

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 Mrs. Kathy E. Hunt

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

Official School Name Edmond Doyle Elementary School

(As it should appear in the official records)

School Mailing Address 520 East Smith Street

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

City McAlester State OK Zip Code+4 (9 digits total) 74501-1027

County Pittsburg County State School Code Number* 61-I080-105

Telephone 918-423-0588 Fax 918-423-8104

Web site/URL http://www.mcalester.k12.ok.us E-mail khunt@mcalester.k12.ok.us

Facebook Page

www.facebook.com/edmond.doyle

Twitter Handle _____ .7 _____ Google+ _____

YouTube/URL

www.youtube.com/user/mcalesterscho

ols 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. Marsha Gore, n/a E-mail: mgore@mcalester.k12.ok.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name McAlester Tel. 918-423-4771

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 Dr. Janet Wansick, n/a
(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):
- 8 Elementary schools (includes K-8)
 - 0 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 9 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. 3 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	0	0	0
1	24	25	49
2	29	15	44
3	11	12	23
4	8	17	25
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	72	69	141

5. Racial/ethnic composition of the school:
- 22 % American Indian or Alaska Native
 - 0 % Asian
 - 1 % Black or African American
 - 9 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 50 % White
 - 18 % 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: 18%

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	10
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	17
(3) Total of all transferred students [sum of rows (1) and (2)]	27
(4) Total number of students in the school as of October 1	148
(5) Total transferred students in row (3) divided by total students in row (4)	0.182
(6) Amount in row (5) multiplied by 100	18

7. English Language Learners (ELL) in the school: 0 %
0 Total number ELL
 Number of non-English languages represented: 0
 Specify non-English languages:
8. Students eligible for free/reduced-priced meals: 89 %
 Total number students who qualify: 125

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: 0 %
28 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.

- | | |
|--------------------------------|------------------------------------------------|
| <u>0</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>6</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>7</u> Specific Learning Disability |
| <u>2</u> Emotional Disturbance | <u>6</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>6</u> Developmentally Delayed |

10. Use Full-Time Equivalent (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	7
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	5
Paraprofessionals	2
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 20:1

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	94%	95%	94%	90%	94%
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

Edmond Doyle is a Title I school with 89% of our students qualifying for free and reduced lunches. Our families consist of single parents, grandparents as guardians, incarcerated parents, traditional two parent homes, and foster families. We also serve our local drug and alcohol rehabilitation center that allows mothers from all over the state to bring their children to treatment with them. Our mission is to bridge a connection between home and school that creates the best possible environment for each child that crosses through our doors. We are committed to helping children of all backgrounds realize their personal potential no matter what their circumstance. Our vision is to utilize research based methods of instruction and best practices to assess student progress, ensure academic success, and develop responsible students.

Our school is located in the historic part of McAlester. The home of our town's founder, J.J. McAlester, is located nearby. Edmond Doyle was one of the first established schools in our town and traditionally has had a working class family clientele that believes in hard work, respect, and education. As the poverty level has increased Edmond Doyle has seen its share of negative societal issues. We face the same challenges most schools in America experience. However, our philosophy is that a person can overcome any obstacle with the right attitude and the right choices. We strive to teach our students that no matter what life may throw your way; you have the power to change your circumstances by becoming life-long learners and making conscious efforts to do the right thing. We teach our students that every choice we make determines what we will have, who we will become, and what we will do in our lifetime. We know that many of our students have experienced difficulties in their young lives that they should never have experienced, however, we don't allow them to dwell on the negative to decide their future. They do have the opportunity and the ability to change their circumstances, whatever they may be, with education, hard work, and a good attitude.

Our school's strength comes from the dedication, experience, and commitment of our faculty and staff in addition to strong parental support. Everyone in our school culture plays an important role in the lives of our students. The school secretary, custodian, cafeteria workers, and our assistants work alongside our teachers to provide our students with the best education possible. We are blessed with an army of volunteers consisting of parents, community members, and high school students that come daily to help in any way they can. Our teachers are all highly qualified and all are rated as highly effective on their Oklahoma Teacher and Leader Effectiveness (OKTLE) evaluations. They spend countless hours over and beyond what is required to prepare, tutor, and create lessons that are interesting and meaningful for our students. The level of care, love, and concern our students receive from countless adults is phenomenal and the effect of the efforts given is priceless. For a lot of children, the attention they get from school is a counter-agent to whatever difficulties they may experience at home.

