

2006-2007 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) Elementary Middle High K-12
Charter

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

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

School Mailing Address 308 N. Main Street
(If address is P.O. Box, also include street address.)

Donahue IA 52746-0168

City State Zip Code+4 (9 digits total)

County Scott State School Code Number* 82-4784-0436

Telephone (563) 282-9627 Fax (563) 282-9720

Web site/URL www.north-scott.k12.ia.us E-mail cj.albertson@north-scott.k12.ia.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. Timothy Dose
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name North Scott Community School District Tel. (563) 285-4819

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. Paul Dierickx
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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.

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

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

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office 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 2006-2007 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 2001 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.

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

1. Number of schools in the district: 5 Elementary schools
 Middle schools
 1 Junior high schools
 1 High schools
 Other
- 7 TOTAL
2. District Per Pupil Expenditure: \$7,584 (2005-06)
- Average State Per Pupil Expenditure: \$7,477 (2004-05)

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 7 Number of years the principal has been in her/his position at this school.
- NA 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
PreK				7			
K	12	14	26	8			
1	23	15	38	9			
2	16	9	25	10			
3	20	16	36	11			
4	27	18	45	12			
5	23	15	38	Other			
6	25	25	50				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							258

6. Racial/ethnic composition of the school:
- | | |
|-------------------|----------------------------------|
| <u>92</u> | % White |
| <u>3</u> | % Black or African American |
| <u>5</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: 10 %

[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	19
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	7
(3)	Total of all transferred students [sum of rows (1) and (2)]	26
(4)	Total number of students in the school as of October 1	258
(5)	Total transferred students in row (3) divided by total students in row (4)	.100775
(6)	Amount in row (5) multiplied by 100	10%

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient
 Number of languages represented: NA
 Specify languages:

9. Students eligible for free/reduced-priced meals: 26 %
 Total number students who qualify: 67

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: 10 %
27 Total Number of Students Served

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

<u>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>0</u> Specific Learning Disability
<u>5</u> Emotional Disturbance	<u>6</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>11</u> Multiple Disabilities	

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>14</u>	_____
Special resource teachers/specialists	<u>4</u>	<u>3</u>
Paraprofessionals	<u>5</u>	<u>2</u>
Support staff	<u>2</u>	<u>3</u>
Total number	<u>26</u>	<u>8</u>

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 18:1

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. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	97%	96%	97%	96%	97%
Daily teacher attendance	95%	95%	97%	94%	94%
Teacher turnover rate	5%	15%	5%	15%	15%
Student dropout rate (middle/high)	NA%	NA%	NA%	NA%	NA%
Student drop-off rate (high school)	NA%	NA%	NA%	NA%	NA%

PART III – SUMMARY

JOHN GLENN ELEMENTARY, “Home of the Patriots”, is one of five elementaries (all named for astronauts) scattered across rural Scott County, Iowa. Along with a 7-8 junior high and a 9-12 high school, these five elementaries comprise the 3000 student North Scott Community School District lying in the 250 sq. miles just outside a large metropolitan area called the Quad-Cities (Davenport and Bettendorf, Iowa; Rock Island and Moline, Illinois). The fact that John Glenn lies in the tiny rural town of Donahue, Iowa, with its small-town closeness and community support but within 15 miles of this metropolitan area of 350,000 people and vast opportunities, provides our students excellent perspectives and experiences. Additionally, Scott County is located along the Mississippi River and encompasses some of the best farmland available in our country from which many of the John Glenn students hail. Again, this bucolic atmosphere contrasts with our large school district and its vast energy and offerings.

John Glenn has the third highest free & reduced rate in our district. Our student population once hailed predominantly from economically stable 2-parent farm homes with extended family members nearby. Times have changed in rural America and, as more and more small farms are sold into conglomerates, older farm houses become rental properties and have therefore begun to provide a more itinerant population than John Glenn had once been accustomed to. A major percentage of our families have both parents working outside the home, often in multiple jobs, and yet many remain in the category of “working poor”. Even with these hardships, John Glenn parent-teacher conferences have a consistent attendance rate of 97% or more, activities are highly attended, and our needs are supported with vigor!

The mission of John Glenn Elementary is summarized in our motto, “All Students Learning...*Whatever It Takes*”. We believe strongly in finding and making available all resources necessary to provide students what they need – as individuals – in order to facilitate their successful educational experience and their growth as persons of good character in our world. This two-fold emphasis is supported in a plethora of ways. From the academic standpoint, our district supports us with good financial resources, class sizes of less than 25 students at each grade level and a full complement of educational specialists including special teachers for art, music, physical education, talented and gifted, special education, Reading Recovery, Title I reading/math, and media/technology. The staff works hard to get to know, not only their students, but their students’ families, creating the critical connection between home and school. The staff truly embraces the “*whatever it takes*” attitude and can regularly be found working late hours and weekends, making themselves available to meet with parents at their convenience, and preparing differentiated lessons targeting the special learning styles and abilities of their students. Character development, our building’s second area of emphasis, is again strongly supported on the district level by its commitment to providing a full-time counselor for our 258 students. While the guidance program is comprised of classroom curriculum/instruction on problem-solving and bullying prevention, it also provides support for the efforts of all staff members in removing obstacles to the academic learning for which we are specifically responsible. Among MANY initiatives, we provide peer counseling, ‘lunch buddies’ through Big Brothers/Big Sisters, a 1stgr-6thgr mentoring program, a partnership with a local mental health agency to provide an on-site therapist, and – probably most ‘famous’ in our local area – “Maple”, our educational therapy dog. Maple can be found lying patiently while otherwise reluctant readers read aloud to the non-threatening furry head on their knee; found with her head on the cot in the nurse’s room while a child with a broken arm waits for mom to come; found with her paw on the knee of a raging child as she provides the patience and safety needed for them to calm more quickly from their distress. Maple never misses work and is “one of the family” here at John Glenn school.

The morning message each day ends with these words: “Be kind, be responsible and be the best you can be. The choice is yours.” John Glenn Elementary—a patriotic, service-oriented and nurturing environment where every child learns and practices the value of a firm handshake—is first and foremost committed to the academic success of its students by providing rigorous curriculum, exemplary instruction and “*whatever it takes*” to support each student in their quest to be “*the best they can be*”.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:** North Scott Community Schools utilize a variety of assessments to determine students' academic achievement throughout the school year. One of the key indicators of success used by the school system is the Iowa Tests of Basic Skills (ITBS). These tests are scored using a large group of students from across the state and the nation to develop scores and norms. The ITBS are given to students in grades 3-8, and are used as our comparison at the local, state and federal levels. The Iowa Tests of Educational Development (ITED) are given to students in grades 9-11. Each student is tested in reading, language arts, math and science. The state establishes trajectory levels for districts and buildings as measures of student achievement. Student proficiency is defined as achieving at the 41st percentile and above. In 2005-06 89% of John Glenn sixth graders were proficient in reading comprehension (compared to 75% proficient in grades 3-6) and 91% were proficient in math (compared to 67% proficient in grades 3-6).

Data is collected and analyzed for the following subgroups: grade level, gender, socio-economic status (SES), and students with individualized education plans (IEPs). The 41st percentile has been set by the state as the proficiency level for each subgroup as well. Just as all other schools, John Glenn has disparities among some subgroups in the scores they achieve. Some of the subgroups are so low in number that they do not make a large enough subgroup for consideration. Low SES students represent the primary subgroup that is considered in data analysis. Although the LOW SES students do not achieve at the same high levels as the group including all students, they consistently meet and exceed the state trajectory goal. In 2004-05 75% of the low SES students in grade 4 at John Glenn were proficient in reading as well as math. In 2005-06 82% of the low SES students in grade 6 were proficient both in reading and in math.

All students participate in the testing and no subgroups are excluded. A student must meet the state's full academic year of attendance requirement to be included in the reported results. The testing takes place each November with results returned and reviewed in January. These results are disaggregated for subgroup reporting but only groups of ten or more are reported out to the public.

We have established content area standards, which identify the information, skills and vocabulary that the district believes should drive the focus of instruction and student learning at each grade level. The Iowa Tests of Basic Skills are one measure used to determine the extent to which students are achieving these content standards.

Information on the state assessment system can be obtained at the following website:

www.iowa.gov/educate

2. **Using Assessment Results:** While classroom teachers check for understanding regularly throughout daily instruction, it is trends and aggregate data that help the professional zero in on gaps in their teaching and their students' individual learning. John Glenn teachers use two basic forums for examining data generated by assessment -collaborative teaming and Student Success Teams (SST). Collaborative teaming is usually between same-grade teacher teams and looks at the broader picture of classroom mastery, efficacy of instruction, etc. SSTs look at individual student needs and develop a plan for implementation of differentiated strategies targeted at his/her specific strengths and weaknesses. Therefore the membership of an SST would include the targeted student's current homeroom teacher, previous year's homeroom teacher, a representative from special areas, counselor, principal and, often, parent.

