

**U.S. Department of Education**

**2003-2004 No Child Left Behind—Blue Ribbon Schools Program  
Cover Sheet**

Name of Principal Mr. Alan Stephens  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Paul I. Miller School 114  
(As it should appear in the official records)

School Mailing Address 2251 South Sloan Avenue  
(If address is P.O. Box, also include street address)

Indianapolis, IN 46203-4849  
City State Zip Code+4 (9 digits total)

Tel. ( 317 ) 226-4114 Fax ( 317 ) 226-3511

Website/URL www.ips.k12.in.us E-mail stephena@mail.ips.k12.in.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\* Dr. Duncan N.P. Pritchett  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Indianapolis Public Schools Tel. ( 317 ) 226-4000

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

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board  
President/Chairperson Ms. Marianna R. Zaphiriou  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

\*Private 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 certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.) **Yes**
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year. **Yes**
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum. **N/A**
4. The school has been in existence for five full years, that is, from at least September 1998. **Yes**
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review. **Yes**
6. 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 the OCR has accepted a corrective action plan from the district to remedy the violation. **Yes**
7. 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. **Yes**
8. 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. **Yes**

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- |            |                                    |
|------------|------------------------------------|
| <u>49</u>  | Elementary schools                 |
| <u>14</u>  | Middle schools                     |
| <u>N/A</u> | Junior high schools                |
| <u>8</u>   | High schools                       |
| <u>8</u>   | Other: 1 (K-12), 2 (6-12), 5 (K-8) |
| <u>79</u>  | TOTAL                              |

2. District Per Pupil Expenditure: \$8,600

Average State Per Pupil Expenditure: \$7,900

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city  
 Suburban school with characteristics typical of an urban area  
 Suburban  
 Small city or town in a rural area  
 Rural

4. 8 years Number of years the principal has been in her/his position at this school.  
 \_\_\_\_\_ If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:

| Grade  | # of Males | # of Females | Grade Total | Grade     | # of Males | # of Females | Grade Total |
|--|------------|--------------|-------------|-----------|------------|--------------|-------------|
| <b>K</b>                                       | 38         | 36           | <b>74</b>   | <b>7</b>  |            |              |             |
| <b>1</b>                                       | 47         | 31           | <b>78</b>   | <b>8</b>  |            |              |             |
| <b>2</b>                                       | 43         | 38           | <b>81</b>   | <b>9</b>  |            |              |             |
| <b>3</b>                                       | 36         | 42           | <b>78</b>   | <b>10</b> |            |              |             |
| <b>4</b>                                       | 38         | 36           | <b>74</b>   | <b>11</b> |            |              |             |
| <b>5</b>                                       | 34         | 46           | <b>80</b>   | <b>12</b> |            |              |             |
| <b>6</b>                                       |            |              |             | Other     |            |              |             |
| <b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b> |            |              |             |           |            |              | <b>465</b>  |

6. Racial/ethnic composition of the students in the school: 57% White  
 41% Black or African American  
 2% Hispanic or Latino  
 0% Asian/Pacific Islander  
 0% American Indian/Alaskan Native  
**100% Total**

7. Student turnover, or mobility rate, during the past year: 46%

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

|     |  |     |
|-----|--|-----|
| (1) | Number of students who transferred <i>to</i> the school after October 1 until the end of the year.   | 104 |
| (2) | Number of students who transferred <i>from</i> the school after October 1 until the end of the year. | 107 |
| (3) | Subtotal of all transferred students [sum of rows (1) and (2)]                                       | 211 |
| (4) | Total number of students in the school as of October 1   | 456 |
| (5) | Subtotal in row (3) divided by total in row (4)  | .46 |
| (6) | Amount in row (5) multiplied by 100  | 46  |

8. Limited English Proficient students in the school: less than 1%  
4 Total Number Limited English Proficient

Number of languages represented: 2  
 Specify languages: English and Spanish

9. Students eligible for free/reduced-priced meals: 93%

436 Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 30%  
132 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

|                                 |  |
|---------------------------------|--|
| <u>16</u> Autism                | <u>    </u> Orthopedic Impairment              |
| <u>    </u> Deafness            | <u>13</u> Other Health Impaired                |
| <u>    </u> Deaf-Blindness      | <u>21</u> Specific Learning Disability         |
| <u>    </u> Hearing Impairment  | <u>29</u> Speech or Language Impairment        |
| <u>36</u> Mental Retardation    | <u>0</u> Emotionally Handicapped               |
| <u>16</u> Multiple Disabilities | <u>1</u> Visual Impairment Including Blindness |

11. Indicate number of full-time and part-time staff members in each of the categories below:

|                                       | <b>Number of Staff</b>  |                         |
|---------------------------------------|-------------------------|-------------------------|
|                                       | <b><u>Full-time</u></b> | <b><u>Part-Time</u></b> |
| Administrator(s)                      | <u>1</u>                | <u>    </u>             |
| Classroom teachers                    | <u>25</u>               | <u>    </u>             |
| Special resource teachers/specialists | <u>10</u>               | <u>7</u>                |
| Paraprofessionals                     | <u>14</u>               | <u>    </u>             |
| Support staff                         | <u>7</u>                | <u>    </u>             |
| Total number                          | <u>57</u>               | <u>    </u>             |

12. Average school student-“classroom teacher” ratio: 19:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

|                          | 2002-2003 | 2001-2002 | 2000-2001 | 1999-2000 | 1998-1999 |
|--------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 97.3      | 96.1      | 96.5      | 96.4      | 96.5      |
| Daily teacher attendance | 97.9      | 97.4      | 97.9      | 98.2      | 97.9      |
| Teacher turnover rate    | 5%        | 10%       | 5%        | 5%        | 5%        |
| Student dropout rate     |           |           |           |           |           |
| Student drop-off rate    |           |           |           |           |           |

## Part III: Summary

### School 114 Summary

Paul I. Miller School 114, located at 2251 South Sloan Avenue in Indianapolis, Indiana is one of forty-nine elementary schools within the Indianapolis Public Schools system. In 1972, it was built as an open concept building, but through the years, the open concept philosophy has been replaced with a more traditional style. The student population of Paul I. Miller School 114 is a mix of African-American, Caucasian, and Hispanic students. The school is located within a predominately low socio-economic neighborhood. Until recently, the school was next door to a vacant and dilapidated housing complex. The school houses a special-needs preschool, a developmentally, physically, and emotionally challenged kindergarten, two severe disabilities programs, a Title One full-day kindergarten program and a half-day kindergarten program. Other special needs students learn through the first through fifth grade inclusion program.

The mission statement of Paul I. Miller School 114 is the following: **With love, care, and excellent teaching, each child will be given the opportunity to be successful in all areas of learning. Paul I. Miller School 114 has high expectations for each child's future and is committed to expanding the students' communication skills to reach their full potential as lifelong learners.**

The dedicated teaching staff understands the importance of maintaining a partnership with the community in order for the children to reach their full potential. A good example is how well the school collaborates with a local Kiwanis chapter to offer incentives and rewards for improving academic skills. The chapter then sponsors celebrations throughout the year to recognize those students who have improved their grades and to encourage others to strive for excellence. The staff at Paul I. Miller School 114 is also a professional development site for Indiana State University and Franklin College. The collegians participate in practicums and student teaching.

Along with seeking the support of the community at-large, Paul I. Miller School 114 works closely with parents to provide them with the tools to extend learning from school to home. The Parent Liaison, along with Title One staff, provides the parents with enriching experiences. They organize monthly workshops that provide the tools parents need to assist their children in strengthening their math and reading skills.

Along with creative ways to engage students as learners, the staff relies on research-based strategies to encourage student success, including:

- A focus on reading and language arts instruction.
- Conflict resolution training, which provides students with the ability to effectively communicate with one another.
- Infusing multicultural materials into lesson plans.

The staff of Paul I. Miller School 114 believes every child can be successful. Students are given the opportunities to discover, explore, be challenged, and use problem-solving strategies. These strategies will help the students grow to be independent, self-confident, self-controlled, and responsible citizens of the United States. The staff is proud to be the nurturers of tomorrow's leaders.

## **Part IV: Indicators of Academic Success**

### **Assessment Results in Reading and Mathematics**

The third graders from Paul I. Miller School 114 take the ISTEP (Indiana Statewide Testing for Educational Progress) in September. Over the past three years, Paul I. Miller School 114 has consistently had a passing rate of over fifty percent (50%) in English/Language Arts and at or above seventy percent (70%) in Math. The passing rate for both English/Language Arts and Math over the past three years has also been over fifty percent.

The school is located in a predominately low socio-economic neighborhood. In the past three years, seventy percent (70 %) or more of the children qualified for free lunch. The success of the students is a result of continual assessments throughout the year. Benchmarks are given three times a year to plot the students' growth. Strengths and weaknesses are noted and instructional strategies are developed to improve the students' achievement. The NWEA (Northwest Evaluation Association) is also given in the fall and again in the spring to measure the growth of each individual student. Paul I. Miller School 114 has additional informal assessments throughout the year.