Another strength our school has is the collective attitude and work ethic of our students. Our students are very special and most truly enjoy school and find it to be a refuge. Guests that come to our school are always impressed with how well behaved our students are. Whenever we take our students on field trips, a common theme is voiced about how polite, respectful, and thoughtful our students behave. This can be attributed to the training we all receive weekly through our counselor and the Word of the Week. Getting to join the Character Club is a big incentive for our children to practice the character qualities that are stressed. The influence of teaching, demonstrating, and putting into practice character education has been fruitful in our school community.

Since our school is small, a spirit of family is evident to all who visit. We refer to our school as the little school with a big heart. Our school is not just a place where learning is being mastered-it is a place where lives are being touched and changed. The warm, safe atmosphere creates a climate of trust between child and adult. Many people refer to Edmond Doyle as the happy school. We work hard, we play hard, and we take learning seriously. We have been an A school two years in a row because of the dedication every stakeholder displays daily.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

a) The State of Oklahoma administers the OCCT, Oklahoma Core Curriculum Test, each spring. This is a criterion-referenced test with scores identified as Advanced, Proficient, Limited Knowledge, and Unsatisfactory. The range for third grade Math is Advanced (990-798), Proficient (797-700), Limited Knowledge (699-633), and Unsatisfactory (632-400). The range for third grade Reading is Advanced (990-891), Proficient (890-700), Limited Knowledge (699-649), and Unsatisfactory (648-400). The range for fourth grade Math is Advanced (990-805), Proficient (804-700), Limited Knowledge (699-639), and Unsatisfactory (638-400). The range for fourth grade Reading is Advanced (990-845), Proficient (844-700), Limited Knowledge (699-658), and Unsatisfactory (657-400).

The third and fourth grade students at Edmond Doyle were evaluated with this test for Reading and Mathematics. Based on the individual test scores, overall student growth, and attendance each school receives a grade on their state report card. A point is given for each proficient and advanced score. Any fourth grader that has risen from a lower quartile to the proficient or advanced quartile can also earn additional points for the school grade. Ten bonus points are given for 94% or above yearly attendance. Edmond Doyle has received an A on the State Report Card for the past two years for having a significant amount of Advanced and Proficient scores in the 3rd and 4th grade as well as obtaining bonus points for attendance.

b) Over the past five years performance trends show that at least 50% of our children scored proficient or advanced with the majority at the proficient level in Reading and Math. However, there was a dramatic increase in the number of students scoring proficient or advanced during the 2011-2012 and 2012-2013 school years.

The performance of Reading scores were higher during the 2008-2011 years for third and fourth grades with fluctuation ranging from 59%-78% for third and 65% to 79%. Math was the weaker of the two with a range of 47% to 63% and 38% to 67%.

The dramatic increase seen at the third grade level in 2011-2012 and 2012-2013 saw scores for Reading at the 91st percentile and 94th percentile respectively and scores for Math at the 86% percentile and 94% percentile for the same period of time. Within these scores the number of advanced scores rose significantly. The same trend is observed for the fourth grade during these same school years. Math scores were at the 95th percentile and the 97th percentile with Reading scores at the 90th percentile and 95th percentile.

The contributing factors that have brought about the significant changes during the last two years' scores can be linked to teacher performance, an introduction to computer based learning programs, increased attention to data, increased volunteer hours, during and after school tutoring, introduction of a reading specialist, and an overall change in school culture. Two new faculty members were introduced to the school environment. One was a new, enthusiastic first year teacher and a principal that contributed to improving morale, involving family, and emphasized the importance of test data. The computer based programs that had a huge impact were Study Island and Reasoning Mind, both provided research based instruction in Reading and Math and were excellent tools to allow teachers to analyze progress. Teachers became very adept at using data to intervene and provide differentiated instruction for objectives that were not mastered. For students demonstrating mastery, enrichment and acceleration were provided as well. Volunteer hours have tripled over the past two years and an increase is still being seen. Volunteers were utilized to help individual students and small groups with lessons provided by the teacher that targeted their weaknesses or accentuated their strengths. Indian Education provided tutoring during the day as well as after school. Native American students were targeted, but the entire student population was allowed to participate and benefit from the tutoring. The reading specialist has been instrumental in targeting students identified as being at risk and providing prescriptive plans to assist the classroom teachers. The school culture has become a very cohesive group with common goals working collaboratively toward connecting best practices with teaching.

All stakeholders in the school community are actively involved.

There were no significant gaps in any identified subgroups last year. However, we keep detailed plans for every child that is identified as being at risk. Our response to intervention (RTI) plans are constantly being reviewed and updated in order to fill in any gaps data reveals. Parents, students, and teachers are involved in the process of assisting students in mastering any skills that data is revealing to be deficient. Most of our data comes from DIBELS Next, Study Island benchmarks, Reasoning Mind benchmarks, and teacher made assessments for objectives being taught.

2. Using Assessment Results:

Each grade level has specific learning objectives that are outlined from the State of Oklahoma. First and second grade have transitioned to the Oklahoma Academic Standards that mirror Common Core Standards. Third and fourth grades are still using the Oklahoma C3 Standards as their learning objectives.

Reading skills are our primary focus at this level. At the beginning of the school year each child takes a DIBELS Next benchmark to assess its current reading skills. Children who score well are included in Tier 1 and they receive a regular education 90-minute reading block. These children are encouraged to read and accumulate SRC reading points to increase their comprehension skills and to increase their Lexile reading levels. Incentives and recognition are provided for all students that improve during our Time to Shine program. Students that don't benchmark are placed on an RTI plan. The reading specialist records the data and meets with the principal and the teacher to create the plan. These students begin on Tier 2, which means they will receive at least 30 minutes of intervention time five days a week. The classroom teacher, Indian Education tutor, librarian assistant, and volunteers are responsible for the interventions. Students can move from Tier 2 to Tier 1 if they show improvement by benchmarking on their middle of the year test. Students that do not show improvement move to Tier 3. Tier 3 consists of 45-60 minutes of intervention each day. The reading specialist, Indian Education tutor, librarian assistant, special education teacher, and regular education teacher are responsible for providing these interventions.

Teachers meet with parents to discuss their child's progress and skills that need improvement. An academic progress plan is created that explains each child's strengths and weaknesses and gives specific activities that parents can do with their child to help improve their skills. Three times a year the parents are contacted and conversations are had on ways to help the student improve their skills such as reading to students, playing word games, regular library visits, helping their child write letters, poems, and stories, practicing sight words or vocabulary words, and having the child read to an adult.

To further diagnosis-reading difficulties, students are given a DIBELS DEEP as well as a Kaufman Brief Intelligence Test. This information is used to help all stakeholders fill in the pieces of the puzzle that explain the child's gaps. Instructional methods include identifying a student's learning style so we can teach to that mode of learning, small and large group instruction, differentiated learning, computer based programs, iPad applications, and Smartboard activities.

Math assessments are primarily taken from Study Island benchmarks, Reasoning Mind benchmarks, and teacher made assessments. Writing to explain why and how mathematical equations are solved is a key focus that is used to analyze and improve student performance and understanding. Benchmarks are given quarterly to assess progress and mastery of skills. Interventions are provided as needed by the classroom teacher and the computer teaching assistant. Parents are informed quarterly about student's progress.

3. Sharing Lessons Learned:

The Edmond Doyle faculty is always willing to share any ideas, techniques, best practices, or strategies to anyone who would like to listen and learn from our mistakes and our successes. Our teachers have been presenters on local Professional Development days on several occasions. Many have been mentors to help entry year teachers transition from college to the classroom. Several have helped colleagues learn how to write and obtain grants. Our teachers have served as Lead Teachers for our district grade level teams.

Teachers from our school have and are currently serving on our local Professional Development Committee, Superintendent Advisory Council, McACT classroom teacher association, textbook committee, Title One committee, health and safety committee, and K20 Technology Center grant writing committee.

Our teachers have done training for other schools for ways to understand and utilize Study Island, a computer based program, in the classroom as well as on the computer. One of our teachers was a participant in a pilot program for Reasoning Mind, a computer based math program that involves reading, writing, and math as a complete subject. She has gone on to train others on how to use the program efficiently. Many have been trainers for Smartboard applications and activities during professional development days. Several have recently been recruited to train others on ways to implement technology in the classroom and are serving as Tech Mentors for the district.

McAlester, Oklahoma is near two state colleges located in Durant and Ada. Students from Southeastern Oklahoma State University (Durant) and East Central University (Ada) have been sending students to us for the past two years to have their education students observe for college credit. We have had student teachers from these colleges as well as one from the University of Phoenix. McAlester is a satellite center for both state schools. One college teacher uses our school as a training center to teach reading technique classes. These students spend a semester with us working with our Focus First class. This class is small group of no more than fifteen students that were identified in kindergarten as being deficient in reading.

4. Engaging Families and Community:

Edmond Doyle has an open door policy with parents, guardians, and community members. We welcome visits and encourage volunteerism. Our volunteer hours have tripled over the past two years and continue to rise. We open our school to families to share our computer lab during the day since we learned through a technology survey that 50% of our students' homes do not have Internet access. Many of our parents do not know how to use technology and we have tried to create an atmosphere of trust to draw them to us.

Every night parents expect to see a homework folder and every Thursday a folder goes home with important communication about what is happening at our school. The principal writes a weekly newsletter to inform families about current or upcoming events. Each teacher sends home a weekly newsletter to inform families about what is happening and what might be needed in the classroom. Each family was given a magnet on enrollment day so the informational letters could be hung on the refrigerator.

Each semester a family night is held that focuses on reading or math. Our first family night included a Polar Express night with children wearing pajamas and enjoying hot chocolate and cookies while watching the movie after having the book read. Parents visited the computer lab where they learned how to connect to our website and utilize computer programs at home or at the library if computers were not present in the home. They were shown how to find their child's grades to keep informed.

Our next family night was a reading book fair. Students throughout the school worked in groups to present story elements on a board. The storyboards were judged and presented to the families. We also had a book fair going on that night for parents to purchase books for their child. The evening was a huge success!

Each year we begin school with a Meet and Greet. Our family carnival is a great way to bring families to our school for a positive experience. Many of our parents did not have positive school experiences-we want them to feel comfortable with us. We make a point of using our Facebook and school website to display pictures of children working and enjoying school. Our local newspaper is great about displaying us frequently. Our parent-teacher conferences had 100% participation for the last two years.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

ELA

Our school is required to follow the Oklahoma Academic Standards for first and second grade and Oklahoma C3 for third and fourth grades. In order to satisfy the objectives per grade level our school uses a variety of tools. Our Reading and Language Arts series is Scott Foresman Reading Street. Students are exposed to scientifically research-based instruction by reading stories with high student engagement. Our library provides books labeled with a lexile measure. Each child is given a reading inventory to determine their personal lexile and is expected to read and test frequently. Incentives are provided for students after points are accumulated. Teachers incorporate Workshop Way, Phonics Dance, Language Basics, Scholastic News, and Drops in the Bucket. We have chosen these tools in order to incorporate learning styles to meet the needs of each student's learning modality.

Math

Our Math series is Envision Math-this series encourages reading and writing to explain the hows and whys of math. This has been a new approach for many, but we are definitely seeing the benefits of teaching math this way. We have been using a program called Reasoning Mind for our 2nd-4th grades provided for us by BP (British Petroleum), a community friend. This computer-based program is a fun, but rigorous method of incorporating higher order thinking skills with basic computation. Our teachers also use Study Island to make certain that objectives are being mastered. This is an excellent data collection system for us to use to prescribe interventions and re-teaching. We also encourage memorization of math facts and have a reward system for those that obtain mastery.

Science

Science is incorporated into our ELA program. Our state standards for Science are supported through our Reading series. Additional support comes from Science Spin, a monthly magazine that our entire school uses. BP also donated a program that supplies us with Science equipment and materials to supplement experiments. BP provided our school with a trip to the Oklahoma Science Museum in Oklahoma City.

Social Studies

Social Studies is also incorporated into our ELA program. Our state standards for Social Studies are supported through our Reading and Language Arts Series. Scholastics News/Weekly Reader is a supplement for all classrooms in our school. Our counselor also supports our Social Studies program by presenting character traits weekly to promote good citizenship. Students are recognized monthly by being chosen for Character Club. A local history curriculum is provided for our third graders to learn about the history of our area.

Visual and Performing Arts

Each class has one period of visual arts weekly. The curriculum follows the Oklahoma State Standards. A variety of medium is introduced and art history plays a big role in instruction. Students learn to draw, create, and critique art. Students frequently display their artwork.

Most classes have two periods of music each week. A variety of methods are utilized to meet the State Standards. Vocal music, music theory, musical instruments, and performance are implemented. Many students participate in Circle the State providing them an opportunity to enjoy and learn about music with children from all over Oklahoma. Many participate in McAlester Music Makers that gives them a chance to perform for their community. Each year a Christmas program is presented in the local auditorium for parents and family to enjoy.

Education/Health/Nutrition

Each child has 120 minutes of physical education weekly. Activities include organized games, cardio strengthening, agility training, and coordination skills. Our goal is to promote the health and safety of our students and help them establish lifelong healthy behavior patterns. Our child nutrition service provides a

healthy lunch and breakfast. We are a recipient of a grant that exposes children to a variety of fruits and vegetables.

Technology

We have a computer lab and a mobile lab. Each child visits the lab once a day with access to computers in the classroom. We have a set of eight iPads that tutors use daily with students. Our computer lab assistant works with keyboarding and computer skills. Our district is in the process of providing iPads to each elementary student. Teachers are learning how to implement technology to provide authentic learning.

2. Reading/English:

The foundation of our reading curriculum is built upon the Big Five Reading Principles: phonemic awareness, phonics, alphabetic principle, fluency and comprehension along with spelling and vocabulary. As a district, we chose the Reading and Language Art Series, Scott Foresman Reading Street. State standards for science and social studies are also included. Classic literature is used throughout the curriculum. It also includes the use of leveled and decodable readers provided with the reading curriculum and they are readily used in conjunction with our districts' Response to Intervention (RTI) program.

Our district uses RTI as a way to intervene for those students lacking mastery of foundational and literacy reading skills. Students are benchmarked three times a year with DIBELS testing and from those benchmarks, reading tiers are formed. Students are grouped and regrouped throughout the course of the school year based on skills needing to be remediated and interventions required to gain mastery of new concepts taught. Students are progressed monitored frequently to determine if the interventions in place are working or if a new direction is needed. Study Island benchmarks are used to assess reading skills mastery. Our Library Media Specialist works with students to help develop reading skills, too.

Phonics Dance, Structured Language Basics (SLB), and Workshop Way are programs used at various grade levels in our school in conjunction with our foundational program. Our school recognizes the need to reach all students' learning modalities. One way we do this is through the use of Phonics Dance. Teachers reinforce phonemic awareness and phonics skills through rhyme, movement and chant. SLB is also a multi-sensory program used to reinforce phonemic awareness and phonics along with decoding, comprehension, spelling, vocabulary, grammar and composition. Students are taught practical reading tools through systematic and sequential lessons. Teachers use Workshop Way to connect student learning to basic human intellectual needs through teaching such skills as initiative, independence, responsibility, courage and creativity.

We address the needs of over performing students by encouraging them to read independently and to test for comprehension by taking SRC tests. They are rewarded for accumulating points. We also held a reading book fair to give them an opportunity to showcase their favorite books. They are also allowed to do peer tutoring with younger students daily. Our Library Media Specialist, Indian Education tutor, and library assistant also do challenging activities with these students during small and large group times.

3. Mathematics:

Our mathematic curriculum, enVision Math, was chosen specifically to support Oklahoma Academic Standards, which mirror Common Core State Standards. The content within the program is developed to create a deep understanding of concepts and mathematical principles. Literacy, multi-sensory manipulatives, and technology are an integral part of each lesson. Differentiated instruction is practiced through homework and centers. We want to make sure that each child has a conceptual understanding, working math literacy, and an ability to use strategies to competently problem solve. Assessments are given frequently and re-teaching is immediate for objectives not mastered. Enrichment is offered to those that excel.

Another component of our mathematic curriculum for second through fourth is Reasoning Mind, an interactive online program. Our students use this program three times a week for 40 minutes. Students are

required to keep a notebook for problems they work. If their answer is incorrect, they are given a Genie Solution. This helps re-teach and show where the mistake was made. Then the concept is re-taught and re-assessed. Students are given multiple opportunities until mastery occurs. The teacher is actively running reports, monitoring, and giving assistance while the students work. The students that have high percentage accuracy assist others as well. Each week the class gets a weekly percentage of accuracy plus time spent working on the program. Students are allowed access to work at home if they have computers. Homework is designed specifically for each student to meet their needs and is on their level. Points are earned and students can shop at the end of the week. This interaction has made a huge impact on our student's understanding and love of math.

We also utilize Study Island, a program designed to help students master state and Common Core standards. Diagnostic pretests and benchmark tests provide us with our core data. Teachers use this data to prescribe, intervene, and enrich. Weekly objectives are focused and students are able to earn ribbons when the objective is mastered. Students earn rewards for ribbons obtained. Teachers use the Smartboard and clickers to practice these skills in the classroom. Students have access to this program at home.

Our students love math! When it is time for mathematical instruction, they are eager to participate. We feel that their interest is reflected in their state test scores for the past two years. This is due to their teacher's enthusiasm and constant monitoring of their skills.

4. Additional Curriculum Area:

The curriculum area we would like to highlight is our music program. We feel that this area of instruction pulls together other subjects including Reading, Math, and Social Studies. Music is the universal language and enriches a student's ability to read, write, and understand language as well as giving children an opportunity to learn about and experience other cultures. Music helps a child increase their memory abilities, increase vocabulary, and advanced reading skills more than children that do not participate in such activities.

Edmond Doyle students are exposed to a variety of musical experiences. They study music theory, learn about music from different cultures, and they learn about music that is indigenous to American culture. While participating in these activities they are building vocabulary, reading fluently, and using mathematics to understand the mechanics of music.

One aspect of our music program is learning how to read music and play the ukulele. Students in the third and fourth grades look forward to this experience. They display their skills during our end of the year talent show. The children also learn how to play other musical instruments like drums, music sticks, triangles, xylophones, and tambourines. Mathematics comes into play as students learn how to use rhythm as they count out the measures and stay with the count.

Students with a high interest in music are chosen to participate in Circle the State. These students join children from across the state to learn songs from American culture as well as songs from cultures from other countries. They perform together and are videotaped to bring the performance home. Many of our students choose to be a part of McAlester Music Makers. These students learn a variety of songs and perform for the community at the end of the year. Our students also put on a talent show for the school and parents to enjoy. Their music skills they have acquired-either by playing an instrument or singing a vocal number comprise the majority of the show.

The entire school participates in a Christmas program that is presented in our local auditorium for the community to enjoy. Students learn how to present themselves on stage. They learn how to do public speaking and how to perform in front of a large audience. This promotes self-confidence and self-esteem. Music is a wonderful way for children to express themselves and our students benefit daily for the experience.

5. Instructional Methods:

Edmond Doyle teachers and staff use a variety of instructional methods. Within each classroom daily, one would see small and large group instruction, activity centers, projects, and differentiated learning happening. Teachers use data acquired from benchmark testing to form flexible groups and understand how to meet the individual needs of each student. Advanced organizers and graphic organizers are used to promote skills students can use to help them learn. We use peer tutoring whenever possible. This not only helps the child receiving help, but also gives the child that understands an opportunity to explain what knowledge they have acquired. By doing this sense of community is fostered and a volunteer is created.

Cooperative learning is an integral part of each classroom. Students learn to collaborate and use their critical thinking skills to complete projects and assignments. Student work is show cased frequently.

Technology is an important tool in our school. Each child uses our computer lab daily to hone their skills, remediate what is not understood, and to enrich those that need to advance. We are learning how to show our students the ways in which technology can be used to create projects and products. Students, staff and teachers are in the process of expanding our abilities to use technology not just as a remediation tool, but as a creative, learning tool that connect us to the world around us. This is a process we are all actively seeking to understand. Each room has a Smartboard, Elmo, and laptops at their disposal. Students interact daily with activities using these devices. Our Indian Education tutor uses iPad applications with small groups to work on skills teachers have predetermined are necessary. These small groups serve students that need remediation as well as those that need enrichment.

Our Library Media Specialist works daily with students to work on research skills. Students create projects using skills taught during this time. The librarian assistant takes small groups daily to work on needed reading skills. This time is often spent building vocabulary, practicing fluency, drills, and oral reading practice.

In addition to these practices, our school has many volunteers who give their time to help students learn. Teachers assign tasks to the volunteers that help each individual child meet their goals. Whenever a child is struggling with an objective, the volunteers focus on the skill by using flashcards, manipulatives, and games.

6. Professional Development:

Professional development plays a vital role in our district and in our school. McAlester Public Schools believe that we should always be growing, seeking, and learning how to better our craft and ourselves. Edmond Doyle teachers are eager to pursue new ideas and avenues to help foster a learning environment that captivates, encourages, and motivates our students. Professional development in our district has many facets.

One side is teacher-led professional development. This year our district's focus has been on technology. Several of our teachers led classes on a district professional day to demonstrate how they use technology to create opportunities in their day to provide authentic learning for their students. Our teachers have been participating or leading sessions on our district technology days: Tech Tuesday, Webinar Wednesday, and Think Tank Thursday. As we become ready to launch a 1:1 technology initiative, it is crucial that we become proficient in using technology as a teaching tool. Our faculty has embraced this concept and is excited to help our students understand how to use technology to create, collaborate, think critically, and communicate in order to be prepared for the jobs they will encounter in their future.

Another component is seeking outside venues for professional development. Groups of teachers from our school have attended EdCamp seminars to learn and trade ideas with teachers from other school districts and states. This training has been very beneficial and has created opportunities for us to share in school and in district as well. Another group visited the K20 Center of Technology in Norman, Oklahoma. The K20 Center is dedicated to helping teachers understand the power of technology and how a collaborative classroom that teaches authentically operates.

Our 2nd-4th grade teachers participate in ongoing development with our Reasoning Mind program. Teachers must obtain hours of training and they are required to pass tests showing their proficiency. This has been very beneficial to them. It has sharpened their math teaching skills and has given them insight into methods of teaching math they might have not known without this training.

One more area is personal professional development. Our teachers are constantly exploring Pinterest for ideas, reading educational books and magazines to discuss with each other, and searching the Internet for best practices and ideas that foster success in the classroom. All of these facets are resulting in higher scores, an increased love of learning, and a positive school climate.

7. School Leadership

Edmond Doyle is a special school in many ways. One aspect that makes it unique is its stance on school leadership. The principal, teachers, support staff, parents, and students all take ownership and believe that shared leadership is the best philosophy for a successful school. All stakeholders in our organization feel comfortable expressing ideas and concerns to be discussed. We understand that each of us play a crucial role in the lives of our students. Because of this collaborative atmosphere, our students are submerged in a culture that fosters high expectations, high standards of conduct, and a safety net for them to be caught in each and every day. Consistency is obtained because expectations are clear and discussions of what works and what does not work is a constant dialogue. Individuals feel free to express positive and negative thoughts without reprisal or fear of rejection. This creates a positive work climate for adults and students as well.

Our school is fortunate to have the principal also serve as the art teacher. This creates a first hand understanding for the leader of the school to experience each class's group dynamics and enables the school's head leader to be able to know each child personally. This helps to create a climate of trust between the principal and the students. It also gives the principal an understanding of the group dynamics of each classroom and enables her to know how to best assist each teacher. The teachers appreciate knowing that the principal still has a foot in the classroom and understands the pleasures and difficulties they face each day.

Every teacher at our school is a leader, because often they are the only person on their grade level team. This has created a vertical alignment between grade levels. Many times a teacher loops with her class because the numbers are not present for another class in a particular grade. Because of this, our teachers have a clear understanding of what is important in the grade below or above. This makes it easier for our faculty to help each other by focusing on skills, practices, and behaviors that are important to each grade's curriculum and to each other.

