed science into our language arts curriculum through literacy and math. We also focus on an inquiry based approach, which includes 20% of hands on experiences that encourages students to investigate and problem-solve.

Technology: Each classroom is equipped with a SMART Board or Promethean board with projectors, document cameras, and laptops. We also have two computer labs with 26 computers in each lab. We also have a mobile iPad cart available to teachers for enhancing classroom instruction. Using these tools in conjunction with web-based instructional sites accessed in the computer lab and on iPads helps to differentiate instruction and engage students in learning.

Physical Education/Health/Nutrition: We know at Centerpoint Primary that educating the whole child is very important. Our physical education program enriches and promotes the health and fitness of our students. Through many community programs students are involved in baseball, basketball, cheerleading and other activities that help to keep them physical active.

Music, Art, and Gifted and Talented: At Centerpoint Primary the art, music, gifted and talented teachers also promotes the development of the whole child by promoting self-esteem and creativity. The lessons presented provide cultural exposure, emotional expression and develop an appreciation of diversity.

2. Reading/English:

In order to develop independent readers, competent writers, critical thinkers, and articulate speakers, the teachers at Centerpoint Primary School implement a balanced literacy approach. This model of instruction was chosen due to its research based qualities that yield high results. Throughout the day, students are engaged in rigorous reading and writing experiences which include read-alouds, independent and peer reading, shared reading, small group guided reading, interactive writing, writing in response to reading, as well as individual conferencing with the teacher. Students at Centerpoint Primary School learn foundational skills through a research based word study program, Phonetic Connections. This program provides teachers with a guide to teach students a hands-on approach to studying/learning words and word parts. The Daily 5 is a management system implemented by educators to provide a literature rich environment that encourages active learning. This structure helps students develop the daily habits of reading, writing and working independently that will lead them to a lifetime of literacy independence. With students working independently, teachers are given the opportunity to differentiate instruction in order to meet the individual needs of all learners.

Centerpoint Primary teachers' instruction is guided by assessment information gathered from summative, formative, informal and ongoing assessments, specifically, Developmental Reading Assessment (DRA), STAR Reading, The Learning Institute (TLI) interim assessments, running records, writing checklists, anecdotal notes, and the IOWA and Augmented Benchmark Exams. Student progress is tracked on an Assessment Wall through data collected and analyzed at the end of each quarter during the year. According to their performance, students are placed in one of four categories: advanced, proficient, basic, or below basic. Those students performing on a basic or below basic level are identified as needing additional more intense, specialized, and explicit instruction in the area(s) of weakness in either a small group or one-to-one setting (Tier I, Tier II, or Tier III) in the Response to Intervention Process.

Centerpoint Primary teachers strive to provide students with a reading/writing curriculum that encompasses all learning experiences necessary to educate all students. With a comprehensive literacy program that integrates reading and writing across all content areas and incorporates technology and media, students at Centerpoint Primary School will be prepared for the increasing demands of the Common Core State Standards and the 21st Century.

3. Mathematics:

Centerpoint Primary has high expectations for all students. We want our students to be able to utilize critical thinking strategies as well as mathematical reasoning to be real world problem solvers. Common Core Standards have been the curriculum emphasis since the fall of 2011. Along with the adherence to the CCSS, Math in Focus, a researched based program, was chosen to be an anchor resource. This program was selected because it supports students' thorough understanding of the Common Core math standards rather than rote procedural knowledge. The instructional design of Math in Focus is directed toward student mastery of content/skills. This resource also addresses differentiation for all students. The technology components support learning and it strongly focuses on word problems and computational fluency. Centerpoint will continue to use teacher made materials, Accelerated Math, Skills Tutor, Success Maker and The Learning Institute as supporting resources.

Centerpoint Elementary has a very supportive administration as well as a highly qualified staff. Our teachers K-3 have been trained in Cognitive Guided Instruction and Math in Focus. Consultants have been hired as resources to provide our staff with embedded professional development in the areas of Common Core, cooperative grouping strategies, curriculum alignment, Accelerated Math, and Success Maker. Common planning time is scheduled so teachers can collaborate, plan and have grade level professional development meetings. In these meetings teachers look at student data from assessments, update data walls to track student progress, hold Response to Intervention meetings, and share effective teaching strategies. Scheduled intervention time is built into the instructional day in order to provide intensive intervention to students in need. Teachers have received release time to plan units and collaborate. They have also traveled to other

schools to observe Math in Focus classrooms. Consultants have been brought in to observe teaching and learning in order to provide the teachers with immediate feedback for reflective practice.

Our assessments drive our instruction. Our school contracts with The Learning Institute (TLI), an effective resource that has enhanced our curriculum. Teachers use this to develop pacing guides that address the standards. It provides resources for lessons, practice through the quiz builder, and common assessments for all grade levels. Teachers receive immediate feedback on their students through the TLI portal. This information is used to track student progress on data walls. It also allows teachers to target and monitor individual students. During data meetings, items from the common assessments that reveal lower performance areas are studied in detail to determine how to address or re-teach each specific deficit skill. The information shared and agreed upon during data meetings becomes the tool for planning individual student interventions. Other assessments include; Star tests to monitor student growth and instructional levels, unit tests, chapter tests and fluency tests.

Technology is another important component of math instruction at our school. All classrooms K-2 have smart boards and classroom sets of I-pads available for use. The third grade classrooms have Promethean boards and expressions which provide teachers with immediate formative assessment. All teachers use Think Central which provides interactive games and interactive manipulatives that aide student achievement.

4. Additional Curriculum Area:

The K-3 Visual and Performing Arts Program at Centerpoint Primary School is committed to working together with families and community to provide our students with quality educational experiences. Parental involvement is a significant part of the program. Our music and art teachers strive to make sure that every student feels valued and is included in open discussions and hand-on opportunities for learning. Both teachers communicate frequently with homeroom teachers to integrate common core topics which create connections to enhance student learning across the curriculum.

The art teacher provides students and parents the opportunity to be involved on a national online art gallery, artsonia.com. This allows parents to receive and view updates on their child's recent artwork, and also serves as a fundraiser for the art program. Artsonia also serves as a tool for promoting a sense of pride in the students' work which is another key objective for the visual arts program. The program is also active in events hosted by the PTO, such as "Mommy, Daughter Art Night". The students at Centerpoint have several opportunities to participate in local and national art contests. Many of the contests are for organizations such as Stamp Out Smoking, which teach students how to create art for a cause and to be active in the community.

The music teacher strives to prepare students to be educated, lifelong participants, performers, and observers of music. Through music activities, our students serve our communities with performances at senior centers, holiday lighting ceremonies, and caroling on the square. In music classes, student's core education is strengthened by using musical topics for writing prompts, locating cultural points of musical interest on the class map, and by investigating culture diversity through music.

With an emphasis on both student and parental involvement, and homeroom connections, the Visual and Performing Arts Program is a fundamental part of emphasizing students' core education at Centerpoint Primary School.

5. Instructional Methods:

At Centerpoint Primary School there is a diverse population of students, not only in academic ability, but also in culture. The educators at Centerpoint Primary School strive to meet the diverse needs of these students.

In order to move our English language learners toward basic English fluency, we offer the ELLIS program which individualizes instruction and inspires confidence that fosters successful English language learning in our students. An ESL paraprofessional is also on campus to work with small groups or individual students needing additional support.

The teachers of Centerpoint Primary School know that all students do not learn at the same rate, nor do they perform on the same academic level. Some students have mastered the material taught and need enrichment opportunities while others may be in need of remediation. Therefore, our teachers have received training in Talents Unlimited as a method of enhancing creativity and critical thinking skills.

Along with Talents Unlimited, time each day is set aside in every classroom to provide interventions to struggling learners. Through the Response to Intervention (RTI) process, teachers collaborate to analyze assessment data and provide students with appropriate interventions.

To ensure achievement in literacy, teachers place students in small guided reading groups to meet each child on their level. Individuals performing at a below basic level receive individualized instruction with the Reading Recovery teacher. Our team of paraprofessionals target deficient skills to provide additional support as well.

Cognitively Guided Instruction (CGI) gives students the chance to achieve in mathematics based on their schema and individual skill level. Through questioning and cooperative grouping activities, students are exposed to different ways of learning and become true problem solvers. Math paraprofessionals come into the classroom to assist students and allow the teacher to work with small groups.

At Centerpoint Primary, our curriculum is supported by technology as a way to enhance student learning and to reinforce educational goals. All classrooms have SmartBoards, Elmo projectors, and desktop/laptop computers. Classrooms also have availability to two computer labs and a mobile iPad cart. Instructional methods integrate these technologies, allowing for greater student engagement and creativity that enables students to demonstrate mastery over content. Teachers work with the K-8 Literacy Technology Coach to plan technology infused lessons which are aligned with the Common Core State Standards. Keyboarding is introduced to second grade students near the end of the school year. The second graders receive two weeks of 30 minute daily keyboarding instruction. Third grade students receive year round keyboard practice. Students use various apps on the iPads to present and publish mastered content. Students demonstrate content knowledge through Haiku Decks, PicCollages, Primary Writer stories, Trading Cards, Puppet Pals stories, Toontastic stories, EduCreations explanations, PowerPoints, SmartBoard/Promethean lessons, NearPod lessons, analyzing video clips/illustrations, and research projects. NEOs are utilized to type and publish writing and to assess reading comprehension. We also use instructional software to provide personalized, interactive experiences to improve core literacy and math skills.

6. Professional Development:

Research says that professional development has to be directly connected to daily work with students, related to content areas, organized around real problems of practice, continuous, and ongoing, and able to provide teachers with outside resources and expertise. Also, that it should take place within a professional community of learners.

The state of Arkansas requires educators to participate in a minimum of sixty hours of professional development. Teachers at Centerpoint Primary often receive hours above the required sixty. The teachers know that their commitment to continuing education has a great effect on students' learning.

Teachers have participated in CGI (Cognitively Guided Instruction), that integrates the mathematical thinking of children, classroom instruction that affects student thinking, and teaches knowledge of instructional practices. This professional development has strengthened the delivery of mathematics instruction in our school. Teachers use their judgment and understanding of not only the mathematical

processed, but students' thinking of mathematical concepts in order to make informed decisions about extending students' thinking.

Teachers have also received training in a balanced literacy approach to teaching reading and writing. The balanced literacy approach is a comprehensive program of language arts acquisition that is deep-rooted in the belief that teachers should be constantly aware of students' individual needs and progress. It contains all of the components necessary for students to master written and oral communication.

Teachers have received training for the balanced literacy approach through ELLA (Early Literacy Learning in Arkansas), Effective Literacy and through embedded professional development provided by the building literacy coach. Balanced literacy is also supported through training from our local educational cooperative literacy specialists and outside consultants.

The staff at Centerpoint made several visits to neighboring schools to gain a better understanding of how to effectively manage and implement the components of balanced literacy. Support and understanding was also been gained through PLC meetings, grade level meetings, vertical team meetings and book studies.

Other professional development that has had an impact on students learning has been Academic Dialogue/Collaborative Grouping. Teachers have been trained to present lessons using cooperative groups and guided questions that give students opportunities to problem solve through small group discussions. The importance of questioning for deeper understanding and evidence to support their thinking has also been a focus of our professional development.

At Centerpoint Primary we believe that teacher training is collaborative, linked to learning, has been sustained over time, job embedded and results driven. We continue to reflect and evaluate the structure we have in place to make sure that it supports teachers' instructional practices that engage, differentiate and promote the best learning possible for our students.

7. School Leadership

In the 2011-2012 school year, Centerpoint Primary school received a new principal with ambition to lead the school to great achievement. With high expectations of both teachers and students, he aspired to build respectful relationships that would create a sense of community in the school.

The Centerpoint Primary School's philosophy is to build success through team collaboration and data driven decision making. It is the intent of the principal to foster a positive climate that will not only motivate the students, but the teachers as well. It is through this group effort that the students at Centerpoint Primary School will become the leaders of tomorrow.

Leading by example, the principal collaborates regularly with the literacy, math and technology facilitators as well as the curriculum director to evaluate data, develop strategic plans of action, and review instructional programs to ensure that the academic and non-academic needs of all students are met. He also attends grade level PLC meetings to participate in discussions and instill a positive attitude towards change and student success. A leadership team was formed that consisted of a representative from each grade to attend a Professional Learning Communities at Work Institute. It is from the collaboration and PLC meetings that it was determined to focus on cooperative learning and higher order questioning strategies. In order to support the teachers with this new endeavor, the principal and curriculum director brought in an educational specialist to share and model methods for using these strategies in the classroom.

Centerpoint Primary builds relationships with students that extend over to parents and community. It is these individuals that share acquired knowledge from teachers to enrich, mentor, and accelerate student learning. In addition, the PTO supports the teachers by purchasing materials and supplies for their classroom and by volunteering to help with various events which cultivates the school to home relationship.

Centerpoint Primary staff agrees that each child carries a collective responsibility and that we have a common purpose of ensuring that every student reaches his potential academically, socially, emotionally, and personally. Through our leadership abilities and collaboration, we develop the whole child and guarantee a proper education today for personal success tomorrow.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Augmented Benchmark

All Students Tested/Grade: 3

Edition/Publication Year: 2013

Publisher: Arkansas Comprehensive Testing, Assessment, and Accountability Program

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	98	99	88	76	84
% Advanced	83	73	49	32	47
Number of students tested	72	70	68	71	73
Percent of total students tested	100	100	100	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	98	98	90	75	82
% Advanced	82	70	42	23	39
Number of students tested	56	50	50	48	51
2. Students receiving Special Education					
% Proficient plus % Advanced	100	80	38	60	50
% Advanced	100	20	0	0	25
Number of students tested	5	5	8	5	4
3. English Language Learner Students					
% Proficient plus % Advanced	100	93	100	73	100
% Advanced	53	62	47	18	33
Number of students tested	17	13	16	11	12
4. Hispanic or Latino Students					
% Proficient plus % Advanced	100	91	100	75	100
% Advanced	56	58	47	17	42
Number of students tested	18	12	17	12	12
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	100	84	76	81
% Advanced	93	76	47	35	50
Number of students tested	54	55	49	58	58
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:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: Augmented Benchmark

All Students Tested/Grade: 3

Edition/Publication Year: 2013

Publisher: Arkansas Comprehensive Testing, Assessment, and Accountability Program

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	83	63	61	57
% Advanced	64	49	20	30	21
Number of students tested	72	70	68	71	73
Percent of total students tested	100	100	100	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	95	78	63	54	49
% Advanced	57	50	15	29	6
Number of students tested	56	50	50	48	51
2. Students receiving Special Education					
% Proficient plus % Advanced	80	40	67	40	0
% Advanced	40	0	0	0	0
Number of students tested	5	5	8	5	4
3. English Language Learner Students					
% Proficient plus % Advanced	94	76	67	63	41
% Advanced	53	38	20	27	8
Number of students tested	17	13	16	11	12
4. Hispanic or Latino Students					
% Proficient plus % Advanced	95	75	67	66	42
% Advanced	56	42	20	33	0
Number of students tested	18	12	17	12	12
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	97	84	61	60	60
% Advanced	67	51	18	29	24
Number of students tested	54	55	49	58	58
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: