

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: Elementary Middle High K-12

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

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

School Mailing Address P.O. Box 227 400 Main Street
(If address is P.O. Box, also include street address)

Gideon MO 63848-0227
City State Zip Code+4 (9 digits total)

County New Madrid School Code Number* 072-073

Telephone (573) 448-3447 Fax (573) 448-5197

Website/URL www.gideon.k12.mo.us E-mail bhoffman@gideon.k12.mo.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. David F. Hollingshead
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Gideon No. 37 School District Tel. (573) 448-3911

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 Mr. Larry Wiggs
(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

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.)
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 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
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.
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.
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.
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.

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| <u>97</u> | % White |
| <u>2</u> | % Black or African American |
| <u>1</u> | % Hispanic or Latino |
| <u>0</u> | % Asian/Pacific Islander |
| <u>0</u> | % American Indian/Alaskan Native |
| 100% Total | |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 13%

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	15
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	9
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	24
(4)	Total number of students in the school as of October 1 (same as in #5 above)	182
(5)	Subtotal in row (3) divided by total in row (4)	.131
(6)	Amount in row (5) multiplied by 100	13

8. Limited English Proficient students in the school: 0%
0 Total Number Limited English Proficient

Number of languages represented: _____
 Specify languages:

9. Students eligible for free/reduced-priced meals: 73%

Total number students who qualify: 133

If this method does not produce an 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: 16 %
29 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>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>10</u> Specific Learning Disability
<u>0</u> Hearing Impairment	<u>14</u> Speech or Language Impairment
<u>3</u> Mental Retardation	<u>0</u> Traumatic Brain Injury
<u>0</u> Multiple Disabilities	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Emotional Disturbance	

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	_____
Classroom teachers	<u>12</u>	<u>3</u>
Special resource teachers/specialists	<u>3</u>	<u>1</u>
Paraprofessionals	<u>2</u>	_____
Support staff	<u>4</u>	<u>1</u>
Total number	<u>22</u>	<u>5</u>

12. Average school student-“classroom teacher” ratio: 17/1

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.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	94 %	92 %	95 %	95 %	96 %
Daily teacher attendance	93 %	95 %	97 %	92 %	96 %
Teacher turnover rate	12 %	0 %	24 %	42 %	37 %
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

14. **(High Schools Only)** Show what the students who graduated in Spring 2004 are doing as of September 2004.

Graduating class size	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other (travel, staying home, etc.)	_____ %
Unknown	_____ %
Total	100 %

PART III - SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 600 words). Include at least a summary of the school's mission or vision in the statement.

Gideon Elementary School is located in a small agrarian community located in the bootheel of Missouri. The nearest large city is St. Louis approximately 220 to the North and Memphis, TN 200 miles to the Southeast. The town of Gideon has a population of approximately 1000 with the district student population consisting of approximately 370 students. Of the 370 students in the district 182 are elementary students. Gideon Elementary and Gideon High School are located on the same campus in the center of town. The school is the major employer of the community and is the center of community events and activities. Community members take great pride in their school system showing support for student learning through participation and attendance at student focused events.

Gideon Elementary School is comprised of grades Kindergarten through sixth grade. The teaching staff is comprised of 12 certified teaching staff. Flexible grouping is utilized in the primary reading program, grades kindergarten through third. Grades four through six are instructed through a departmentalized approach to learning in the core content areas. All third through sixth grade classrooms are equipped with up-to-date technology with includes a multimedia teaching station connected to an electronic whiteboard and a 2:1 student/computer ratio. All computers are connected to the Internet via a T1 line providing quick easy access to information. This is a vital aspect of the teaching/learning environment since many of our students are from poverty. Many of our students never travel more that a few miles from home. Therefore, it is essential that we bring the world to them through technological means.

The mission of Gideon Elementary School is to educate students to become responsible, productive participants in society and the vision of our school is to help students acquire the knowledge, attitudes, and skills necessary to become healthy, happy, and productive adults who perpetuate and improve the democratic process through positive impact on their communities, their country, and their world. Through the use of technological tools, caring trained teachers committed to student learning and community support we are able to move toward the fulfillment of that vision.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Data analysis indicates significant gains across all content areas and grade levels. District data indicates that the percentage of students scoring on the bottom two levels in Mathematics at grade four has decreased from 55% of 4th grade students scoring in the bottom two levels in 2002 to 3.7% of students in the bottom two levels on the state assessment in 2004. Students scoring in the top two levels on the mathematics portion of the state assessment have increased significantly from 15% in 2002 to 66.7% in 2004.

Data analysis in the area of Communication Arts at the third grade level also show significant improvement in lowering the percentage of students scoring on the bottom two levels and increasing the percentage of students scoring on the top two levels. Comparison of 2002 and 2004 MAP assessment data indicates a drop in the percentage of students scoring on the bottom two levels from 53% in 2002 to 0% in 2004. A significant increase was seen in the percentage of students scoring in the top two levels of proficient and advanced from 14% in 2002 to 61.2% in 2004.

Data analysis of assessment results comparing scores of students receiving free/reduced price lunches and non-free/reduced lunch students indicate that in the area of communication arts those free/reduced students had a greater percentage of students 64.2% in the top two levels on the state assessments than non-free/reduced at 50%. In addition, comparison of this same population of students indicates there were 0% of either group scoring at the bottom two levels.

Among the free/reduced lunch compared to the non-free/reduced population in 4th grade mathematics indicated both groups had 66.7% of the population in the top two levels. Analysis of data indicates that 8.3% of the free/reduced population scored on the bottom two levels compared to 0% of the non-free/reduced population of students.

Analysis of Annual Yearly Progress data indicates significant improvement over the past three years among all student populations. Comparison of data indicates that all students in Communication Arts at the 3rd grade level increased from 15.6% in 2002 to 60% in 2004 with greater gains seen among the free/reduced population. In addition on the 2004 administration of the MAP 3rd grade students in Gideon Elementary exceeded the state target of 20.4% by 39.6%. AYP results in the area of mathematics indicate the similar increases. Percentages on the AYP grid for mathematics indicate 15% in 2002 rising to 60.9% in 2004. Again greater gains were noted among the free/reduced population. The state goal in 2004 was 10.3, our student population had 60.9% scoring at the proficient level. Thus, our percentages exceeded the state target by 50.6%.

Gains in student achievement can be directly tied to improved focused professional development in establishing a successful professional learning community focused on improved student achievement. Instead of the “one shot” approach to disjointed professional development an intense effort has been made to form Professional Learning Community Teams (PLC), which are data-driven, and results oriented. Teams of teachers review and analyze student learning on an on-going basis and adjust teaching/learning practices accordingly. As teachers work together evaluating student work an internal system of support, in improving student achievement, among peers is fostered. In addition, new teaching/learning practices, which are research-based and proven, to be effective are implemented through the PLC Team environment. This on-going, job-embedded approach to improving teaching/learning practices has resulted in improved student achievement. Information of performance for Gideon Elementary students can be accessed at: www.gideon.k12.mo.us/info/report04.htm or on the DESE website www.dese.mo.gov/planning/profile/072073.html

How Gideon Elementary School uses assessment data to understand and improve student and school performance.

Data analysis and evaluation drive the development, adjustments and revisions of all school programs, resource distribution, curriculum and professional development throughout the district.

Data gathering and analysis is an on-going integral part of providing the best possible education for our students. As we gather information from state, local and classroom assessments teachers and administrators work together to pinpoint strengths and weaknesses of teaching/learning practices and various programs throughout the district. Results of data analysis provide essential insight into what is needed in the areas of professional development, changes in instruction and meeting the needs of various student populations within the school.

Teachers work together, in their PLC (Professional Learning Community) Teams, at the beginning of each school term to disaggregate and analyze data on the most recent state assessment. Results of this analysis provide essential information the setting of PLC Team goals and objectives to improve student learning and development of action plans to reach those goals. Thus, the instructional focus of the building is “data-driven.”

Results of data analysis has led to the implementation of Professional Learning Communities focused on improved student achievement, a backward planning approach to curriculum development and implementation, focus on reflective practice for instructional staff and job-embedded learning focused on improved student learning.

How the school communicates student performance, including assessment data, to parents, students, and the community.

A variety of methods are utilized to report student performance data to parents, students and the community. The district maintains a website and utilizes it as a vehicle to report student performance on the state assessment. This information is organized to show several years of disaggregated data to assist members of the school community in understanding progress toward improved student achievement. In addition to the website, parents are able to access their child’s attendance records, teacher gradebook information, and discipline reports via ParentLink, a secure web-based student information system. Parents also receive on-going feedback on their child’s progress through mid-term progress reports and regular feedback from their child’s teacher. Open house, Parent/Teacher Conferences and meetings held throughout the year through various activities also serve as another avenue for dissemination of information and collecting feedback from parents and the community concerning school improvement issues.

Information to community members is disseminated through newsletters, newspaper articles and various meetings held throughout the year. In addition, community members serve on the district-wide advisory council and represent various groups within the community.

How the school has shared and will continue to share its successes with other schools.

Members of the Gideon Elementary School Community realize the value of sharing and obtaining knowledge with other educators on improving teaching/learning practices. Educators from our school have taken several opportunities to share effective practices with peers in other districts. We have had several teams from other districts visit our school to inquire and learn methods we utilized to improve student achievement. In addition, some of our staff have served as presenters at conferences and workshops, communicate through listserves their successes and share ideas with individuals in other districts. Several members of the elementary school are involved in action research projects and the results of those projects will be shared through publishing and sharing of findings through a variety of methods.

PART V – CURRICULUM AND INSTRUCTION

A major shift in curriculum has occurred over the past three years. In essence, the previous curriculum was based on discreet disconnected skills focused on the knowledge level of Bloom's Taxonomy. Review of the curriculum and evaluation of student achievement data on the revised state assessment resulted in constructing a new curriculum focused on improving student learning based on goals and objectives which push toward the higher end of Bloom's Taxonomy. The curriculum has moved from "knowledge-based" to "process-based". As the state has developed Grade Level Expectations they have formed the foundation of the new curriculum.

In the elementary school setting the focus of the curriculum is on Communication Arts, Mathematics, Science and Social Studies. Within these content areas specific strands are noted and addressed. In Communication Arts the strands have been identified as follows; Reading, Writing, Listening & Speaking, and Information Literacy. Students are engaged and demonstrate their knowledge in each of these specific strands through active learning focused on concept understanding rather than rote memorization. Students are taught how to read and write effectively through expanded reading/writing activities in which they demonstrate their knowledge through "cold" assessments. Each assessment provides a "picture" of what the student is able to do and as a result guides the teacher in effectively addressing individual needs.

In mathematics the strands are identified as; Number and Operations, Algebraic Relationships, Geometric and Spatial Relationships, Measurement, Data and Probability. Students are engaged in understanding and demonstrating their ability to utilize the "process" of mathematics not just the ability to perform computations. Students are required to organize, gather, evaluate and report data through a variety of classroom and assessment activities.

The science curriculum is based on the following strands; Properties and Principles of Matter and Energy, Properties and Principles of Force and Motion, Characteristics and Interactions of Living Organisms, Changes in Ecosystems and Interactions of Organisms With Their Environments, Process and Interactions of the Earth's Systems, Composition and Structure of the Universe and the Motion of Objects, Process of Scientific Inquiry, Impact of Science, Technology and Human Activity. In order to successfully master a concept, students must engage in active hands-on learning requiring depth of thought to be able to demonstrate their knowledge.

The social studies curriculum is based on understanding of broad concepts and knowledge of the following strands: Principles of Constitutional Democracy, Missouri, US, and World History, Principles and Process of Governance Systems, Economic Concepts and Principles, Elements of Geographical Study and Analysis, Relationships of Individual and Groups to Institutions and Traditions. Instruction and student learning is focused on understanding and applying knowledge in the curriculum. Students are required to demonstrate knowledge through a variety of methods such as PowerPoint presentations, History Day Projects and successful completion of summative assessments requiring “process” knowledge, not rote memorization.

The school’s reading curriculum

At Gideon Elementary School, the reading curriculum utilized the past five years is somewhat unique in that a commercial developed basal series is not the norm. With the previous basal series utilized, students’ reading abilities were steadily declining. With the advent of the Missouri Assessment Program, the district examined why the students were not performing well. Isolated, discrete skill instruction, virtually no writing instruction and an overabundance of worksheet type activities were determined detrimental to literacy success. Subsequently, with careful review and study, the district implemented a reading/writing curriculum that utilizes powerful teaching strategies for reading and writing to produce readers who understand and evaluate the printed word and writers who effectively communicate the written word. The reading instruction is taught within students’ zone of proximal development, focuses on powerful instructional methods, teaches to both the right-brained and left-brained student and addresses the specific learning needs of students living in poverty.

Reading materials include trade books, newspaper and magazine articles that span the genres of literature. Assessments are designed with the end in mind; instruction is planned to achieve that end.

Writing is an integral part of the literacy program with language arts mechanics taught simultaneously with the Writing Process.

With the implementation of this philosophy and approach to literacy instruction, student achievement has escalated evidenced in both local assessments and state assessments over the past five years.

Math Curriculum

Data-driven results have led to a different approach to mathematics instruction. After review and analysis of several years of mathematics student achievement data it was determined our students lacked the understanding of the “process” of mathematics. They were very competent in computation but did not understand the underlying process of math. If our mission is to educate students to become productive participants in society then it is essential they be able to “think” mathematics, not just “do” mathematics. Therefore, several research-based mathematics approaches focused on “process” were investigated. After research was completed Everyday Mathematics from the University of Chicago was implemented throughout the elementary school. This approach to learning math was vastly different than the previous approach. Students are taught to think through the process rather than accept that “you just have to do it, not understand it.” This shift in instruction has yielded a dramatic increase in student learning as demonstrated in state achievement results. This approach has been so successful a shift in the middle and high school mathematics curriculum has occurred based on the same focus of teaching/learning “process” rather than computation skills.

Instructional Methods the School Uses to Improve Student Learning

Analysis of several years of data indicated that our students were having difficulty in “process skills” not “knowledge skills”. Our students were able to recall information and had the base knowledge for the most part but were unable to organize their thoughts, evaluate information and process it in a way to communicate their understanding to others. It was evident that we had to find a method of teaching those critical “process skills” to our students. After extensive reading and research it was decided to focus on the research of Robert Marzano, *Classroom Instruction That Works*. This research proved if certain strategies are utilized consistently in the classroom and students are taught how to organize and process information through use of these strategies, gains can be expected in student learning. Teachers utilize these specific strategies on a regular basis district-wide. Students are taught the “framework” to understand through use of graphic organizers, charts, webs and other graphic representations to understand concepts. Since a large population of our students come from impoverished backgrounds the work of Ruby Payne, *Framework for Understanding Poverty*, has influenced a different approach to teaching/learning. Teachers utilize methods outlined in her work as well as Marzano’s research. Teachers also utilize technology daily in teaching/learning. Each teacher has a multimedia computer teaching station connected to an electronic white-board and LCD projector. In addition, all 3rd through 6th grade instructional rooms have one-computer per every two students. The use of technology in the classroom setting is the “norm” rather than the “exception”.

Professional Development Program

Improvement in student achievement in the district is directly related to our professional development program. Over the past three years the district has focused on providing focused professional development to improve student learning throughout the district utilizing a job-embedded approach to professional growth. Research has proven that in order for student learning to improve or be maintained at a high level teachers must be provided with time for collaboration, training and resources to support professional growth. Based on research we began to study and are at the implementation phase of K-12 Professional Learning Community Teams (PLCs). Through this team environment teachers are provided release time to work together analyzing student data, acquiring new teaching/learning practices, receive feedback and support from their peers and learn together as they work toward improved student learning in their respective areas. Through PLCs teachers have been provided training and support in specific research based instructional strategies that have been proven to be effective in substantially improving student learning for all students. These Marzano strategies and writing process strategies have been implemented district-wide. In addition, the PLC structure allows for teachers to work collaboratively in creating summative assessments and lesson plans designed to incorporate these effective strategies. We have seen teachers grow and change in instructional approaches they utilize in the daily learning of students through this collaborative process. Three-year data analysis of MAP scores indicate that this structure and approach to professional development has resulted in significant improved student achievement. Significant decreases in the percentage of students scoring on the bottom two levels and increase at the top two levels have been shown as a result of this collaborative type of professional development.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Gideon Elementary School

Subject Communication Arts Grade 3 Test Missouri Assessment Program

Edition/Publication Year 2004 Publisher CTB/McGraw-Hill

	2003-2004	2002-2003	2001-2002
Testing month: April			
SCHOOL SCORES			
% Advanced	5.6	0.0	0.0
% Proficient	61.2	33.3	13.9
% Nearing Proficiency	100	75	47.2
% Progressing	100	100	94.4
% Step 1	100	100	100
Number of students tested	18	24	36
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. <u>Eligible Free/Reduced Lunch</u> (specify subgroup)			
% Advanced	7.1	0.0	0.0
% Proficient	57.1	38.5	8.7
% Nearing Proficiency	100	77	43.5
% Progressing	100	100	100
% Step 1	100	100	100
Number of students tested	14	13	23
2. <u>Not Eligible Free/Reduced Lunch</u> (specify subgroup)			
% Advanced	0.0	0.0	0.0
% Proficient	50.0	27.3	23.1
% Nearing Proficiency	100	72.8	53.9
% Progressing	100	100	100
% Step 1	100	100	100
Number of students tested	4	11	13
STATE SCORES			
% Advanced	1.4	1.4	1.8
% Proficient	34.7	34.1	35.5
% Nearing Proficiency	74.5	73.6	73.8
% Progressing	93.6	92.9	93.8
% Step 1	100	100	100

STATE CRITERION-REFERENCED TESTS

Gideon Elementary School

Subject Mathematics Grade 4 Test Missouri Assesment Program

Edition/Publication Year _____ Publisher _____

	2003-2004	2002-2003	2001-2002
Testing month: April			
SCHOOL SCORES			
% Advanced	22.2	0.0	0.0
% Proficient	66.6	25.7	15.0
% Nearing Proficiency	96.2	80	45.0
% Progressing	100	100	95.0
% Step 1	100	100	100
Number of students tested	27	35	20
Percent of total students tested			
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. <u>Eligible Free/Reduced Lunch</u> (specify subgroup)			
% Advanced	20.0	0.0	0.0
% Proficient	66.7	25.0	6.3
% Nearing Proficiency	100	78.6	31.3
% Progressing	100	100	100
% Step 1	100	100	100
Number of students tested	15	28	16
2. <u>Not Eligible Free/Reduced Lunch</u> (specify subgroup)			
% Advanced	25.0	0.0	0.0
% Proficient	66.7	28.6	50.0
% Nearing Proficiency	91.7	85.7	100
% Progressing	100	100	100
% Step 1	100	100	100
Number of students tested	12	7	4
STATE SCORES			
% Advanced	7.9	6.6	7.7
% Proficient	40.3	37.2	37.6
% Nearing Proficiency	82.3	79.7	78.9
% Progressing	97.9	97.3	97.3
% Step 1	100	100	100