Student achievement is greatly impacted by our building's shared leadership, shared vision, and shared practices. The benefit of this cohesiveness impacts our student learning from first through fourth grade. Shared leadership works well for Edmond Doyle.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: OCCT

All Students Tested/Grade: 3

Edition/Publication Year: 2013

Publisher: CTB-McGraw Hill

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	94	84	56	47	63
% Advanced	39	41	6	0	20
Number of students tested	18	32	18	17	16
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	2	0	0	0
% of students tested with alternative assessment	0	6	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	83	88	56	47	43
% Advanced	39	44	6	0	7
Number of students tested	18	25	16	15	7
2. Students receiving Special Education					
% Proficient plus % Advanced	100	100	0	0	0
% Advanced	33	75	0	0	0
Number of students tested	3	4	0	1	1
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced	0	67	0	0	0
% Advanced	0	33	0	0	0
Number of students tested	0	6	2	0	0
5. African- American Students					
% Proficient plus % Advanced	0				
% Advanced	0				
Number of students tested	0				
6. Asian Students					
% Proficient plus % Advanced	0				
% Advanced	0				
Number of students tested	0				
7. American Indian or					

Alaska Native Students					
% Proficient plus % Advanced	80	89	67	42	100
% Advanced	20	44	11	0	33
Number of students tested	5	9	9	12	3
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced	0				
% Advanced	0				
Number of students tested	0				
9. White Students					
% Proficient plus % Advanced	100	85	75	60	55
% Advanced	33	46	0	0	18
Number of students tested	9	13	4	5	11
10. Two or More Races identified Students					
% Proficient plus % Advanced	100	100	25	0	0
% Advanced	66	40	0	0	0
Number of students tested	3	5	3	0	0
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: Math
All Students Tested/Grade: 4
Publisher: CTB-McGraw Hill

Test: OCCT
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	97	95	43	38	67
% Advanced	46	14	7	13	37
Number of students tested	37	21	14	16	27
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	2	0	0	0	0
% of students tested with alternative assessment	5	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	97	86	42	33	56
% Advanced	45	16	8	0	28
Number of students tested	31	19	12	12	18
2. Students receiving Special Education					
% Proficient plus % Advanced	100	100	0	33	100
% Advanced	75	0	0	0	100
Number of students tested	8	4	0	3	1
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced	100	100	0	0	40
% Advanced	50	50	0	0	20
Number of students tested	6	2	0	0	5
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	100	100	50	0	50
% Advanced	22	11	17	0	17

Number of students tested	9	9	6	2	6
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	100	100	40	38	80
% Advanced	60	0	0	13	47
Number of students tested	15	4	5	8	15
10. Two or More Races identified Students					
% Proficient plus % Advanced	86	83	50	0	0
% Advanced	43	17	0	0	0
Number of students tested	7	6	2	0	0
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
All Students Tested/Grade: 3
Publisher: CTB-McGraw Hill

Test: OCCT
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	94	91	78	59	63
% Advanced	0	3	0	0	6
Number of students tested	17	32	18	17	16
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	2	0	0	0
% of students tested with alternative assessment	0	6	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	94	92	75	60	71
% Advanced	0	4	0	0	0
Number of students tested	16	25	16	15	7
2. Students receiving Special Education					
% Proficient plus % Advanced	100	100	0	0	100
% Advanced	0	50	0	0	0
Number of students tested	3	4	0	0	1
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced	0	100	50	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	5	2	0	0
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	100	100	89	52	100
% Advanced	0	0	0	0	0

Number of students tested	4	9	9	12	3
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	89	77	75	80	64
% Advanced	0	8	0	0	9
Number of students tested	9	13	4	5	11
10. Two or More Races identified Students					
% Proficient plus % Advanced	100	100	67	0	0
% Advanced	0	0	0	0	0
Number of students tested	3	5	3	0	0
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
All Students Tested/Grade: 4
Publisher: CTB-McGraw Hill

Test: OCCT
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	95	90	79	79	65
% Advanced	24	9	0	0	4
Number of students tested	37	21	14	14	26
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	2	0	0	0	0
% of students tested with alternative assessment	5				
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	100	89	75	86	61
% Advanced	31	11	0	0	0
Number of students tested	29	19	12	7	18
2. Students receiving Special Education					
% Proficient plus % Advanced	100	100	75	0	100
% Advanced	63	25	0	0	0
Number of students tested	8	4	12	0	1
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced	100	100	0	0	50
% Advanced	33	0	0	0	0
Number of students tested	6	2	0	0	4
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	100	100	83	100	50
% Advanced	44	11	0	0	0

Number of students tested	9	9	6	3	6
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	93	100	100	70	73
% Advanced	47	25	0	0	6
Number of students tested	15	4	5	10	15
10. Two or More Races identified Students					
% Proficient plus % Advanced	86	67	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	7	6	2	0	0
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: