

U.S. Department of Education
2021 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. Tim Allen
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Laverne Elementary School
(As it should appear in the official records)

School Mailing Address 615 West Jane Jayroe
(If address is P.O. Box, also include street address.)

City Laverne State OK Zip Code+4 (9 digits total) 73848-0040

County Harper County

Telephone (580) 921-5025 Fax _____

Web site/URL https://www.laverne.k12.ok.us E-mail allen_k@laverne.k12.ok.us

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

Date _____

(Principal's Signature)

Name of Superintendent* Mrs. Kyndra Allen E-mail allen_k@laverne.k12.ok.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Laverne School District Tel. (580) 921-3362

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

Date _____

(Superintendent's Signature)

Name of School Board President/Chairperson Mr. Richard Wells
(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, to the best of my knowledge, that it is accurate.

Date _____

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

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The electronic signature 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 and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2021 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2015 and grades participating in statewide assessments must have been part of the school for at least the three years prior to September 2019.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2016, 2017, 2018, 2019 or 2020.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
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

Data should be provided for the current school year (2020-2021) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools.)

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

SCHOOL (To be completed by all schools. Only include demographic data for the nominated school, not the district.)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
- Suburban
- Rural

3. Number of students as of October 1, 2020 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	6	10	16
K	25	24	49
1	18	13	31
2	12	17	29
3	19	16	35
4	17	19	36
5	25	17	42
6	14	19	33
7	15	19	34
8	19	16	35
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	170	170	340

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 0 % Asian
 - 0 % Black or African American
 - 32.4 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 67.6 % 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.)

5. Student turnover, or mobility rate, during the 2019 - 2020 school year: 5%

If the mobility rate is above 15%, please explain:

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, 2019 until the end of the 2019-2020 school year	11
(2) Number of students who transferred <i>from</i> the school after October 1, 2019 until the end of the 2019-2020 school year	6
(3) Total of all transferred students [sum of rows (1) and (2)]	17
(4) Total number of students in the school as of October 1, 2019	361
(5) Total transferred students in row (3) divided by total students in row (4)	0.05
(6) Amount in row (5) multiplied by 100	5

6. Specify each non-English language represented in the school (separate languages by commas):

Spanish

English Language Learners (ELL) in the school: 21 %
71 Total number ELL

7. Students eligible for free/reduced-priced meals: 63 %

Total number students who qualify: 213

8. Students receiving special education services: 20 %
69 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 conditions. All students receiving special education services should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>0</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>3</u> Other Health Impaired |
| <u>17</u> Developmental Delay | <u>32</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>31</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>1</u> Traumatic Brain Injury |
| <u>1</u> Intellectual Disability | <u>1</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 13
10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	3
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	31
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	3
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	6
Student support personnel e.g., school 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 10:1

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

Required Information	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016
Daily student attendance	97%	96%	96%	96%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2020.

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

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

15. In a couple of sentences, provide the school’s mission or vision statement.

Laverne School's mission is to provide all students the opportunity to acquire requisite, academic, social, and life skills necessary for the 21st century.

16. Briefly describe how your school has been operating during the current 2020-2021 school year (e.g., open as usual, online only, a hybrid model, etc.)? If different grade levels in your building operate in different ways, include this. If the school began with one model and switched to another partially through the year, include this as well.

During the school year 2020-21 our school was open as usual.

17. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III - SUMMARY

A community's need to educate its young is usually addressed early in that community's development. In 1912, just prior to the charter in the far Northwest Oklahoma town of Laverne, three school "wagons" each carrying about 25-30 students, transported these children of area farmers and ranchers to town where a school was forming. Clearly, the importance of giving each child, no matter how isolated he is geographically, the opportunity to receive the best possible public education was as important to area residents in 1912 as it is today. Through annexation occurring during the early years and in the years of the Great Depression, and finally through the involuntary consolidations of the late sixties and early seventies, Laverne has survived to be one of only two comprehensive schools in Harper County. The school district today encompasses an area of over 900 square miles, with six buses transporting students daily from western Harper, eastern Beaver, and northern Ellis counties to the 16-acre campus of Laverne Schools. The school population reflects 38% rural and 62% town students. Our school is a place where students want to be. Behavioral, cognitive, and emotional engagement is a focus of our school. At the forefront of engagement for our students is emotional stability and security. Students' engagement is linked to student achievement. Teachers use strategies designed to capture student's attention and actively involve them in the learning process. Student engagement is the key strategy within our school used to encourage and challenge students to develop to their full potential academically, emotionally, physically, socially, and culturally. Students view learning as fun. Staff and students see learning as important and see the value of working and functioning as part of a team. These are critically important life-long skills. Classroom management strategies help us build a structured environment where students are encouraged to bring their best selves to the classroom. Rules and routines are consistent and minimize distractions while enhancing the learning experience. Our school and classrooms are culturally responsive. Students know that our school is a place for everyone.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

Our instructional approaches not only in 2020, but before and after COVID-19 have not focused on overcoming a pandemic. Our curriculum, instruction, and assessments have continued to focus on students not barriers. When we were faced with school closure, last spring obviously students were not in our school building. We immediately began utilizing the core instructional design which was already in place, which focused on effective communication with families. We reached out to parents and students to provide instruction through means which students were already familiar with, utilizing iPhones, chromebooks, learning management software, and all resources we had to continue learning through the end of the 2020 school year. While this looked very different, the educational approach was to use techniques the students already knew to provide continuity in learning

When given the opportunity in August to open school, we chose to open fully knowing that the emotional and social aspect of learning was paramount in reaching and teaching our kids. Our core curriculum and instruction is based on the Oklahoma Academic Standards. We utilize core curriculum adopted by the state, but supplement with a variety of research based supplemental practices to reach individual learning styles. Our curriculum includes everything taught in the classrooms, (indirectly and explicitly). Using textbooks and other materials for support. Not only do we teach state standards, we teach and model character. We do this by utilizing great expectations, which involves teaching of life principles such as respect, courage, patience, self-control, moral integrity, discipline, etc. We teach and model the Golden Rule. Students learn important social and emotional lessons from everyone involved in our school from the principal and teachers to the custodial staff and child nutrition staff to parent volunteers down to their peers. Everyday contact has strong lessons imparted on kids. Our core curriculum are educating goals, explicitly taught and not taught focused on making sure that all students involved learn certain material tied to a specific age or grade level. Assessment is ongoing and used to inform instruction. Progress monitoring is used to address learning targets in Reading, Math, Science, and Social Studies. Students and parents are provided logins to be able to access student reports. Learning standards are concise, written descriptions of what students are expected to know and be able to do at a specific stage of their education. Learning standards describe educational objectives, for example, what students should have learned by the end of a grade span, grade level, or course. We also use standardized assessments to evaluate academic achievement in relation to learning standards.

Reading/ELA

Our elementary reading goal is to have every student reading at grade level. All elementary grades K-5 utilize accelerated reading program to engage students at individual levels for maximum growth and utilize a 90 minute block of reading daily. Students read materials and are assessed on materials that are in their individual zone of proximal development. These materials are not only read at school but are a perfect tool to involving parents in reading at home. The program allows gifted students, IEP students, and struggling students to progress. Our school commits financially to this program to ensure our library continues to offer high interest materials for student use. All teachers of reading use progress monitoring assessments weekly and use accelerated reading to test reading levels monthly. Students who are at risk or not reading on level are engaged in Tier 2 and Tier 3 reading instruction according to assessment outcomes. Scott Foresman Reading provides assessment tests for placement and progress monitoring assessments which serve as instructional guides. Professional development yearly is provided upon receipt of state tests scores to analyze strengths and weaknesses and to plan for the following year's reading curriculum and needs. In grades 6-8, reading teachers aim to provide a learning atmosphere responding to the needs of students at all levels placing special emphasis on vocabulary, comprehension, and fluency. Our goal is to give students skills needed to learn in all subject areas. A committee of 6-8th grade teachers meet to determine a needs assessment for the reading classes offered. Objectives for the classroom are based on Oklahoma Academic Standards. Special emphasis has been placed on vocabulary. We strive to develop lifetime reading habits and skills sufficient to meet the needs of students. The students explore different types of literature and different purposes for reading. Teachers of reading use ILit developed by Pearson. This program provides research based strategies for teaching reading and is technology driven. Students are given a placement test

called, “GRADE,” which places students in leveled reading instruction at the beginning of each class and assesses students’ progress periodically. These assessments are used to inform and to enhance instruction. These Junior High grade level classes also utilize Study Island, IXL, Success Maker, and other online tools to review concepts and to prepare for state assessments. These programs provide an avenue for students to explore different types of literature and serve different purposes for reading. By using scientifically based reading strategies and materials and utilizing effective professional development, our student achievement in reading continues to improve.

Kindergarten through fifth grades language arts—grammar places major emphasis on the abilities of the students to use proper grammar, organize thoughts, and write creatively. API data is used to review our language arts and grammar curriculum. Grades kindergarten through fifth utilize Shurley English. Shurley is known for its unique blend of grammar skills and writing. Shurley is a rigorous curriculum that brings back student-teacher interaction, promotes higher-order thinking skills, and provides students with a successful base from which they can achieve far above their expectations.

Spelling is being taught in all elementary grades, kindergarten through five. Kindergarten integrates spelling with language arts. Grades one through three incorporate spelling into the curriculum as a separate subject with a curriculum guide for each student. Grades one through three use Scott Foresman Spelling Workbook and SRA. Fourth and fifth grades include spelling in iLit. We use lexicons to aid in the spelling process and vocabulary understanding. The upper elementary grades are taught to edit their own spelling. Students are taught objectives outlined for spelling at appropriate levels in the Oklahoma Academics Standards curriculum.

Stakeholders and an advisory council review our progress and the success of our language arts curriculum. Besides involving administration and teachers, we also value consulting parents when considering our students’ progress. Elementary (6th-8th) language arts department has a total of three highly certified teachers that are responsible for six sections of sixth grade through eighth grade English as well as sharing their teaching day with the foreign language, math, science, and social studies departments. In addition to English classes, students at the sixth and seventh grade level are taught reading and spelling. Eighth grade students are also taught spelling, English, and reading during their Language Arts period. Guidelines for instruction come from annual improvement reviews. Long-range planning objectives are subscribed. In addition, teachers implement the Oklahoma Academic Standards. At the 6th-8th grade levels, teachers are interested in building a foundation of English grammar that will benefit the student later in higher levels of instruction. In the 6th-8th grade classes, emphasis is placed on the areas of spelling, grammar, and vocabulary development. Students are also taught the value of reading and appreciation of literature with special emphasis on the four basic modes of writing. The results of the sixth and seventh grade state mandated tests have been instrumental in determining the effectiveness of instruction. With a need for increased vocabulary and spelling skills, we are stressing a greater proficiency in these areas in all academic classes. Teachers that emphasize on creative writing and the use of the Shurley Method at earlier ages helps the students to become more adept and comfortable with their writing talents and grammar proficiency. We also want good reading habits and literature appreciation to become second nature.

Mathematics

Mathematics in K-5 is directed toward basic problem solving, classification, data collection and organization, pattern recognition, inference and deduction, estimation, and verification. As early as possible, calculators and computers are introduced to help enhance the understanding of arithmetic, geometry, and problem solving. Skills in mental arithmetic, estimation, and approximation are emphasized in all grade levels. Computers and SmartBoard technology are used for Pre-K-5th grades. This technology provides interactive math where students see math in the real world. The textbooks used throughout the system are Saxon Math. SuccessMaker Math is used daily to enhance test-taking skills, provide remediation, and enhance learning. Transitional First uses Excel Math. Soft Seven is a software driven math program which is utilized by our students. Accelerated and STAR Math are used as additional intervention. Accelerated Math is an individualized program that allows students to work at their own pace and master each standatds. It allows students new information and review as they progress at their own pace. STAR Math tests and weekly math tests are given in order to monitor progress. The district participates in the NBRS 2021

state-mandated OSTP testing of the third, fourth, and fifth grades. The Star Math tests are given in the spring for grades T-1 through fourth. The OSTP is given in the fifth grade. These assessments are analyzed carefully to look for areas in math that need to be remediated or that need to be focused on through teacher professional development. Fundamental to the mathematics curriculum in 6-8th grades is the goal of providing students with the means of coping with a changing environment through the development of problem solving strategies and thinking skills. An advisory council is consulted to determine a needs assessment. The Laverne Elementary (6th-8th) School Mathematics program offers sixth and seventh grade students general mathematics classes. Eighth grade classes consist of general mathematics and an introduction to algebra. The curriculum is based upon the Oklahoma State Department of Education's Oklahoma Academic Standards (OAS). The curriculum is supplemented with activities to improve students' skills in thinking and reasoning ability. We use baseline data including the Academic Performance Index and end of year testing data to evaluate the current status of our mathematics students' achievements. The Laverne Elementary (6th-8th) School district goals strive for test scores to stay above national averages and to master grade appropriate skills. Teachers use scientifically-based research strategies for mathematics instruction and learn new instruction methods through high quality professional development. Problem solving is addressed in the sixth grade text, Math Course 1 published by Hake and Saxon. Sixth grade also addresses Math Vocabulary. SuccessMaker software is used for strengthening skills through 9.0 level. The seventh grade text being used is Math Course 2 and the eighth grade text being used is Math Course 3. This provides essential continuity between grade levels in the learning of Mathematic concepts and in mastering standards. We are currently offering Algebra I to more advanced eighth grade students.

Science

Science is taught at all levels K through 5th grades. Beginning in the fall of 2015-2016, we started using Houghton-Mifflin Harcourt textbooks in grades 2nd-5th. Science is taught at all levels K through 5th Grade. During the last state science adoption, after careful consideration, we chose to use Houghton Mifflin Harcourt as our Science core curriculum guide. Chapter and end of unit assessments are used to monitor progress. State tests are given in 5th Grade. Oklahoma Academic Standards guide instruction in all grade levels. Goals addressed in science classrooms are: to continue updating and purchasing additional supplies for the elementary science lab area; to expose students to more hands-on science experiments and setting up science projects; to continue improving our scores on the standardized achievement test items; to implement or add additional objectives on core curriculum; to involve families and communities as active partners; to maximize organization of resources for achievement; to spend funds aligned with school goals; and to ensure instructional strategies and activities are aligned with goals. The 6th-8th Science program offers to students general science classes. The curriculum is based upon the Oklahoma Academic Standards for science curriculum and are supplemented with activities to improve students' skills in thinking and reasoning ability. We feel divergent methods of teaching are helpful in reaching everyone. Some teachers lean toward the inquiry approach while others emphasize concepts and their relationships. We believe our students have benefitted from this combination of learning. We have expanded the computer program of science as all of our classrooms have internet accessibility and a computer which is available for student learning and research. Internet access also provides invaluable virtual field trips and science experiments, such as animal dissection. Many good programs are available that compliment teacher instruction and follow the areas mandated in the Oklahoma Academic Standards for science curriculum. Professional development training is provided for new concepts and learning methods to be explored. Community resource persons are used at all grade levels in science to enrich the instruction of students and continue to closely monitor and get feedback on our students as they enter high school science courses.

Social Studies

Social studies is incorporated as an essential part of development in grades K-5. Grades 4th-5th use Harcourt social studies series, and 2nd grade uses Houghton Mifflin book to fulfill the various social studies objectives as outlined in Oklahoma Academic Standards. The kindergarten and first grade use community units, field trips, and the internet to develop an appreciation of their community. The third grade uses Oklahoma--The World Around Us, Macmillan and Heath resource booklets to help develop state appreciation. Throughout the K-2nd grades, a weekly publication is used to supplement the texts. Computer programs are used in Grade 5 for reference skills and compiling data. The internet and a

computer have been added to each classroom as a further learning and research tool, while a centralized library is also serving as a place to obtain research. In fifth grade, a supplemental workbook, maps, globes, and graphs are being used to teach important geography and social studies skills. Up-to-date, in-depth information in a self-contained format makes the series an ideal supplement to basal texts. Clear, concise maps present new concepts in a straightforward manner without overwhelming students. Our goal is to prepare all students to become responsible, productive, and dedicated citizens. We strive for each student to be aware of his responsibilities and privileges as a member of a family, community, nation, and of the world. The curriculum is aligned and checked to make sure that items are taught at appropriate levels. The Laverne Elementary (6th-8th) School has three different instructors in the social studies department. The sixth grade Western Hemisphere is taught by one instructor. There is one instructor teaching seventh grade Eastern Hemisphere. In the eighth grade, there is one instructor teaching United States History through the Civil War. As social studies teachers, our aim is to provide a learning atmosphere responding to the needs of our students at all levels placing special emphasis on critical thinking, content area reading, map skills, and geography to provide continual social studies skill development. A committee of 6th-8th grade teachers meet to determine a needs assessment for the social studies classes offered. By inquiring into past baseline data including academic performance index, we are able to assess and adjust our teaching strategies to best meet the needs of our students. We offer interactive lessons that help students make the connection between their subject and current events. Students see social studies as more relevant when they see how it connects to other subjects. State adopted textbooks and a wide variety of resource materials are used to enrich learning.

1a. For secondary schools (middle and/or high school grades):

Students in grades 6-12 are engaged in the development of an ICAP. An ICAP is an individual career academic plan where students research opportunities, set goals, make choices to support their long term aspirations, and successfully navigate transitions to the next level. An ICAP is a readiness plan where students activate their own potential by building relationships and analyzing academic, social, emotional, and professional skills and knowledge. OK College Start is used to help provide a tool to help educators and students alike determine what College and Career Readiness looks like for each student.

1b. For schools that offer preschool for three- and/or four-year old students:

Since the first five years of life are critical to a child's development, a full day kindergarten as well as a half day pre-kindergarten was implemented in the fall of 2002. This early intervention improves the readiness of young children. We provide curriculum which embraces the rich cultural and language backgrounds of families and children. Our four year old program invests in children in their early years in order to close achievement gaps, especially from low income families whose students are more likely to start school with limited language skills, health problems, and social emotional problems that interfere with learning. In order to have our students reading proficiently by fourth grade, we must continue to invest in these early years.

2. Other Curriculum Areas:

All elementary and middle school age students are engaged in Language Arts, Science, Social Studies, and Math. Along with core curriculum, our students are engaged in the Arts/Humanities, Music, Computers/Keyboarding, STEM, and Health & Physical Education. Our school follows a schedule which allows for these electives every day. Electives play an important role in helping students to learn, to focus, and to achieve. Electives classes reveal the skill sets of some students which might not be obvious in their other classes. Electives help them see their strengths and help them afford opportunities to be a value to their classmates in a different setting. Our school utilizes teachers and schedules to ensure students are given the support they need to acquire essential skills and knowledge through other curriculum programs.

Physical education is an essential part of the total learning process that takes place daily within our school. While students view this as enjoyable, the program is designed to achieve the goals of physical fitness and motor skill development that will be used for a lifetime of good health. School administration as well as the physical education department determine the needs of the program. Physical education aims to contribute to

the development of mental and social growth, problem solving process, perception, self-discipline, self-confidence, and a positive self-image. All students are expected to always try their best in every activity. Respecting others, treating others with good sportsmanship and kindness, and following safety rules are part of daily instruction. Students are required to wear safe footwear; athletic or tennis shoes. Continual assessment is given by the physical education teacher based on participation, individual assessments, and ability to meet expectations for the physical education class. Fitness testing allows us to see improvements in students' physical fitness throughout the school year. Annual reviews of the data provided by the fitness test helps to ensure continuous improvement.

Our mission is to provide learning media services to guide individual students to a clear understanding of his/her full potential to succeed. Also, we strive to provide materials so the student may be whole in all areas of development. Collaboration of librarian, aide, teachers, and students are the methods used to assess library needs. The library media center is an area that Laverne Elementary has desired for many years. During the school year 1999-2000, this dream became a reality. This dream became a reality a few years ago when two classrooms were converted into a library. New shelves, furniture, wallpaper, and counter tops made the center very inviting. Accelerated Reader was added in grades T-1 through 5th Grade. Community monetary gifts have helped this site by providing additional funds for books and an annual student Bike-A-Thon provides supplemental funds for the library. Three Internet stations in the media center have made access to the outside world a tool that is and will continue to be used for research and AR testing. Word processing is used by students for project needs. Interlibrary loan service is provided throughout the school. Library use is determined by circulation statistics. A teacher resource area has been established. Automated circulation provides tracking of all materials. Community volunteers from the public library and high school seniors come to the library on a regular basis to listen to the students read. This has all been very productive for a collaborative approach to helping young readers.

Vocal music is taught to all elementary students (K through 4) 30 minutes daily. Fifth grade students daily attend a 30-minute music class that introduces instrumental music curriculum. The basic textbook used in vocal music is the Silver Burdett Music series. This instructional material is augmented by the use of specific materials in theory, including computer testing as well as sight singing, and kinesthetic approaches to music gained and collected through workshops, meetings, and private study. An intensified study of composers and their music is part of the curriculum in order to better meet the objectives involving music history listed in the State Department of Education's Oklahoma Academic Standards. The elementary band utilizes the Essential Elements series. Individual performance is regularly evaluated. This year, students participated in two all-school programs on stage in our auditorium as well as the fifth grade playing at two performances with their concert band. Student achievement is enhanced by opportunities in both individual as well as group festivals, honor groups, and contest performances. The principal is responsible for conducting regular evaluations of the music teacher. Students are regularly being evaluated on the basis of participation in class, the evaluation of recognition (listening) skills provided by the text, music theory, and history written and computerized exams. The music teacher uses the objectives listed under Fine Arts-- Music on the elementary level that are in the Oklahoma Academic Standards.

The Fine Arts Department (grades 6-8) includes: Art, Vocal Music, and Instrumental Music. Our goal is to explore and develop the creative skills of students outside the area of general academics. Student needs are assessed and determined by the stakeholders (Advisory Council) who include but are not limited to teachers, administrators, parents and students. Art and Humanities is offered to students in sixth and seventh grades. The objectives of the Oklahoma Academic Standards curriculum Grades 9-12 follow elementary fine arts instruction as well as instruction in a foreign language. Performance Goals are set by the District Goals Assessment progress and is based on scientifically based research strategies and high quality professional development addresses district and site goals. Art is evaluated in a variety of ways: The guidelines set forth by the district and teacher is applied to an art rubric that outlines classroom participation, and evaluates the demonstration of art skills evident in student artwork. Consistent exploration and applications of the Elements of Art and Principles of Design are evaluated. Annual updates, based on district and state data ensures continuous school improvement.

3. Academic Supports:

Our Title I program is designed to help students attain grade level proficiency and improve achievement in basic and advanced skills. A learning lab is used to give more individualized assistance to those students who need specialized services. In order to tailor instruction, interventions, and assessments to meet the diverse and individual needs of these various student populations, we use mainstreaming with an individualized education plan where students remain in the regular classroom and the teacher modifies curriculum to meet student's individual needs; we pull students out for in-depth and for tier intervention to address student's weaknesses at a pace necessary for their academic success; we utilize small group instruction to meet student needs. For gifted and talented students, academic supports are provided through accelerated learning opportunities. Included, but not limited to are IXL, Discovery Education, Accelerated Reader, Renaissance, and ACT. We also offer Honors classes for students who qualify.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Our school utilizes a morning meeting format to engage the entire school population first thing in the morning. This format gives ownership to students from K-8. Students and staff begin the day as part of the life of school. Every day schedule and instruction follows competent planning and effective classroom management techniques. We collectively create classrooms where students thrive. Students are engaged and their attention, curiosity, optimism, interest, and passion are demonstrated daily. Students learn best when they are inspired, inquisitive, and interested. Our classrooms provide options for how students learn material. All classrooms have resources, computers, smartboards, and other multimedia devices which help keep students engaged through creativity. Students are given challenging problems to solve. Students are not penalized for making mistakes, instead encouraged to find a solution. Positive emotional climates are required in our classrooms while students who are struggling are provided emotional and learning supports. Not only our classroom, but our school schedules and routines create structure that supports child development. Students are involved in Cloverbuds, 4-H, basketball, baseball, football, cross country, track, FFA, FCCLA, music, and band. This involvement allows students an avenue to engage in socially with their peers outside of the classrooms. Clubs and organizations not only engage students, but allow parental and community involvement in a nonthreatening environment. Our school functions as a team to engage, motivate, and provide students with a positive environment that supports their academic, social, and emotional growth.

2. Engaging Families and Community:

The student population reflects a rather stable community where farming, ranching, and oil and gas production have provided the chief economic base. However, the hard facts of the “fickleness of fortune” have hit this community and this school very hard over the past few years. Students are realizing more than ever that they must have a good educational base to allow them to compete in the job market and to live satisfying lives. In spite of the instability of the current economic situation, the patrons of this school district remain firm in their conviction that a good education is a valuable commodity. We communicate with parents of our students through phone calls, texts, enotes, website posts, facebook, and person to person as almost daily. We involve parents in the life of students on a daily basis. We have parent and community volunteers who help in our classrooms, cafeteria, and educational events. Parents help assist students in classrooms by listening to them read, completing projects with them, assisting in the library, assisting with tutoring, translating, serving snacks or meals, and many other meaningful activities. Parents and community members are in our school building all the time and are actively involved in education. We have parent teacher conferences and open house for all of our students so that not only do our students have a sense of ownership but our parents and families do also. Our school continues to work with families and our community members to positively impact student success and improve education.

3. Creating Professional Culture:

The Laverne Professional Development Committee was established to ensure all teachers are supported and continue their education beyond initial licensing and certification. The best indicator of student’s success is the effectiveness of the classroom teacher. Professional development goals and programs are evaluated by a professional development committee yearly. The professional development program goals are to provide professional development which will increase the academic performance index scores for our district; will close achievement gaps among student subgroups; will increase student achievement demonstrated on state mandated tests and the ACT; will increase high school graduation rates; and will decrease college remediation rates.

Laverne School staff are required to participate in 7.5 professional development points annually. Areas addressed are classroom management, student discipline, special education, racial and ethnic education, autism, parental and guardian outreach, health and safety; CPR; recognition and reporting of child abuse; dyslexia; trauma informed instruction; and any other needs outlined in our needs assessment yearly.

Teachers are supported and encouraged and provided leave time and a substitute in order to stay up to date in their practice and abreast of changes in policy.

4. School Leadership:

Our school leadership involves all stakeholders. It takes a village to raise a child. While all schools must have positions of leadership, such as the superintendent, principals, transportation director, child nutrition supervisor, etc. our school maintains the philosophy that every person in our school is valuable in the learning and growth of our students. The superintendent, principals, technology director, and department heads regularly meet to make program, policy, and schedule changes and decisions. Our school has a slate of committees which include administrators, teachers, support staff, parents, and students to ensure our school is safe and focused on student achievement. A few of examples of committee are a safe and healthy school committee which ensures our school is a safe place conducive to learning. We have a staff development committee which ensures that staff are provided continual learning opportunities. We have a scholarship committee, a textbook selection committee, and a suspension review committee. All these committees help to serve our students with resources and supports which are vital to their success.

5. Culturally Responsive Teaching and Learning:

Our school was established and is maintained to help provide for the mental, physical, social, and emotional development of our students. It is the purpose of the Laverne schools' educators working with parents to guide the student to a clear understanding of his full potential to succeed. Laverne is clearly a school-centered community. Our district's patrons agree that the best school is the school that best satisfies the community it serves. Students develop a high level of self-esteem and a strong sense of personal responsibility since individuals with diverse needs and backgrounds are celebrated.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Our educational philosophy is what has allowed us to continue to successfully educate and support our students during closure and reopening. We have maintained a positive attitude toward learning by providing emotional supports. A few examples of emotional supports we offer are daily greetings of our students. Our staff uses this simple strategy to connect with students daily. Teachers use read alouds, journal writing, art activities, hands on activities, and problem solving practices to challenge students and enable them to overcome issues. We celebrate diversity and promote a growth mindset which help students to know that all students can accomplish goals with hard work and persistence. Our school and staff have stable partnerships with our families which enables us to meet students' needs collectively. Our staff is a team. We care about the academic success of our students. We work together to support our students. We maintain standards and expectations for our students which enable us to be an excellent school.