U.S. Department of Education
2010 - Blue Ribbon Schools Program

Type of School: (Check all that apply)   [] Charter [**X**] Title I [] Magnet [] Choice

Name of Principal: Mr. Perry Rodocker

Official School Name: McKinley Elementary School

School Mailing Address:
    621 Kindler Ave
    Muscatine, IA 52761-2455

County: Muscatine   State School Code Number*: 70-4581-0454

Telephone: (563) 263-9049   Fax: (563) 264-1271

Web site/URL: http://www.muscatine.k12.ia.us/sites/mck.htm   E-mail: parodock@muscatine.k12.ia.us

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

                                                                    Date
(Principal's Signature)

Name of Superintendent*: Mr. Bill Decker

District Name: Muscatine Community School District   Tel: (563) 263-7223

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

                                                                    Date
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Tom Welk

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it 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.
The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173

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

1.   The school has some configuration that includes one or more of 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.

3.   To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4.   If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.

5.   The school has been in existence for five full years, that is, from at least September 2004.

6.   The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.

7.   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.

8.   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.

9.   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.

10.   There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district: (per district designation)

9	Elementary schools (includes K-8)
2	Middle/Junior high schools
1	High schools
	K-12 schools
12	**TOTAL**

2. District Per Pupil Expenditure: ___9357___

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
[X] Small city or town in a rural area
[   ] Rural

4. ___3___ Number of years the principal has been in her/his position 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
PreK	13	6	19	6			0
K	25	21	46	7			0
1	35	21	56	8			0
2	35	21	56	9			0
3	22	25	47	10			0
4	35	28	63	11			0
5	24	29	53	12			0
			TOTAL STUDENTS IN THE APPLYING SCHOOL				340

6. Racial/ethnic composition of the school:

6	% American Indian or Alaska Native
1	% Asian
5	% Black or African American
19	% Hispanic or Latino
0	% Native Hawaiian or Other Pacific Islander
65	% White
4	% Two or more races
100	**% Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: __13__ %

This rate is 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.	24
(2)	Number of students who transferred *from* the school after October 1 until the end of the year.	15
(3)	Total of all transferred students [sum of rows (1) and (2)].	39
(4)	Total number of students in the school as of October 1.	311
(5)	Total transferred students in row (3) divided by total students in row (4).	0.125
(6)	Amount in row (5) multiplied by 100.	12.540

8. Limited English proficient students in the school: __6__ %

Total number limited English proficient __20__

Number of languages represented: __4__

Specify languages:

Spanish, French and Liberian languages of Dan and Gao.

9. Students eligible for free/reduced-priced meals: __48__ %

        Total number students who qualify: __163__

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 free and reduced-price school meals 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: __13__ %

   Total Number of Students Served: __45__

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	0	Other Health Impaired
0	Deaf-Blindness	23	Specific Learning Disability
4	Emotional Disturbance	5	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	0	Visual Impairment Including Blindness
18	Multiple Disabilities	0	Developmentally Delayed

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)	1	0
Classroom teachers	13	0
Special resource teachers/specialists	7	0
Paraprofessionals	7	3
Support staff	6	20
Total number	34	23

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 __25__ :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	96%	95%	95%	96%	95%
Daily teacher attendance	96%	96%	95%	96%	96%
Teacher turnover rate	6%	6%	4%	0%	4%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

Attendance: Our goal is to have greater than 96% attendance and this is part of our school improvement plan.

Teacher turnover rate: This is for half time teachers or more.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	0
Enrolled in a 4-year college or university	0 %
Enrolled in a community college	0 %
Enrolled in vocational training	0 %
Found employment	0 %
Military service	0 %
Other (travel, staying home, etc.)	0 %
Unknown	0 %
Total	%

PART III - SUMMARY

The Muscatine Community School District is located in Southeast Iowa along the Mississippi River approximately 40 miles from Davenport, Iowa. The total student population in the Muscatine Community School District is 5,500. McKinley Elementary School is one of the nine elementary schools in the Muscatine Community School District educating students in pre-kindergarten through fifth grades (PreK-5). The current enrollment at McKinley Elementary is 340 students. McKinley's percentage of low-socio-economic students based on students qualifying for and receiving free and reduced lunches is 48% and our minority rate is 35%, which includes 19% Hispanic, 6% American Indian, 5% Black or African American, 1% Asian and 4% two or more races. We are recently receiving students from Liberia and Togo Africa.

The Mission of McKinley Elementary School is to be an …
innovative, child-centered community which values individuals and strives for excellence.

Innovation– McKinley is always moving forward to use the "best practices" that can improve our school achievement and has initiated many such programs in our district and neighboring districts.
Child-centered community – McKinley is a community where we focus on individual student needs. This begins with our school staff.
Value individuals – Our goal is that all McKinley students are connected and working towards skills that will carry them through their lives.
Strives for Excellence – Instead of saying our scores are good enough and that are subgroups are doing okay, we look at what it would take to have all students proficient and to continue closing the achievement gap for all students. Of course all of this is and must be a never ending process.

2009-2010 McKinley Elementary School Goals

- Achieve reading proficiency in reading comprehension on the Iowa Tests of Basic Skills at or above 88% in grades 3-5.
- Achieve math proficiency in math total on the Iowa Tests of Basic Skills at or above 90% in grades 3-5.
- Maintain a 96% daily attendance average.
- Continue focusing on improving climate and culture.
- Integrate technology into our teaching creating learners who are prepared for the 21st Century
- Work with the middle schools and high school and provide effective instructional transitions that will not only make them successful in their elementary years but through middles school, high school and their adult life.

McKinley Elementary School has a high academic standards based curriculum that has been developed by district committees and is understood by teachers, students, parents and the community. The curriculum is clearly defined at the district level for each grade level. Teachers work in building and district grade level teams to ensure that we are using best practices for the delivery of instruction. Teachers share strategies that will help differentiate instruction to work with the majority of students as well as offer supplemental and intensive programs for struggling learners and advanced students. Supplemental programs include homework help, Title I resources for interventions in specific reading areas, and innovativescheduling to maximize learning with the smallest student/staff ratio possible. Advanced students are provided extension coursework through the Extended Learning Program (ELP) as well as within the classroom. The staff works together to analyze student achievement results and assessments. They use this feedback to determine changes in instruction and how to more efficiently use our limited resources. For specific child needs, a Teacher Assist Team (TAT) meets to discuss interventions and strategies for struggling students. This team consists of 3-5 teachers and/or staff members.

McKinley Elementary School has established a Character Counts and Positive Behavior Supports (PBS) program where students are taught school expectations and positive character traits. Students who demonstrate these positive traits are rewarded throughout the year. McKinley starts the day with 15 minutes before school starts with a voluntary "Super-Start" where most of our student participate in a school wide assembly. Songs and skits are presented at this "Super-Start" morning program which reemphasizes and focuses our expectations.

McKinley Elementary School also has a volunteer program. Parents are encouraged to visit and spend time volunteering in the school. Parents are often seen in the classrooms working with children on literacy skills, math, and other areas. Volunteers are also utilized through the Big Brothers Big Sisters Program, Junior Achievement, Business Partnerships, and middle school and high school student tutors and mentors.

McKinley's greatest asset is the staff. Our exceptional staff recognizes that culture and climate are critical for a system to succeed. All McKinley staff members contribute to our culture and climate of being student focused. Each teacher goes above and beyond in ensuring that all students at McKinley are given the skills to become successful adults. All staff work hard to provide effective instruction, develop connections with our students.   Our staff puts in additional time before and after school to accomplish this.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1.   **Assessment Results:**

The achievement of our students in reading and math and in the elementary grades is measured by various assessment methods. Our major summative assessment, The Iowa Tests of Basic Skills (ITBS), is given in grades 1-5.

TRENDS - We analyze at our data in multiple ways.

(1)   Reading Cohort Data: Our 5th grade increased from 82% proficient as first graders to 93% proficient in 2009. We have also seen gains in our third and fourth grade cohorts.

(2)   Math Cohort Data: Our 5th grade increased from 82% proficient as first graders to 98% proficient in 2009. We have also seen smaller gains in third and fourth grade cohorts.

(3)   Reading and Math five year trends: We have seen an upward trend for our fifth grade scores in both Reading (88% proficient in 2005 and 93% proficient in 2009) and Math (88% proficient in 2005 and 98% proficient in 2009).

(4)   Subgroups: Although we analyze data at each grade level we also look at combining grades 3-5 into a larger group that will be impacted less by statistical anomalies.   We have seen an increase in these combined scores in reading and math in our subgroups of Social Economic Disadvantaged, African American, Hispanic or Latino students, special education students and limited English proficient students. We also look at other ethnic subgroups in which we have less than 10 students.

(5)   Summative Assessment (Once a year): The Iowa Tests of Basic Skills (ITBS) is a standardized-nationally and state norm referenced test used to assess students' proficiency levels in reading, math, science and social studies. These results are reported as the percent proficient in each performance level. The following information describes the three levels of performance in reading and math:

Iowa Tests of Basic Skills Performance Levels and Descriptors:

- *Not Proficient* - Low Performance Levels (1-40 National Percentile Rank)
- *Proficient* – Intermediate performance levels (41 – 89 National Percentile Rank)
- *Advanced* – High performance levels (90 - 99 National Percentile Rank)

Screening and Testing: We use multiple assessments to identify students who need additional help or need enrichment.   These assessments include the following:

(1)   Dynamic Indicators of Basic Early Literacy Skills (DIBELS): We administer the DIBELS reading test to students at the beginning, middle and end of each year in grades K-5.

(2)   Standardized Testing and Reporting (STAR): We administer the STAR reading and math test at the beginning, middle and end of each year in grades 3-5.

(3)   Progress Monitoring: We use Dynamic Indication of Basic Early Literacy Skills (DIBELS) and other tests to progress monitor students who are not at benchmark. These progress monitoring tests are done weekly or bi-monthly.

(4)   Other Testing: We us Accelerated Reader (AR) where we set reading point goals with student on reading books and measure the student comprehension of these books read with an online test.

(5)   Our students also spend time daily in our computer lab on "Success Maker" which also gives our teachers and students assessment data.

A student must meet the state's full academic year of attendance to be included in the reported results. The testing results are disaggregated for the different subgroups but only subgroups with more than ten students are reported out. All students participate in the testing and no groups are excluded.

2.   **Using Assessment Results:**

McKinley uses Instructional Decision Making (IDM) where assessment is used to determine what our core instruction should look like and what supplemental and intensive interventions are needed. McKinley staff collaborates bi-monthly to monitor student progress and analyze assessment results as part of this IDM model. Assessment results are reviewed by grade level teams that may consist of staff members from the classroom, Title One, special education staff, the principal, and the school psychologist. This team reviews assessment data, discusses learning needs, and develops strategies for any students needing supplemental or intensive instructional interventions.

McKinley uses nationally normed tests including Iowa Test of Basic Skills (ITBS), Dynamic Indicators of Basic Early Literacy (DIBELS), Standardized Testing and Reporting (STAR) Reading in grades 2-5, STAR Math for grades 3 through 5, and Cognitive Ability Test (CoGat) for grades 3 and 5. Other district assessments include the Success Maker Program, Accelerated Reading, Essential Teachings, and Math common assessments. This data provides a foundation for making informed decisions regarding the needs of our students and helps staff and students set learning goals.

An ITBS item analysis is completed each spring to monitor trends and determine instruction changes for the following school year. Other test results such as DIBELS and STAR tests are monitored three times a year. These results are used to monitor student progress and to form small instructional groups for reading and math.

3.   **Communicating Assessment Results:**

Part of our definition of academic success includes ensuring that students, parents, and the community are actively informed about the results of assessments. It is our goal that everyone best understands the meaning and the use of the data. The school communicates performance to students, parents, and the community in many ways. Report cards are distributed to parents three times a year and are based on the district's standards and benchmarks in each content area. Report cards are available in Spanish for bilingual families. Twice a year McKinley sets aside two nights for parent teacher conferences which are held to discuss report cards and assessment results. To accommodate parents, teachers hold conferences before school or during the school day. Interpreters are provided at conference time for these conferences. The conference attendance rate at McKinley School usually exceeds 98%. During these conferences the students' grades and achievements are discussed. This includes the Iowa Test of Basic Skills (ITBS). Parents are given ITBS result sheets that explain their child's percentile rank in each test area. The assessment and progress monitoring of the DIBELS are communicated with parents as well. At every grade level, the teacher has test talks with their students. These test talks include a one on one meeting to discuss the previous year's scores and to encourage the students to set a goal for the test taken in February. At the fourth and fifth grade level students lead the parent-teacher conferences. This allows the student to understand the meaning and use of the assessment data.   The school results are published in the District Annual Progress Report that is shared with the community by means of the Annual District Breakfast and sent to all patrons including the Area Education

Agency and the Department of Education. The principal does an annual report to the district school board and has a monthly newsletter that is sent home with students and available on the district and building web site.

4.   **Sharing Success:**

McKinley Elementary School has many examples of being innovative. Due to the success of these initiatives, many are now being implemented district wide. This includes our morning program of "Super Start" where students voluntarily arrive 15 minutes early to participate in activities in the gym that promote positive student behavior and help promote and create our "McKinley Culture". McKinley established Homework Help for our students prior to this becoming district wide. McKinley set up a wavier with the teacher association to create weekly professional development time prior to district wide weekly professional development times. We have started many innovative ideas to promote student achievement that have been adopted by our district as well as other districts after they have visited and observed our building programs. We have shared our successes through school board presentations that are televised in the local community. Our monthly school newsletters are sent to families and posted on our web page. McKinley teacher leaders help facilitate district professional development attending monthly grade level meetings where they are able to share curriculum ideas, and teach research-based strategies that are being utilized. Some other places we have presented have been the Area Education Agency (AEA), Muscatine's local non-profit groups, the Iowa State Reading Association Conference, and other state and local conferences. We have partnered with our local newspaper, The Muscatine Journal, to feature programs and activities that are unique to our building. McKinley staff will continue to look for ways to share our successes with others.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

McKinley Elementary School provides a balanced curriculum for all students. Expectations for student achievement are high with curriculum development and implementation supported by research-based content standards. The inquiry-based curriculum strives to make meaningful learning which leads to a deeper understanding of real world experiences.

Balance and explicit instruction drive the reading and language arts curriculum. Building on a foundation based on phonemic awareness, children are guided through phonics instruction. The curriculum uses the Five Block Approach, which guides the students through guided and shared reading, vocabulary instruction, silent reading and writing. In addition, fluency and comprehension skills are integrated.

In mathematics, McKinley Elementary students are encouraged to make the connection to real world applications. Our curriculum combines the traditional basal instruction with inquiry-based investigation approach that focuses on problem solving skills. The math curriculum incorporates at all grade levels the understanding and application of problem solving, numbers and operations, measurement, geometry, data analysis and probability, algebra and functions, and communication and reasoning.

Science education utilizes the inquiry-based hands-on approach. The use of Full Option Science System (FOSS) Kits require students to engage in cooperative learning groups to observe, question, process, apply and communicate scientific thinking. Students organize, plan and reflect the scientific process in various note-booking activities. McKinley Elementary believes that all students should be life-long learners who value science and are confident in their abilities to think and communicate scientifically.

The social studies curriculum is designed to meet all students' needs. Students follow the natural progression from self to family to world communities. The curriculum helps equip students with specific skills that help them become involved, informed citizens. The focus is to aid students to see the relevance of the past to better understand the present.   The goal is to develop students who are responsible participating citizens within the framework of character education and democratic principles and ideals. We also use social studies to support non-fiction reading.

McKinley Elementary School provides students with rich and varied opportunities to participate in the fine arts. All students, grades K-5, are enrolled in music and art classes.   The fine arts curriculum is based on national standards that embrace awareness and perception, production, creativity, and appreciation.

Physical education is also an important component of the district curriculum. The goal is to develop physically educated students who demonstrate the skills to perform a variety of activities, are physically fit, and value a healthy lifestyle.

Technology curriculum is infused throughout all curricular areas. The goal is to make the use of technology a natural tool to enhance each students learning. The students progress from exposure to applying the skills to becoming independent users of technology.

2a. **(Elementary Schools) Reading**:
(This question is for elementary schools only)

The Muscatine Community School District implements a balanced approach to reading. The foundation of the reading curriculum is the comprehensive research-based basal series. The district's curriculum is also built around the Four-Block Model based on research by Patricia Cunningham. The district adding the basal series to the Four-Block Model creates our district's five-block reading curriculum that meets the needs of our heterogeneous population. The five blocks are:

Basal Reading Program - The comprehensive basal program has been in place for several years, is researched-based, and meets national standards in reading and language arts.

Shared/Guided Reading - This block provides instructional opportunities for the "Five Big Ideas" in literacy. These include phonemic awareness, alphabetic principle, fluency, vocabulary, and comprehension. Students work in small groups using a large variety of reading materials derived from the basal or supplemental resources.

Self-Selected Reading- The Muscatine School district has invested in a wide variety of reading materials and programs encouraging students to develop a love for reading and improve their knowledge base. We use Reading Renaissance, Read Naturally, classroom libraries, and the school library as tools to increase reading achievement.

Writing -   Another way children learn to read is by writing. Throughout the day, students write in many different ways such as: journaling, predictions, response to reading, Daily Oral Language, creative writing, and research reports.

Working with Words - Teachers and staff work collaboratively to teach students the skills and strategies for decoding and spelling words. We use a wide variety of methods and programs to help students learn high frequency words, decodable words, and word patterns.

3.   **Additional Curriculum Area:**

McKinley's mathematical instruction is based upon student data, which is analyzed and drives our Instructional Decision Making (IDM). The McKinley staff orchestrates this through professional development, alignment of curriculum, and differentiated instruction. The success of McKinley School could not have been achieved without the Muscatine School Districts partnership with the Area Education Association. This partnership has helped in the adoption of our math curriculum which includes the joint usage of Scott Foresman and Investigations Units.   Implementation of this change was successful through the use of the Train the Trainer model. The method has helped transition teachers' instructional style to a more problem based instructional style and created a more uniform curriculum across the district. Every Student Counts (ESC), which aligns with this type of philosophy, was used to increase the use and knowledge of Problem Based Instructional Tasks (PBIT).

We have also worked on alignment of curriculum across the district. We have facilitated this through the use of a district wide pacing calendar and the use of common assessments. This has been beneficial due to the high student mobility in the district. The data from these common assessments is used to facilitate discussion and instructional decisions at grade level meetings. Essential questions were designed by teachers to promote a district wide focus of the overall mathematical concepts.

Teachers are better equipped to meet the individual needs of each of our students through the use of Differentiated Instruction (DI). Teachers have creatively found ways to meet the individual needs of their students through such things as; compacting, pre and post assessment, accommodations, and other strategies

to help increase student achievement. Teachers continue to be committed to our school mission and the needs of each individual student in the area of mathematics.

4. **Instructional Methods:**

Differentiated instruction (DI) is becoming second nature for McKinley teachers as they strive to meet the diverse needs of students. DI begins with multiple forms of assessment to determine instructional needs. The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) program identifies students with reading fluency needs, allowing for remediation through programs such as Read Naturally, a technology based fluency program. Intensive interventions have been increased throughout the building as a result of DIBELS, from phonemic awareness to reading fluency and comprehension. The Standardized Testing and Reporting (STAR) for reading, given three times a year, is used to provide a quick snapshot of a student's overall reading ability, giving students a reading level range on which to focus their independent reading. The Accelerated Reader (AR) program assesses a student's independent reading comprehension and allows for flexibility in individualized goal setting. Essential components of the reading curriculum (such as main idea, etc.) are taught with a "pre-assess, instruct/remediate, assess" model allowing teachers to focus on students struggling with certain reading concepts.

Classroom teachers collaborate with English Language Learner (ELL), special education, gifted and talented and Title 1 teachers to develop classroom strategies for differentiation. Flexible intervention groups in the areas of math and reading have allowed for more direct instruction for students at need, and enrichment for students who have already mastered concepts. Team teaching is also used to differentiate instruction in the general education classrooms. Students are given choices in how they want to demonstrate their knowledge. Small group instruction often focuses on pre-teaching so that students can gain background knowledge of concepts and vocabulary before instruction occurs in the general education classroom.

This by no means is a complete list of differentiation methods at McKinley. Professional growth has and continues to focus on meeting the diverse needs of students in an ever-changing world.

5. **Professional Development:**

The professional development program at McKinley Elementary School has a positive impact on improved student achievement. Weekly early dismissals provide staff two hours a week to meet for professional development, planning and improving instruction and most importantly collaboration time.

Our current professional development plan includes the following:

- Training on the Iowa model of Response to Intervention (RTI) called Instructional Decision Making (IDM). This includes analyzing student data and changing instruction and adjusting resources based on this data.
- Training on administering Dynamic Indicators of Basic Early Literacy Skills (DIBELS) a measurement tool for literacy, and analyzing the resulting data. Another component of DIBELS training includes progress monitoring students who are not at benchmark. Using progress monitoring we are working to close the achievement gap and to ensure that all students have the necessary skills.
- Additional training and collaboration on science inquiry.
- Math training with Every Student Counts (ESC).
- Additionally this time is used for collaboration at grade level, with Title I teachers, the Extended Learning Program teacher, the English Language Learner (ELL) teacher, the special education teachers, to best meet student needs in instruction. Teachers have also received training on science and math curricula, PBS training, and Anti-bullying strategies and policies.

The staff at McKinley School also takes advantage of many professional development opportunities through our Area Education Agency and neighboring universities.

6.   **School Leadership:**

District Leadership - The Muscatine Community School Board is made up of seven board members that meet monthly, and usually more often. The Board sets goals, reviews policy, programs, student achievement, and provides leadership for the district. The district administrative offices include the superintendent and directors. These directors include Assistant Superintendent, Human Resources, Special Programs, Finance, Facilities and Technology.

District Building Principals - The district principals meet once a month and the eight elementary principals meet at least twice a month to collaborate on best practices and align our professional development in the district.

McKinley Principal - We are data driven and a school that focuses on constant improvement. The foundation of success at any school is a positive climate and culture and if that is not in place it must become the focus of the principal. At McKinley, due to the work and professionalism of the staff this is already in place. As with most principals the challenge is to balance between management and instructional leadership. The principal must articulate the vision and goals for the building and always keep the vision and goals in front of the staff and parents. The principal also insures accountability for implementation of professional development and new initiatives.

McKinley Building Leadership Team (BLT) - McKinley has five teachers on the building leadership team who work with the principal to implement new initiatives, set goals, and develop schedules and other issues. These teachers have also made up our building Instruction Decision Making (IDM) team.

McKinley Teacher Leadership - All teachers at McKinley are expected to be teacher leaders. Many are represented on our BLT, Positive Behavior Supports (PBS) team, Instructional Decision Making (IDM) team, curriculum teams and other various building and district teams.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 3   Test: Iowa Test of Basic Skills (ITBS)

Edition/Publication Year: 2000   Publisher: Riverside Publishing

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Feb	Feb	Feb	Feb	Feb
SCHOOL SCORES					
Intermediate and High	84	91	93	83	86
High (90 percentile or above)	29	30	41	23	28
Number of students tested	56	46	27	47	43
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Intermediate and High	78	96		77	87
High (90 percentile or above)	17	32		23	20
Number of students tested	23	22		22	15
2. African American Students					
Intermediate and High					
High (90 percentile or above)					
Number of students tested					
3. Hispanic or Latino Students					
Intermediate and High	67			90	
High (90 percentile or above)	8			20	
Number of students tested	12			10	
4. Special Education Students					
Intermediate and High					
High (90 percentile or above)					
Number of students tested					
5. Limited English Proficient Students					
Intermediate and High					
High (90 percentile or above)					
Number of students tested	0	0	0	0	0
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes: Less than 10 students in African American Students, Specials Education and Limited English Proficient for all 5 years and Hispanic or Latino for 3 years. Assessment Data is for Full Academic Year (FAY) students. State Performance Level: Proficient is all students in the National Percentile Rank (NPR) of 41% or higher. Advanced (or High) is all students in the National Percentile Rank (NPR) of 90% or higher.

Subject: Reading   Grade: 3   Test: Iowa Test of Basic Skills (ITBS)

Edition/Publication Year: 2000   Publisher: Riverside Publishing

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Feb	Feb	Feb	Feb	Feb
SCHOOL SCORES					
Intermediate and High	79	85	96	75	88
High (90 percentile or above)	18	17	25	21	26
Number of students tested	56	47	28	47	43
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Intermediate and High	61	87	100	64	93
High (90 percentile or above)	9	17	40	9	20
Number of students tested	23	23	10	22	15
2. African American Students					
Intermediate and High					
High (90 percentile or above)					
Number of students tested					
3. Hispanic or Latino Students					
Intermediate and High	67	90		70	
High (90 percentile or above)	8	10		20	
Number of students tested	12	10		10	
4. Special Education Students					
Intermediate and High					
High (90 percentile or above)					
Number of students tested					
5. Limited English Proficient Students					
Intermediate and High					
High (90 percentile or above)					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes: Less than 10 students in African American Students, Specials Education and Limited English Proficient for all 5 years and Hispanic or Latino for 2 years. Assessment Data is for Full Academic Year (FAY) students. State Performance Level: Proficient is all students in the National Percentile Rank (NPR) of 41% or higher. Advanced (or High) is all students in the National Percentile Rank (NPR) of 90% or higher.

Subject: Mathematics   Grade: 4   Test: Iowa Test of Basic Skills (ITBS)
Edition/Publication Year: 2000   Publisher: Riverside Publishing

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Feb	Feb	Feb	Feb	Feb
SCHOOL SCORES					
Intermediate and High	90	100	90	94	93
High (90 percentile or above)	54	46	37	35	24
Number of students tested	48	37	38	48	45
Percent of total students tested	98	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Intermediate and High	84	100	92	91	93
High (90 percentile or above)	46	35	39	18	22
Number of students tested	22	17	13	22	18
2. African American Students					
Intermediate and High					
High (90 percentile or above)					
Number of students tested					
3. Hispanic or Latino Students					
Intermediate and High	91				
High (90 percentile or above)	46				
Number of students tested	11				
4. Special Education Students					
Intermediate and High					
High (90 percentile or above)					
Number of students tested					
5. Limited English Proficient Students					
Intermediate and High					
High (90 percentile or above)					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:
Less than 10 students in African American Students, Specials Education and Limited English Proficient for all 5 years and Hispanic or Latino for 4 years. Assessment Data is for Full Academic Year (FAY) students. State Performance Level: Proficient is all students in the National Percentile Rank (NPR) of 41% or higher. Advanced (or High) is all students in the National Percentile Rank (NPR) of 90% or higher.

