2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

[X] Public [ ] Private

Cover Sheet

Type of School (Check all that apply)

[X] Elementary [ ] MIddle [ ] High [ ] K-12
[ ] Charter [X] Title I [ ] Magnet [ ] Choice

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

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

School Mailing Address 1400 N. Monte Vista Street
(If address is P.O. Box, also include street address.)

Ada	Oklahoma	74820-7709
City	State	Zip Code+4(9 digits total)

County Pontotoc State School Code Number* 0621016110

Telephone (580) 332-4303 Fax (580) 436-3566

Web site/URL www.byngschools.com E-mail jdavis@byngschools.com

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date

Principal's Signature

Name of Superintendent Mr. Steven Crawford
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Byng Public Schools Tel. (580) 310-6752

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date

(Superintendent's Signature)

Name of School Board President/Chairperson Mr. Leon Petete
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date

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

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

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 for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not 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 2007-2008 school year.

3. If the school includes grades 7 or higher, the school must have 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 2002 and has not received the No Child Left Behind–Blue Ribbon Schools award in the past five years.

5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.

6. 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.

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.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

DISTRICT (Question 1-2 not applicable to private schools)

1. Number of schools in the district:
   - 3 Elementary schools
   - 0 Middle schools
   - 1 Junior High Schools
   - 1 High schools
   - 0 Other
   - 5 TOTAL

2. District Per Pupil Expenditure: 6583

   Average State Per Pupil Expenditure: 6461

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 are
   [ ] Suburban
   [ ] Small city or town in a rural are
   [X] Rural

4. 2 Number of years the principal has been in her/his position at this school.

   8 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
Pre K	49	41	90		**7**			0
K	53	50	103		**8**			0
1	48	52	100		**9**			0
2	58	38	96		**10**			0
3	59	41	100		**11**			0
4	28	33	61		**12**			0
5	22	20	42		**Other**			0
6			0					
TOTAL STUDENTS IN THE APPLYING SCHOOL								592

6. Racial/ethnic composition of the school:

45 %	American Indian or Alaska Native
0 %	Asian or Pacific Islander
2 %	Black or African American
1 %	Hispanic or Latino
52 %	White
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 yea 18 %

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

(1)	Number of students who transferred to the school after October 1 until the end of the year	48
(2)	Number of students who transferred from the school after October 1 until the end of the year	66
(3)	Total of all transferred students [sum of rows (1) and (2)]	114
(4)	Total number of students in the school as of October 1	626
(5)	Total transferred students in row (3) divided by total students in row	0.18
(6)	Amount in row (5) multiplied by 100	18

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

0 Total Number Limited English Proficient

Number of languages represented 0

Specify languages: 0

9. Students eligible for free/reduced-priced meals 60 %

Total number students who qualify: 357

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: 11 %

65 Total Number of Students Serve

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

0	Autism	0	Orthopedic Impairment
0	Deafness	6	Other Health Impairment
0	Deaf-Blindnes	40	Specific Learning Disabilit
0	Emotional Disturbanc	18	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
1	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities		

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

	Number of Staff	
	Full-time	**Part-time**
Administrator(s)	2	0
Classroom teachers	30	0
Special resource teachers/specialist	5	0
Paraprofessionals	12	0
Support Staff	4	0
Total number	53	0

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 — 20 **: 1**

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. 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 in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off

	2006-2007		2005-2006		2004-2005		2003-2004		2002-2003	
Daily student attendance	96	%	96	%	95	%	95	%	95	%
Daily teacher attendance	95	%	97	%	97	%	96	%	97	%
Teacher turnover rate	4	%	4	%	4	%	4	%	2	%
Student drop out rate (middle/high	0	%	0	%	0	%	0	%	0	%
Student drop-off rate (high school	0	%	0	%	0	%	0	%	0	%

Please provide all explanations below

PART III - SUMMARY

Homer Elementary School is located in Ada, Oklahoma, approximately 80 miles southeast of Oklahoma City. Ada, a friendly community of 16,000, is the headquarters of the Chickasaw Nation and home of East Central University. Homer Elementary is part of Byng Public Schools, a rural school district serving 1660 students. Byng School has a rich tradition of academic and athletic excellence. Our mission is 'preparing each student for the demands of tomorrow by providing him/her with the best, most appropriate education of today.' We are continually seeking ways to improve student achievement and to better meet the needs of our students.

Homer Elementary School is home to approximately 600 preschool through fifth grade students, with full-day preschool and kindergarten programs. We are a Title 1 school with sixty percent of students qualifying for free and reduced lunches. Forty-five percent of our students are Native American, most of Chickasaw and Choctaw ancestry. Our extended day program serves almost 350 students daily until 5:30 p.m.

Although we are a large school, our administrators, teachers and staff strive to meet the individual needs of our students and families. Our school encourages a team approach and actively involves teachers in the decision-making process. Two years ago we renewed our focus on reading by rearranging the school schedule to accommodate an uninterrupted 90-minute reading block at every level. The new schedule also includes a shared plan time among grade levels, providing teachers an opportunity for collaboration and communication.

Homer Elementary is fortunate to have professional and caring teachers who are dedicated to the success of our students. Our teachers model a commitment to lifelong learning; sixty-four percent have post-graduate degrees and six teachers have achieved National Board Certification. Our teachers and students strive for excellence. We celebrate student successes and emphasize character development each morning during 'Warrior Warm-Up,' as classes take turns leading our morning exercises. Our counselor provides guidance classes for all students as well as enrichment activities for gifted/talented students.

Homer's integrated curriculum is based on Oklahoma's Priority Academic Student Skills (PASS) and learner outcomes. Our district has adopted State-endorsed curriculum and textbooks in all core areas. Along with State-mandated tests, our school uses a variety of authentic assessments and evaluation tools. Students are assessed using Northwest Evaluation Systems, Accelerated Reader, Compass, DIBELS (Dynamic Indicators of Basic Early Literacy Skills), and STAR Reading. These assessments are given throughout the year to evaluate progress in core curriculum areas. Assessment data is used to guide instruction, enhance student learning, and determine intervention needs for individual students.

Students attend pullout classes for music, physical education, library, and computer. Our computer lab has 48 computers equipped with Compass Odyssey, Accelerated Reader, Math Facts in a Flash, BrainPop, and other programs designed to promote student achievement and to support our educational goals. Each classroom has two student computers with internet access and networked to access the resources available in our lab. All classrooms were equipped with interactive whiteboards at the beginning of the current school year, and we also recently added a 24-computer mobile lab.

Homer Elementary has strong community support from stakeholders who collaborate to improve the quality of education. We have an active PTO and the involvement of a variety of volunteer organizations such as Foster Grandparents, Kiwanis Club, and the Chickasaw Nation. The Byng Excellence in Education Foundation has had a dramatic impact by providing grant money to teachers for innovative ideas to enrich educational opportunities for students. In turn, our students support the community through participation in Jump Rope for Heart, March of Dimes, Ronald McDonald House Charities, and Tune for Troops, to name a few.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

The No Child Left Behind (NCLB) Act of 2001 was designed to improve student achievement and help all students meet high academic standards. To meet the requirements of NCLB, Oklahoma began using the Oklahoma Core Curriculum Test (OCCT) in 2004 to assess student performance in reading and math for grades 3-8. This Criterion Referenced Test (CRT) measures mastery of the Oklahoma Priority Academic Student Skills (PASS). The Oklahoma Performance Index (OPI) places students tested students into one of four performance levels: 'Advanced,' 'Satisfactory,' 'Limited Knowledge,' and 'Unsatisfactory.' Information on Oklahoma's assessment system can be found at the Office of Accountability and Assessment's website www.sde.state.ok.us/studentassessment/index.htm.

Oklahoma uses a statewide Academic Performance Index (API) to measure the performance and progress of schools. The API is determined by three main components: the Oklahoma School Testing Program (OSTP) results, school completion (attendance, dropout, and graduation rates), and academic excellence, with possible scores ranging from 0 to 1500. Homer Elementary's API scores have always exceeded the State average. From 2005-2007, our overall API score increased from 1342 to 1446 with a State average of 1252 in 2007. During the same period, Homer's math API increased from 1339 to 1427 while our reading API increased from 1398 to 1523. These scores are significantly higher than the 2007 State performance targets of 932 in math and 914 in reading.

Our third, fourth, and fifth grade students began taking the Criterion Referenced Test (CRT) in 2005. In 2007, 95% of third graders, 100% of fourth graders, and 100% of fifth graders met or exceeded State standards for reading ('Satisfactory' plus 'Advanced'). Our third grade reading scores increased from 91% in 2005 to 95% in 2007. Fourth grade reading scores increased from 97% to 100% during the same period. The most significant increase was seen as fifth grade reading scores jumped from 83% in 2005 to 100% in 2007.

Because of our school's demographics, we have two significant subgroups to monitor: Native American students and economically disadvantaged students. Reading scores in these two subgroups do not indicate any great disparity in fourth and fifth grades. The only significant subgroup score was Native American third graders who scored 85% in reading in 2007 compared to 95% of total third grade students. This is being addressed, in part, with increased tutoring and remediation opportunities through our Johnson O'Malley (JOM) tutor as well as additional computer time targeting individual needs.

Third, fourth, and fifth grade math CRT scores also increased from 2005 to 2007. In 2007, 89% of third grade students, 91% of fourth grade student, and 100% of fifth grade students met or exceeded State standards ('Satisfactory' plus 'Advanced'). Third grade math scores increased from 83% in 2005 to 89% in 2007. Fourth grade math scores increased from 88% to 91% and fifth grade scores increased from 93% to 100% in the same time period.

Upon examination of math scores within our subgroups, we saw significant increases in third and fifth grade scores. Third and fifth grade math scores increased by over 10% in both Native American and economically disadvantaged students from 2005 to 2007. Fourth grade math scores for these same subgroups increased slightly, with a 1% increase within Native American students and a 4% increase within economically disadvantaged students.

Our entire school faculty and staff celebrated the 2007 fifth grade reading and math scores. Meeting our goal of 100% of students meeting or exceeding State Standards reflects a cumulative effort on the part of our students, teachers, and parents, from preschool through fifth grade.

2. **Using Assessment Results:**

Homer Elementary uses assessment data to guide instruction, enhance student learning, and determine intervention needs. Teachers collaborate within vertical and horizontal curriculum alignment teams to analyze data from the CRT scores. The results are used to identify power standards and to map instruction for grade levels for all core instruction areas. Scores from the previous year are used to prioritize instructional objectives for the current year. Teachers also analyze the scores of students entering their classrooms to help determine individual student needs. This data helps teachers identify students that may require intervention as well as students who will benefit from enrichment activities.

Teachers use a variety of assessment tools throughout the year to determine instructional effectiveness and to meet individual student needs. Third, fourth, and fifth grade students use Buckle Down test preparation materials to pinpoint areas of concentration. DIBELS scores are used to identify students requiring reading intervention. Intervention is provided both in the classroom and in small group settings through the help of our JOM/reading tutor, paraprofessionals, and Foster Grandparents. Students at all levels of risk are monitored periodically to determine their progress and to adjust intervention activities, if necessary. Students who have not reached reading benchmarks by the end of the year are encouraged to attend our summer reading academy where students are provided individualized reading instruction in a small group setting.

Our school uses a variety of web-based assessment tools. STAR Early Literacy and STAR Reading assessments determine students' reading levels and identify individual strengths and weaknesses. Accelerated Reader provides immediate feedback on reading, comprehension and vocabulary progress and helps students set individual reading goals. Compass assessments determine mastery of reading and math objectives. Assessment results from Northwest Evaluation Systems can be used to develop prescriptive, individualized activities and lessons.

3. **Communicating Assessment Results:**

Homer Elementary encourages parents to become involved in their child's education. We use a variety of tools to communicate student performance and achievement. Weekly folders are used to share important information, student work, and AR test results. Monthly classroom newsletters, phone calls, emails, and informal meetings are all methods of sharing student progress and performance. When school-wide AR goals are met, we celebrate student achievement as a school with special events such as pajama day, VIP guest readers, etc.

Progress reports are sent home every four weeks and three parent-teacher conference dates are scheduled throughout the year. During these conferences, teachers share NWEA, DIBELS, and OCCT results and answer any questions the parent may have about the assessment data. Kindergarten through third grade students who have not reached reading benchmarks are placed on a Reading Sufficiency Plan, which includes parental involvement in the remediation process.

For the last two years we have invited two parents and a representative from East Central University to be members of our Title 1 Math and Reading Committee. This has been an excellent forum to discuss math and reading results and to solicit valuable input from community members.

In 2006, our student information system was updated to include parental access. Parents can monitor daily grades, check attendance, and communicate with teachers through email. They can also access a daily bulletin providing news and upcoming events at school.

Results of the OCCT are given to parents and are published in our local newspaper. Information on the OCCT is also assimilated through the Educational Oversight Board, Office of Accountability, who compiles an annual report card and a profile of the district that is distributed to parents at the end of each school year. This information is also available online at the Oklahoma State Department of Education's website.

4. **Sharing Success:**

We have had a number of opportunities to share student success with schools in and outside our district. We have regularly scheduled staff development opportunities to exchange best practices with the two other elementary schools in our district. These exchanges provide excellent collaboration opportunities. Several teachers have shared our early childhood literacy practices with Head Start programs as part of an Early Childhood Conference held each year through the Chickasaw Nation.

Several Homer teachers have been invited to speak in undergraduate and graduate classes at East Central University. East Central University also demonstrates confidence in our school by sending numerous undergraduate students to complete field observations and student teaching assignments. Homer teachers become mentor teachers for these young teachers through sharing their expertise and modeling effective teaching practices.

Our fifth grade teachers have taught for the last two summers at the Math and Science Partnership of Southern Oklahoma, serving thirty school districts. These teachers were master teachers during the two-

week workshops and provided follow-ups throughout the last two school years by presenting activities they use in their classrooms. They are already scheduled to teach this summer as well.

Homer fifth grade teachers are also finishing the third year of a three year Teaching American History Grant with East Central University. They have presented at workshops and have served on the grant advisory committee. The teachers have attended fall, spring, and summer colloquiums where they have shared with other history teachers from schools throughout our county.

We kicked off the current school year with a district-wide celebration of reading and matb scores during teacher in-service. Our school board members, State representative and State senator were in attendance and shared in the success of our students and teachers. A follow-up article was included in the local newspaper providing the scores to our parents and community

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

Homer Elementary's core curriculum is based on the Oklahoma Priority Academic Student Skills (PASS). Our teachers collaborate through horizontal/vertical curriculum alignment teams to ensure students are receiving appropriate and meaningful instruction in all curriculum areas at all levels. Critical thinking and problem solving are emphasized. We strive to relate instruction to student interest and student experiences to help students connect learning and to make learning more meaningful and fun.

Language arts curriculum is a priority at Homer Elementary as is demonstrated by a 90-minute uninterrupted block in the daily schedule for Language Arts instruction. Our language arts curriculum incorporates literature, reading, writing, listening, and speaking. Early childhood teachers (preschool-second grade) also integrate phonics instruction. Vocabulary, grammar, and spelling are emphasized at all grade levels though Daily Oral Language (DOL) and writing activities. We use Scott Foresman, Accelerated Reading and Saxon Phonics. Language arts activities are integrated throughout all curriculum areas.

Math instruction is also based on Oklahoma PASS objectives. We adopted Houghton Mifflin math curriculum four years ago. Our goal is to provide students with a strong understanding of mathematical concepts and processes while strengthening problem solving and critical thinking skills. Based on recent test scores, our teachers have placed an emphasis on the mastery of math facts and accurate computation. We also use computer-based 'Compass Odyssey' and 'Math Facts in a Flash' to provide essential practice and to reinforce speed and accuracy.

Houghton Mifflin science curriculum is used at all levels. The curriculum provides meaningful hands-on activities, experiments, and technology tools for earth science, life science, and physical science content areas. We are also fortunate to have community partners that enhance learning and provide meaningful instruction. Third grade students participate in an outdoor classroom sponsored by our county conservation district. A local utility company provides instruction on electricity to our fourth grade students and Oklahoma State University's extension office provides monthly lessons on nutrition and health. Fifth grade classrooms benefit from a workshop and supplemental materials from the Oklahoma Energy Resource Board (OERB), who sponsors a field trip for our fifth grade students to the Science Museum of Oklahoma.

Kindergarten and first grade use Scott Foresman social studies curriculum as it is consistent with the reading curriculum format and is more easily integrated. Second through fifth grade uses Harcourt Brace curriculum. Our Social studies instruction has been strengthened through the participation of fifth grade teachers in a three-year Teaching America history grant sponsored through East Central University (ECU). History professors visit classrooms weekly to act as resources/mentors. Teachers have made summer trips to New Mexico and Massachusetts, and will go to Philadelphia this summer. They incorporate materials, pictures, and knowledge gained from the trips in their lesson plans and share their ideas and excitement with other teachers in our school.

Students attend music classes three times weekly where they receive music instruction, history, and appreciation. Each grade performs a musical production during the school year, providing students and parents an opportunity to enjoy the efforts of their hard work. Visual arts instruction is provided through a partnership with the Chickasaw Nation who sends artisans to our school. We also received an art grant through the tribe for a three-day multicultural fair.

Through a partnership with ECU, our students have had the opportunity to attend ballets and plays. These partnerships have provided cultural experiences otherwise unavailable to our students, particularly in our rural location. In keeping with our school mission, we strive to provide challenging and meaningful curriculum for our students to prepare them for the demands of tomorrow by providing them with the best, most appropriate education of today.

2a. **(Elementary Schools) Reading:**

Reading is a priority at Homer Elementary. We rearranged our school schedule two years ago to accommodate an uninterrupted 90-minute reading block. We set the following goals for reading: increased use of data, increased direct instruction time, and instruction that is more skilled and flexible. During this same period, we began using Dynamic Indicators of Basic Early Literacy (DIBELS) for Kindergarten through fifth grade to identify students who are at risk in reading.

Students identified either as 'some risk' or 'at risk' now receive intervention focused on their deficient skills. Intervention is provided both in the classroom and in small group settings through the help of our JOM/reading tutor, paraprofessionals, and Foster Grandparents. Students are monitored every two weeks to determine instructional effectiveness so strategies can be changed if necessary.

We incorporate the five areas of reading into our instruction: phonological awareness, alphabetic principle, vocabulary, reading comprehension, and accuracy/fluency. Teachers provide differentiated instruction in whole group, small group, and one-on-one situations. We use a variety of instructional materials to achieve our objectives: Scott Foresman curriculum, Saxon Phonics, Accelerated Reader (AR), trade books, and computer-based Compass Odyssey. STAR Reading and STAR Early on-line assessments are used to monitor student reading levels and placement.

Homer students are excited about reading and love to read. All members of our faculty and staff are involved in the reading emphasis. Students read to principals, secretaries, music teachers, or any other volunteer with a few minutes to share. Our media specialist provides meaningful literacy activities for all grade levels and monitors our school-wide AR goals. A colorful graph in the main hall provides daily AR progress. If monthly school-wide goals are met, we celebrate with special activities. So far this school year we have had pajama day, jogging suit day, and surprise guest readers in the library

3. **Additional Curriculum Area:**

We realize student success in math depends largely on the quality of the foundation that is established during the first years of school. Consequently, we use concrete, hands-on activities to make math instruction more meaningful. Consistent use of the math 'problem of the day' in all grade levels helps students connect mathematical concepts through real world experiences.

We adopted Houghton Mifflin math curriculum four years ago. After examination of assessment data, it became evident that our new math curriculum was not providing the same level of review and practice on math skills and math facts. While the new curriculum does a better job of promoting critical thinking and problem solving, our teachers must now provide supplemental activities to strengthen mastery of math facts and to provide on-going review of concepts.

While 100% of our fifth grade students met or exceeded state math standards in 2007, our third and fourth grade scores did not reach the same level of excellence. Our teachers have analyzed assessment data and have prioritized skills that need to be strengthened. These skills are being reinforced through web-based 'Compass Odyssey' and 'Math Facts in a Flash' which provide students with individualized practice and reinforce speed and accuracy.

Through the involvement of a university representative on our Title 1 math committee, we now have university volunteers providing math tutoring in our after school program for second and third grade students. We used data from Northwest Evaluation Assessment (NWEA) to determine individual weaknesses in math. The college students have used the data to plan instruction and activities. Students are placed in ability groups of three and look forward to after school math activities. This is a mutually beneficial arrangement as it provides college students majoring in education a 'real' teaching opportunity while providing our students with much-needed individual help.

4. **Instructional Methods:**

Our teachers use a variety of research-based instructional methods to engage students and make learning meaningful and fun. Teachers plan active and authentic learning opportunities through whole group and small group activities. Instruction at each grade level follows a purposeful scope and sequence to ensure all PASS objectives are incorporated into core curriculum. Weekly lesson plans are shared with building principals to ensure consistency in all classrooms.

Our teachers have weekly shared plan times for collaboration. We also have regularly scheduled staff development opportunities to exchange best practices with the two other elementary schools in our district. These exchanges promote innovative instruction throughout our school and our district.

We use assessment data to determine instructional effectiveness. If students are not meeting essential

standards, teachers and administrators share the responsibility of determining explicit delivery techniques to achieve the desired results. Our teachers are open to new ideas and are constantly searching for ways to improve instruction.

Technology is an important tool in the practice of providing authentic teaching and learning. Classroom computers provide opportunities for students to work at an individual level through AR, Compass Odyssey, and other on-line resources. At the beginning of the current school year, interactive whiteboards were installed in every classroom in our school, including the library, music rooms, and resource labs.

According to research literature, interactive whiteboards increase student engagement in the learning process, benefit all learning styles and special needs, promote computer skills, improve students' ability to understand complex concepts, while also providing teachers with a myriad of opportunities for instruction. Our teachers have eagerly integrated this technology into classroom instruction. Teachers, students, and parents are thrilled with the applications being made in all curriculum areas. Demonstrations were provided during parent-teacher conferences and parents were excited about the implications of this technology for student achievement.

5. **Professional Development:**

We feel fortunate to be part of a school district that provides meaningful professional development focused on student needs. A majority of our students are economically disadvantaged and receive free and reduced lunches. Our entire faculty studied research from 'A Framework for Poverty' by Dr. Ruby Payne to better understand the unique needs of this group of students. The insights gained have greatly impacted the way we view our students and have influenced instructional decisions.

Over the last four years, teachers throughout our district have participated in a vertical and horizontal curriculum alignment process. We began the process by fine-tuning instructional needs within each grade level. The process continued by working with teachers in consecutive grade levels to identify potential gaps and weaknesses in curriculum and instruction. Lastly, teachers within each content area worked together to strengthen instruction in all core areas. This is an on-going process that has proven beneficial in strengthening the instruction provided to our students and impacted student achievement.

On-site professional development has been scheduled over the last two summers to explore and strengthen core reading instruction, assessment, and intervention strategies. A master reading teacher shared real-life ideas and practical strategies to achieve immediate results. Our teachers have used the information to provide additional intervention and remediation in our already busy schedule.

Byng, in partnership with East Central University, has also provided intensive math training over the last three summers with an emphasis on depth of knowledge in algebra and geometry. The majority of our teachers attended the training and have benefited from the opportunity to share with teachers throughout southeastern Oklahoma. These professional development opportunities have strengthened our teachers' ability to promote our mission 'to prepare each student for the demands of tomorrow by providing him/her with the best, most appropriate education of today.'

PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 3 Test Oklahoma Core Curriculum Test

Edition/Publication Year 2004-2007 Publisher Harcourt Educational Measurement

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards % 'Satisfactory' plus % 'Advanced'	95	96	91		
% "Exceeding" State Standards % 'Advanced'	2	0	1		
Number of students tested	59	65	73		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	2	0	0		
Percent of students alternatively assessed	3	0	0		
SUBGROUP SCORES					
1. Native American					
% "Meeting" plus % "Exceeding" State Standard % 'Satisfactory' plus % 'Advanced'	85	100	89		
% "Exceeding" State Standards % 'Advanced'	0	0	4		
Number of students tested	20	23	27		
2. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard % 'Satisfactory' plus % 'Advanced'	93	96	100		
% "Exceeding" State Standards % 'Advanced'	4	0	4		
Number of students tested	27	23	24		
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math Grade 3 Test Oklahoma Core Curriculum Test