In 2002-2003, Paul I. Miller School 114 had an exemplary year. Eighty-seven percent (87%) of the sixty-seven students tested passed ISTEP in English/Language Arts and ninety-one percent (91%) of those students passed math. The passing rate for both was eighty-three point six percent (83.6%). This ranked School 114 eleventh in the metro area for assessment results and thirty-fourth in the state. The state's average passing rate in English/Language Arts was seventy percent (70%); Paul I. Miller School 114's passing rate was eighty-eight point eight percent (88.8%). The state's average passing rate in Math was seventy-two percent (72%); School 114's passing rate was eight-five percent (85%). These outstanding scores were the best in the Indianapolis Public School system. These results showed exceptional achievement, but it is also very important to note the impressive improvement each year.

In 2001-2002, the ISTEP results were also very good. Of the sixty-nine students tested, fifty-seven percent (57%) passed English/L.A. and seventy percent (70%) passed math. Fifty-two point two percent (52.2%) passed both English/L.A. and math.

In 2000-2001, of the sixty-four students tested, fifty-eight percent (58%) passed English/L.A. and seventy-two percent (72%) passed math. Fifty-six point three percent (56.3%) passed both English/L.A. and math.

These ISTEP results indicate that the students at Paul I. Miller School 114 are consistently improving. The educational needs of the whole school population are being met. In 2002-2003, the results were outstanding and showed tremendous gains through the efforts of students and teachers. All subtest scores (language expression, language mechanics, math concepts and applications, math computation, vocabulary, and reading comprehension) were far above predicted for these students. These test scores represent very high achievement in an urban school that faces many educational and behavioral challenges.

## **How Assessment Data is Used to Improve Student Performance**

The test results have been a valuable tool for teachers at Paul I. Miller School 114 to understand and improve school performance. Teachers have used the assessment data to plan instructional strategies to target areas where the students have had the most difficulty. When analyzing the test scores over the past five years, it was evident that the students needed tools to improve creative writing.

The Indianapolis Public School system is involved in a multi-year partnership with the National Urban Alliance (NUA) to increase literacy achievement in all IPS schools by providing continuous professional development. Under the partnership, IPS uses NUA's expertise to conduct a district-wide needs assessment; to conduct reading awareness training for staff; to help educators develop a district-wide reading plan; and to work with principals and teachers in implementing the plan in schools.

At Paul I. Miller School 114 intensified instruction was provided in prewriting activities, writing, proofreading, and publishing finished products. Many NUA strategies (i.e. thinking maps, think, pair and share, metacognition thinking, and cubing) have been used to assist students with writing. Open Court strategies have been used to increase more creative and thoughtful writing. Data has shown that student performance has increased.

Based on the data, staff determined that the students needed to improve their critical math vocabulary. This was necessary for the students to answer mathematical problems in narrative format. Paul I. Miller School 114 has now focused on vocabulary as a means to improve student performance. The assessment data indicates that teachers need to focus on vocabulary in order to increase comprehension and higher level thinking skills. Interactive word walls are being used in the classrooms to increase mastery of critical vocabulary.

Formal and informal assessments identify students needing placement in at-risk (Title 1), Gifted and Talented, or Special Education programs. Grade level assessments determine the strengths and weaknesses of students and then the teachers implement the necessary remediation and enrichment activities. Lessons are developed to meet the areas of need by using differentiated instruction. Staff researches best practices and strategies that will appropriately match the needs of the students.

In addition to adjusting instructional methods, data analysis also provides the staff with a direction for professional development. Workshops, presentations, and peer sharing opportunities allow teachers to enhance teaching methods based on areas in most need of improvement. Teachers give input as to possible books, educational materials, or software that could supplement and enhance student as well as school performance.

## **Student Performance**

An important piece of the success at Paul I. Miller School 114 is the communication between school personnel and the students, parents, and community. Students are aware of the pride that is part of Paul I. Miller School 114. Teachers conference individually with students to let them know what is expected of them in the classroom. Through these conferences, students know that teachers have high expectations for them and will accept nothing less than their best work. Rewards play a role in the celebration of success. Students are recognized at Honor's Day, Writer of the Month parties, Kiwanis celebrations, as well as in the classrooms on a weekly and monthly basis. Paul I. Miller School 114 staff strongly believes that the school needs parent support in order to be successful. There is open communication between school personnel and the children's guardians. Weekly parent bulletins, report cards, phone calls, and home visits are all part of the communication network with parents. There is a full-time parent liaison that coordinates informational meetings with parents. Parent participation at Parents In Touch conferences averages about eighty-five percent. Parents also have opportunities to conduct individual conferences with teachers and write responses on report cards.

Paul I. Miller School 114 partners with McDonalds to display the children's work for the community to view. Paul I. Miller School 114 has many visitors to the building and it encourages the community to visit anytime. School personnel are aware of the academic achievements and freely discuss the program with others. Paul I. Miller School 114 participates in the Young Authors program, where the school's own Young Author books are displayed in the public library every spring. This gives the community an opportunity to see the books that students at Paul I. Miller School 114 have published.

The staff has the opportunity to submit students' accomplishments to The Achiever, the school district's community newsletter that is produced through the Indianapolis Public Schools' Community Relations Department. This publication is distributed throughout Marion County to approximately 200,000 homes and businesses. School test results are published in The Indianapolis Star and on the IPS and Indiana Department of Education web sites. Student performance is highlighted in a variety of ways because there is great pride among the students, staff and parents.

## **Sharing Successes**

Sharing Paul I. Miller School 114's success is an important step for change. Paul I. Miller is able to share what has been successful for the students in a variety of ways.

Paul I. Miller School 114 has been designated a Vanguard School through the National Urban Alliance partnership. This is a reform model to ensure NUA strategies are firmly in place in each classroom. This model requires schools to study data to drive instructional decisions and to use NUA strategies to support teaching to local, state and national standards.

Sharing opportunities are endless within the school. Teachers share at grade level meetings, staff meetings, and at Vanguard sharing sessions. These meetings are held weekly and monthly. Everyone is welcome to share what has worked well in their classroom.

Teachers from Paul I. Miller School 114 also participate in other learning opportunities throughout the school district and the community. Teams of teachers attend NUA Leadership and Vanguard meetings that are held four or five times a year. These meetings provide an opportunity for staff to learn and share brain-based strategies that are successfully working for other teachers and students.

The school is also a professional development site for students from Indiana State University and Franklin College. This partnership allows the staff to keep in touch with a higher educational community. A steering committee meets six times a year to discuss how improvements can be made for teachers to become better leaders and instructors.

Paul I. Miller School 114 is also a Title One School. The Title One staff attends monthly regional meetings to share strategies that work for the identified at-risk students. They also visit other schools to observe classroom lessons and strategies that utilize best practices.

Successful strategies must be shared with others whenever given the opportunity. Creating a learning environment for all staff and students at Paul I. Miller School 114 is necessary for continual success.

## **Part V: Curriculum and Instruction**

### **1. School's Curriculum**

Paul I. Miller School 114 uses a curriculum framework developed by the Indianapolis Public Schools and based on the state and national standards. The content of the curriculum is placed on a timeline called the Curriculum Framework Pacing Guide. The pacing guide is a tool teachers use to ensure the curriculum is effectively and thoroughly taught throughout the school year. In all areas of the curriculum, vocabulary is emphasized as a means to improve its usage and strengthen reading comprehension for the students. The curriculum focuses primarily on the area of language arts. The primary and intermediate grades use comprehensive language arts programs that are linked closely to the state and national standards. Throughout the elementary experience, students have numerous opportunities to increase writing and reading skills. The primary grades utilize a phonics-based instruction, which includes phonemic awareness, reading high frequency words and building oral language. These basic skills are built upon year after year. When students arrive in the intermediate grades, they have learned and practiced concepts such as reading comprehension and writing strategies, as well as literary elements. All students are required to participate in daily writing activities using NUA strategies and other best practices. For example, students gain exposure to the writing process using thinking maps, journaling, and creating Young Authors books. Students practice writing skills in order to be selected as Writer of the Month.

Paul I. Miller School 114's math curriculum, also aligned with the state and national standards, begins by teaching students concrete concepts and building up to more abstract areas. Some of the math concepts taught at Paul I. Miller School 114 include basic computation, money, time, geometry, fractions, and algebraic problems. Math manipulatives are used by all teachers to help students understand new math concepts. Vocabulary is also used in the area of math to enrich the students understanding of mathematical concepts. This helps students better comprehend math concepts and allows them to apply what they learn to real life situations. Teachers use problem-solving techniques in an effort to encourage students to apply math skills and use higher-level thinking skills.

The science and social studies curriculums are taught by following the state and national standards, the IPS curriculum framework and pacing guide, and adopted textbooks. Teachers enhance learning by presenting concepts through various methods. For example, teachers use learning centers, manipulatives, demonstrations, guest speakers, and discussions as a way to teach science and social studies. These curriculums are filled with new vocabulary for students; therefore

an increase in vocabulary activities is needed. Paul I. Miller School 114 uses NUA strategies, such as webbing and journaling, to aid in vocabulary comprehension.

Paul I. Miller School 114 also participates in professional development activities to keep abreast of the changes and current trends in education. In order to ensure that students receive a full education, vertical teaming (teachers sharing expectations with pre and post grade levels) is used. Special area teachers are also involved to help create cross-curricular activities. Paul I. Miller School 114 effectively educates its students by integrating the curriculum with differentiated instruction, best practices, and setting high expectations for its students.

## **2. School's Reading Curriculum**

Paul I. Miller School 114 implements Open Court Reading in the primary grade levels. This reading program is used by all elementary schools in the IPS district. This is due, in part, to the high mobility rate within the school system. Open Court Reading is rooted in research and is a comprehensive language arts program. It focuses on phonemic awareness, systematic and explicit phonics, fluency, vocabulary, and text comprehension. These components work together to produce successful readers and writers at the primary level.

In third through fifth grades, emphasis is placed on acquiring new vocabulary, developing writing skills, and understanding the elements of literature to further reading comprehension. The materials used to accomplish these goals are the Scott Foresman reading, SRA Corrective Reading, and Accelerated Reader programs.

Using fiction and nonfiction selections, the Scott Foresman reading program targets specific skills which are necessary to improve reading comprehension. The included activities are aligned with the state and national standards for reading. SRA/Corrective Reading provides intensive intervention for students who are reading below grade level. This program includes sequenced, carefully planned lessons that give students the structure and practice necessary to become fluent readers.

## **3. Other Curriculum (Science)**

Paul I. Miller School 114's science curriculum is based on the state and national standards. Teachers either create lessons using these standards or use the lesson plans and ideas already developed by the Indiana Department of Education. The science curriculum is rich in vocabulary. Therefore, learning the vocabulary aids students in understanding and mastering science concepts. The knowledge of these concepts allows students to make sense of the world and connect it to the students' own lives. This makes the science skills and concepts taught at Paul I. Miller School 114 critical for the students. The science curriculum is effectively taught to all students by using differentiated instruction and other various teaching strategies. Teachers may choose to present new science concepts through the use of manipulatives, guest speakers, visuals, trade books, and demonstrations. These strategies engage students and help them make mental connections. Concepts may be reinforced through extra practice and science centers which are set up for small groups. All areas of the curriculum, including science, are integrated with writing. Students have the opportunity to write and reflect about what has been learned using the new vocabulary. Teachers observe which students demonstrate an understanding of the concept and are able to apply this to real life situations. Paul I. Miller School 114's mission is to allow all of the students to be successful, expand communication skills, and help students become lifelong learners. Paul I. Miller

School 114 uses the science curriculum as a means of achieving the mission. It gives the students the tools needed in order to question the world and discover answers on their own.

#### **4. Different Instructional Methods**

Teachers at Paul I. Miller School 114 use various instructional methods daily in the classroom, which include, but are not limited to active learning strategies, phonics-based reading programs, vocabulary development, small group learning, and individual learning projects. The learning strategies that teachers use as different instructional methods in the classroom have been identified as best practice instruction and include graphic organizers, word walls, list-group-label, think pair and share, and questioning techniques related to learning. These have been introduced to the staff of Paul I. Miller School 114 over the past five years by the National Urban Alliance.

Identifying students' strengths and weaknesses is a priority. The Title One program uses instructional methods of small group learning to assist children who have been identified as at-risk students. These students receive extra assistance, focusing primarily on reading and math skills to improve academic weaknesses. The special education program at Paul I. Miller School 114 also uses various instructional methods to benefit each individual child. Special education students receive extra services in the cognitive areas according to their IEP (Individual Education Plan). The gifted and talented program uses methods such as individual learning projects, Young Author books, and accommodations in lesson plans to provide challenging work.

A dominant focus at Paul I. Miller School 114 is vocabulary development that leads to greater comprehension. All grade levels use accelerated language development strategies such as identifying patterns, word analysis, word meaning using picture clues, context clues, and dancing definitions (putting rhythm and motions to vocabulary definitions). Grade level teams collaborate to provide the most unified approach to lessons that meet the state and national standards.

#### **5. Professional Development Program**

The staff of Paul I. Miller School 114 strongly believes professional development has a deep impact on improving student achievement. Each grade level's team of teachers collaborates to select a list of vocabulary words for students to master by the end of the academic year. The team formulates/develops a benchmark at the beginning of the year to enable the teachers to track each student's progress throughout the year. At each grade level, the team has selected an educational book, relevant to the student needs and approved by the school's principal, for each team member to read. Once every nine weeks, the team then discusses the selected piece of literature during the designated professional development days.

Teachers are trained to use the vocabulary software the school purchases. The vocabulary software includes quizzes on vocabulary taken from selected books available in the school's media center. This training offers an opportunity for teachers to develop skills needed to analyze and evaluate student growth in vocabulary development.

In addition, the school's professional development team submitted a proposal to Indiana State University (ISU) for approval and funding. ISU is Paul I. Miller School 114's Professional Development Site partner. When approved, the funding will allow each homeroom teacher in the school to select and order a research-based periodical to use in the classroom and to share among the grade level teams. A

workshop also will be presented to Paul I. Miller School 114's staff (teachers and assistants) by an ISU professor. The topic is writing and vocabulary. The intent is to gain new strategies and ideas for improved writing and incorporating new vocabulary. An additional professional development workshop is scheduled for grade level teams to convene meetings for planning and developing lesson plans, units and activities intended to aid the students in reaching the goals of vocabulary development and improved comprehension skills. Finally, Vanguard has scheduled before and after-school sharing sessions for the staff to come together and share ideas, successes and failures.

Paul I. Miller School 114 also is very fortunate to have an instructional coach demonstrating lessons in the classroom using best practices. The instructional coach provides assistance in the classroom, which allows classroom teachers to do peer coaching.

## **Part VII: Assessment Results**

### **Paul I. Miller Elementary School 114 Indianapolis Public Schools**

#### **Indiana Statewide Testing for Educational Progress Plus (ISTEP+)**

Indiana Statewide Testing for Educational Progress Plus (ISTEP+), published by CTB/McGraw-Hill, is the state of Indiana's criterion-referenced assessment. It has been given, along with a norm-referenced component that has since been dropped, since 1997. All students in grades 3, 6, 8 and 10 have been assessed on the English/Language Arts and Mathematics standards. The Fall 2002 administration was the first assessment of the new Indiana Academic Standards measured on a vertical scale and reported in three categories – did not pass, pass, and pass+. The applied skills portions of ISTEP+ are new each year.

The Guide to Test Interpretation, developed and published by CTB/McGraw-Hill LLC, under contract with the State of Indiana Department of Education, gives the following definitions of the cut scores that define the categories of performance on ISTEP+:

Cut scores are scale scores that separate and define the performance levels. The cut scores define three general levels of knowledge and skill as follows:

Pass+: The student who scores at or above the cut score in English/Language Arts or Mathematics and is high achieving in these subjects.

Pass: The student who scores at or above the cut score in English/Language Arts or Mathematics and demonstrates proficiency in these subjects.

Did Not Pass: The student who scores below the cut score in all likelihood needs remedial assistance to be successful at the current grade level.

The Guide further describes the new Indiana Academic Standards for grades 3, 6 and 8:

To promote student academic achievement, the State Board of Education has adopted challenging standards. These standards are defined by a description of what a student should know and be able to do at the grade level completed by the student during the previous school year. The standards for English/Language Arts include Reading Vocabulary, Reading Comprehension, Literary Response and Analysis, Writing Process, Writing Applications, and Language Conventions. The standards for mathematics include Number Sense, Computation, Algebra and Functions, Geometry, Measurement, Data Analysis and Probability, and Problem Solving.

ISTEP+ results reported for Paul I. Miller Elementary School 114 are from the administration at the beginning of grade 2, assessing second grade standards. Because of the change in assessment, and standards assessed, the results from Fall 2002 are not directly comparable with those from previous years.

Paul I. Miller Elementary School 114, Indianapolis Public Schools  
 Indiana Statewide Testing for Educational Progress (ISTEP+) Results, Grade 3  
 Percent of Students Passing English/Language Arts and Mathematics, 2000-01 through 2002-03

| Testing month                        | 2002-2003                    |             | 2001-2002                    |             | 2000-2001                    |             |
|--------------------------------------|------------------------------|-------------|------------------------------|-------------|------------------------------|-------------|
|                                      | September                    |             | September                    |             | September                    |             |
|                                      | English/<br>Language<br>Arts | Mathematics | English/<br>Language<br>Arts | Mathematics | English/<br>Language<br>Arts | Mathematics |
| <b>SCHOOL SCORES</b>                 |                              |             |                              |             |                              |             |
| % Pass                               | 87                           | 91          | 57                           | 70          | 58                           | 72          |
| % Pass Plus                          | 19                           | 31          | NA                           | NA          | NA                           | NA          |
| Number of students tested            | 67                           | 67          | 69                           | 69          | 64                           | 64          |
| Percent of total students tested     | 100                          | 100         | 98.6                         | 98.6        | 96.9                         | 98.4        |
| Number of students excluded          | 0                            | 0           | 1                            | 1           | 2                            | 1           |
| Percent of students excluded         | 0                            | 0           | 1.4                          | 1.4         | 3.1                          | 1.6         |
| <b>SUBGROUP SCORES</b>               |                              |             |                              |             |                              |             |
| <b>1. Female</b>                     |                              |             |                              |             |                              |             |
| % Pass                               | 92                           | 92          | 64                           | 72          | 67                           | 85          |
| % Pass Plus                          | 25                           | 31          | NA                           | NA          | NA                           | NA          |
| Number of students tested            | 36                           | 36          | 36                           | 36          | 33                           | 33          |
| <b>1. Male</b>                       |                              |             |                              |             |                              |             |
| % Pass                               | 81                           | 90          | 48                           | 67          | 48                           | 58          |
| % Pass Plus                          | 13                           | 32          | NA                           | NA          | NA                           | NA          |
| Number of students tested            | 31                           | 31          | 33                           | 33          | 31                           | 31          |
| <b>2. African-American</b>           |                              |             |                              |             |                              |             |
| % Pass                               | 84                           | 87          | 53                           | 60          | 52                           | 71          |
| % Pass Plus                          | 16                           | 32          | NA                           | NA          | NA                           | NA          |
| Number of students tested            | 31                           | 31          | 30                           | 30          | 31                           | 31          |
| <b>2. White</b>                      |                              |             |                              |             |                              |             |
| % Pass                               | 88                           | 94          | 58                           | 76          | 63                           | 73          |
| % Pass Plus                          | 25                           | 31          | NA                           | NA          | NA                           | NA          |
| Number of students tested            | 32                           | 32          | 38                           | 38          | 30                           | 30          |
| <b>3. Free/Reduced Price Lunch</b>   |                              |             |                              |             |                              |             |
| % Pass                               | 86                           | 90          | 57                           | 70          | 58                           | 72          |
| % Pass Plus                          | 19                           | 31          | NA                           | NA          | NA                           | NA          |
| Number of students tested            | 58                           | 58          | 60                           | 60          | 64                           | 64          |
| <b>4. Limited English Proficient</b> |                              |             |                              |             |                              |             |
| % Pass                               | NA                           | NA          | **                           | **          | **                           | **          |
| % Pass Plus                          | NA                           | NA          | NA                           | NA          | NA                           | NA          |
| Number of students tested            | 0                            | 0           | 7                            | 7           | 8                            | 8           |
| <b>5. Students with Disabilities</b> |                              |             |                              |             |                              |             |
| % Pass                               | **                           | **          | **                           | **          | 0                            | 10          |
| % Pass Plus                          | **                           | **          | NA                           | NA          | NA                           | NA          |
| Number of students tested            | 6                            | 6           | 9                            | 9           | 10                           | 10          |

\* Students "excluded" are those with severe disabilities who took the state's alternative assessment.

\*\* Results are not reported for fewer than 10 students.

Paul I. Miller Elementary School 114, Indianapolis Public Schools  
 Indiana Statewide Testing for Educational Progress (ISTEP+) Results, Grade 3  
 Percent of Students Passing English/Language Arts, 2000-01 through 2002-03

| Testing month                        | 2002-2003              | 2001-2002              | 2000-2001              |
|--------------------------------------|------------------------|------------------------|------------------------|
|                                      | September              | September              | September              |
|                                      | English/ Language Arts | English/ Language Arts | English/ Language Arts |
| <b>SCHOOL SCORES</b>                 |                        |                        |                        |
| % Pass                               | 87                     | 57                     | 58                     |
| % Pass Plus                          | 19                     | NA                     | NA                     |
| Number of students tested            | 67                     | 69                     | 64                     |
| Percent of total students tested     | 100                    | 98.6                   | 96.9                   |
| Number of students excluded          | 0                      | 1                      | 2                      |
| Percent of students excluded         | 0                      | 1.4                    | 3.1                    |
| <b>SUBGROUP SCORES</b>               |                        |                        |                        |
| <b>1. Female</b>                     |                        |                        |                        |
| % Pass                               | 92                     | 64                     | 67                     |
| % Pass Plus                          | 25                     | NA                     | NA                     |
| Number of students tested            | 36                     | 36                     | 33                     |
| <b>1. Male</b>                       |                        |                        |                        |
| % Pass                               | 81                     | 48                     | 48                     |
| % Pass Plus                          | 13                     | NA                     | NA                     |
| Number of students tested            | 31                     | 33                     | 31                     |
| <b>2. African-American</b>           |                        |                        |                        |
| % Pass                               | 84                     | 53                     | 52                     |
| % Pass Plus                          | 16                     | NA                     | NA                     |
| Number of students tested            | 31                     | 30                     | 31                     |
| <b>2. White</b>                      |                        |                        |                        |
| % Pass                               | 88                     | 58                     | 63                     |
| % Pass Plus                          | 25                     | NA                     | NA                     |
| Number of students tested            | 32                     | 38                     | 30                     |
| <b>3. Free/Reduced Price Lunch</b>   |                        |                        |                        |
| % Pass                               | 86                     | 57                     | 58                     |
| % Pass Plus                          | 19                     | NA                     | NA                     |
| Number of students tested            | 58                     | 60                     | 64                     |
| <b>4. Limited English Proficient</b> |                        |                        |                        |
| % Pass                               | NA                     | **                     | **                     |
| % Pass Plus                          | NA                     | NA                     | NA                     |
| Number of students tested            | 0                      | 7                      | 8                      |
| <b>5. Students with Disabilities</b> |                        |                        |                        |
| % Pass                               | **                     | **                     | 0                      |
| % Pass Plus                          | **                     | NA                     | NA                     |
| Number of students tested            | 6                      | 9                      | 10                     |

\* Students "excluded" are those with severe disabilities who took the state's alternative assessment.

\*\* Results are not reported for fewer than 10 students.

Paul I. Miller Elementary School 114, Indianapolis Public Schools  
 Indiana Statewide Testing for Educational Progress (ISTEP+) Results, Grade 3  
 Percent of Students Passing Mathematics, 2000-01 through 2002-03

| Testing month                        | 2002-2003   | 2001-2002   | 2000-2001   |
|--------------------------------------|-------------|-------------|-------------|
|                                      | September   | September   | September   |
|                                      | Mathematics | Mathematics | Mathematics |
| <b>SCHOOL SCORES</b>                 |             |             |             |
| % Pass                               | 91          | 70          | 72          |
| % Pass Plus                          | 31          | NA          | NA          |
| Number of students tested            | 67          | 69          | 64          |
| Percent of total students tested     | 100         | 98.6        | 98.4        |
| Number of students excluded          | 0           | 1           | 1           |
| Percent of students excluded         | 0           | 1.4         | 1.6         |
| <b>SUBGROUP SCORES</b>               |             |             |             |
| <b>1. Female</b>                     |             |             |             |
| % Pass                               | 92          | 72          | 85          |
| % Pass Plus                          | 31          | NA          | NA          |
| Number of students tested            | 36          | 36          | 33          |
| <b>1. Male</b>                       |             |             |             |
| % Pass                               | 90          | 67          | 58          |
| % Pass Plus                          | 32          | NA          | NA          |
| Number of students tested            | 31          | 33          | 31          |
| <b>2. African-American</b>           |             |             |             |
| % Pass                               | 87          | 60          | 71          |
| % Pass Plus                          | 32          | NA          | NA          |
| Number of students tested            | 31          | 30          | 31          |
| <b>2. White</b>                      |             |             |             |
| % Pass                               | 94          | 76          | 73          |
| % Pass Plus                          | 31          | NA          | NA          |
| Number of students tested            | 32          | 38          | 30          |
| <b>3. Free/Reduced Price Lunch</b>   |             |             |             |
| % Pass                               | 90          | 70          | 72          |
| % Pass Plus                          | 31          | NA          | NA          |
| Number of students tested            | 58          | 60          | 64          |
| <b>4. Limited English Proficient</b> |             |             |             |
| % Pass                               | NA          | **          | **          |
| % Pass Plus                          | NA          | NA          | NA          |
| Number of students tested            | 0           | 7           | 8           |
| <b>5. Students with Disabilities</b> |             |             |             |
| % Pass                               | **          | **          | 10          |
| % Pass Plus                          | **          | NA          | NA          |
| Number of students tested            | 6           | 9           | 10          |

\* Students "excluded" are those with severe disabilities who took the state's alternative assessment.

\*\* Results are not reported for fewer than 10 students.