Subject: Reading　　　　　　　　　　Grade: 4　　　Test: Iowa Test of Basic Skills (ITBS)
Edition/Publication Year: 2000　　　　　Publisher: Riverside Publishing

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Feb	Feb	Feb	Feb	Feb
SCHOOL SCORES					
Intermediate and High	88	93	87	96	96
High (90 percentile or above)	40	8	37	33	24
Number of students tested	48	37	38	48	45
Percent of total students tested	98	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Intermediate and High	86	94	85	96	94
High (90 percentile or above)	41	0	31	27	17
Number of students tested	22	17	13	22	18
2. African American Students					
Intermediate and High					
High (90 percentile or above)					
Number of students tested					
3. Hispanic or Latino Students					
Intermediate and High	91				
High (90 percentile or above)	46				
Number of students tested	11				
4. Special Education Students					
Intermediate and High					
High (90 percentile or above)					
Number of students tested					
5. Limited English Proficient Students					
Intermediate and High					
High (90 percentile or above)					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:
Less than 10 students in African American Students, Specials Education and Limited English Proficient for all 5 years and Hispanic or Latino for 4 years. Assessment Data is for Full Academic Year (FAY) students. State Performance Level: Proficient is all students in the National Percentile Rank (NPR) of 41% or higher. Advanced (or High) is all students in the National Percentile Rank (NPR) of 90% or higher.

Subject: Mathematics   Grade: 5   Test: Iowa Test of Basic Skills (ITBS)

Edition/Publication Year: 2000   Publisher: Riverside Publishing

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Feb	Feb	Feb	Feb	Feb
SCHOOL SCORES					
Intermediate and High	98	93	91	94	88
High (90 percentile or above)	33	30	38	23	34
Number of students tested	56	40	42	47	58
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Intermediate and High	96	87	93	90	94
High (90 percentile or above)	22	7	27	5	31
Number of students tested	18	15	15	19	16
2. African American Students					
Intermediate and High					
High (90 percentile or above)					
Number of students tested					
3. Hispanic or Latino Students					
Intermediate and High					
High (90 percentile or above)					
Number of students tested					
4. Special Education Students					
Intermediate and High					
High (90 percentile or above)					
Number of students tested					
5. Limited English Proficient Students					
Intermediate and High					
High (90 percentile or above)					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Assessment Data is for Full Academic Year (FAY) students. State Performance Level: Proficient is all students at the National Percentile Rank (NPR) of 41% or higher. Advanced (or High) is all students at the National Percentile Rank of 90% or higher.

Subject: Reading Grade: 5 Test: Iowa Test of Basic Skills (ITBS)
Edition/Publication Year: 2000 Publisher: Riverside Publishing

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Feb	Feb	Feb	Feb	Feb
SCHOOL SCORES					
Intermediate and High	93	80	88	87	88
High (90 percentile or above)	23	20	31	17	24
Number of students tested	40	40	42	47	58
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Intermediate and High	84	60	87	79	88
High (90 percentile or above)	22	7	27	16	19
Number of students tested	18	15	15	19	16
2. African American Students					
Intermediate and High					
High (90 percentile or above)					
Number of students tested					
3. Hispanic or Latino Students					
Intermediate and High					
High (90 percentile or above)					
Number of students tested					
4. Special Education Students					
Intermediate and High					
High (90 percentile or above)					
Number of students tested					
5. Limited English Proficient Students					
Intermediate and High					
High (90 percentile or above)					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:
Less than 10 students in African American Students, Hispanic or Latino, Specials Education and Limited English Proficient for all 5 years. Assessment Data is for Full Academic Year (FAY) students. State Performance Level: Proficient is all students in the National Percentile Rank (NPR) of 41% or higher. Advanced (or High) is all students in the National Percentile Rank (NPR) of 90% or higher.