Edition/Publication Year 2004-2007 Publisher Harcourt Educational Measurement

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards % 'Satisfactory' plus % 'Advanced'	89	89	83		
% "Exceeding" State Standards % 'Advanced'	12	14	22		
Number of students tested	61	65	72		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	4	0	0		
Percent of students alternatively assessed	7	0	0		
SUBGROUP SCORES					
1. Native American					
% "Meeting" plus % "Exceeding" State Standard % 'Satisfactory' plus % 'Advanced'	90	95	78		
% "Exceeding" State Standards % 'Advanced'	5	4	22		
Number of students tested	20	23	27		
2. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard % 'Satisfactory' plus % 'Advanced'	93	91	81		
% "Exceeding" State Standards % 'Advanced'	15	4	21		
Number of students tested	27	23	43		
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (LA) Grade 4 Test Oklahoma Core Curriculum Test

Edition/Publication Year 2004-2007 Publisher Harcourt Educational Measurement

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards % 'Satisfactory' plus % 'Advanced'	100	97	97		
% "Exceeding" State Standards % 'Advanced'	2	6	11		
Number of students tested	48	55	79		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	6	0	0		
Percent of students alternatively assessed	13	0	0		
SUBGROUP SCORES					
1. Native American					
% "Meeting" plus % "Exceeding" State Standard % 'Satisfactory' plus % 'Advanced'	95	100	92		
% "Exceeding" State Standards % 'Advanced'	0	9	8		
Number of students tested	17	22	25		
2. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard % 'Satisfactory' plus % 'Advanced'	95	96	97		
% "Exceeding" State Standards % 'Advanced'	0	3	3		
Number of students tested	21	29	33		
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math Grade 4 Test Oklahoma Core Curriculum Test

Edition/Publication Year 2004-2007 Publisher Harcourt Educational Measurement

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards % 'Satisfactory' plus % 'Advanced'	91	98	88		
% "Exceeding" State Standards % 'Advanced'	15	21	21		
Number of students tested	45	55	81		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	4	0	0		
Percent of students alternatively assessed	9	0	0		
SUBGROUP SCORES					
1. Native American					
% "Meeting" plus % "Exceeding" State Standard % 'Satisfactory' plus % 'Advanced'	89	96	88		
% "Exceeding" State Standards % 'Advanced'	18	23	28		
Number of students tested	17	22	25		
2. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard % 'Satisfactory' plus % 'Advanced'	86	100	82		
% "Exceeding" State Standards % 'Advanced'	10	17	12		
Number of students tested	21	29	33		
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (LA) Grade 5 Test Oklahoma Core Curriculum Test

Edition/Publication Year 2004-2007 Publisher Harcourt Educational Measurement

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards % 'Satisfactory' plus % 'Advanced'	100	100	83		
% "Exceeding" State Standards % 'Advanced'	26	21	22		
Number of students tested	29	62	48		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	2	0	0		
Percent of students alternatively assessed	7	0	0		
SUBGROUP SCORES					
1. Native American					
% "Meeting" plus % "Exceeding" State Standard % 'Satisfactory' plus % 'Advanced'	100	100	83		
% "Exceeding" State Standards % 'Advanced'	23	22	22		
Number of students tested	13	18	18		
2. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard % 'Satisfactory' plus % 'Advanced'	100	100	100		
% "Exceeding" State Standards % 'Advanced'	14	13	6		
Number of students tested	14	23	16		
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math Grade 5 Test Oklahoma Core Curriculum Test

Edition/Publication Year 2004-2007 Publisher Harcourt Educational Measurement

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards % 'Satisfactory' plus % 'Advanced'	100	94	93		
% "Exceeding" State Standards % 'Advanced'	48	48	50		
Number of students tested	29	62	50		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	2	0	0		
Percent of students alternatively assessed	7	0	0		
SUBGROUP SCORES					
1. Native American					
% "Meeting" plus % "Exceeding" State Standard % 'Satisfactory' plus % 'Advanced'	100	95	89		
% "Exceeding" State Standards % 'Advanced'	46	56	50		
Number of students tested	13	18	18		
2. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard % 'Satisfactory' plus % 'Advanced'	100	87	88		
% "Exceeding" State Standards % 'Advanced'	50	39	44		
Number of students tested	14	23	16		
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					