When, through this analysis of data, it is determined that a child needs extra attention, many opportunities

are available to John Glenn students. The flexibility of guided reading groups allows a student to move into a group designed specifically for their area of weakness not simply reading every day with the “bluebirds” or the “crows”. Students with greater needs are provided with other opportunities which might include: Reading Recovery, Title I, “Read Naturally”, homework club, after-school remediation, and specifically designed instructional adaptations such as grade-level acceleration, mentor/peer tutors, technology alternatives and cross-grade level instruction.

3. Communicating Assessment Results: Ongoing student performance is reported to parents in a number of ways. Informally, all parents are provided with email addresses and direct-line telephone numbers of their children’s teachers. Daily papers and tests are returned in “take-home folders”. Teachers take full advantage of these means to communicate—daily if necessary—with the parents of the children in their rooms.

Formal communication from the building generally comes in the form of newsletters and grade reporting. Most classrooms have a weekly newsletter (some now generated as web pages rather than hand-outs) as well as the principal’s larger monthly newsletter “The Orbit” and “mini-Orbits” as needed. All of these items are available in the John Glenn portion of the district website (www.north-scott.k12.ia.us). Report cards are sent home on a quarterly basis with mid-term progress reports given in the form of twice-yearly parent-teacher conferences or a written document in the other two quarters. It is at these parent-teacher conferences that parents are given a detailed explanation of the scores achieved on all standardized assessments given during that time frame. Building data are provided in the newsletter format. Also various articles by the superintendent in the local newspaper explain what each assessment is and why the assessment is given. An Annual Progress Report provided to the State Department of Education is also made public to the Area Education Agency and the community. This, too, can be found on the district website.

4. Sharing Success: John Glenn teachers are proud of their profession and are willing and able to share their expertise. They are often called upon to present implementation plans and overviews of district initiatives at School Board meetings and community information forums. They use every opportunity to attend professional development workshops, the area education agency and other avenues for sharing and networking with out-of-district professionals ‘in the trenches’. Within the district, they are often called upon to facilitate and/or share information for their grade level/subject area meetings.

Sharing with our community is important to us. Our monthly newsletters are made available in local businesses, mailed to retired employees, and others who generally express an interest. These newsletters always include our celebrations of student and staff successes as well as the usual news items and announcements. The local newspaper is very supportive and the district webpage also allows for a place to share our stories of success. These areas as well as local television coverage, a district recognition reception and building celebration assembly will all be ways we intend to share the good news of this award....looking ahead to ways to encourage other schools with our story. The nomination itself has already been a great honor—receiving the actual award would be a distinction for which our entire community would take obvious pride for years to come.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum: Working with the district curriculum director and in cohort teams, our faculty has worked to create and align the standards and benchmarks from which we develop our comprehensive curriculum. The full language arts program includes standards for oral communication, reading, writing, listening and research. Essential components of the mathematics curriculum are number sense, estimation & computation, geometry & measurement, data analysis/statistics/probability, algebra/functions and problem solving. Experimenting, collecting and interpreting data, making predictions, and drawing conclusions combine to make the sciences (life, earth and physical) an interesting subject area for our students. Social Studies is filled with history, geography, economics, civic/government and culture—researching the past while recognizing connections to our present provides the basis for this curriculum. Special areas of art, physical education, music and library/media work hard to incorporate reading as a tool within the context of their own well-defined standards and benchmarks. The fine arts are also areas where diverse cultures are explored, media techniques and processes are implemented and students are given opportunities to gain confidence in performance. Additionally, the physical education department is especially prominent in supporting the health curriculum as well as our character driven emphasis on cooperative play, personal responsibility and respect. Great effort has been placed on cross-walking these efforts to provide common language across curricular areas as well as relevance and continuity for students as they progress from grade level to grade level.

While the John Glenn staff designs regular instruction based upon differentiated learning within the classroom setting, many additional opportunities are provided to further support students with special academic needs – special education, Reading Recovery, Title I, and a talented and gifted program. Technology is an important tool to learning in the 21st century and John Glenn provides up-to-date computer technology in many formats: a full eMac lab in the media center, iMacs on every teacher’s desk, a minimum of 3 student computers in each classroom, a wireless mobile laptop lab, and, most recently, a classroom set of video iPods for students to use in blogging homework assignments and studying from actual teacher-taped instruction. All technology is networked and internet-accessible.

John Glenn Elementary is a professional learning community and bases all of its academic efforts on PLC’s three tenets: (1) What do we want students to know? (2) How will we know when they know it? and (3) What will we do if they do not know it? In the past four years, we have put extra efforts and resources into finding the time and structure to provide adequate collaborative planning opportunities for teachers and staff to meet as teams to answer these questions and take part in meta-analysis of their craft on a regular basis. Resultant instruction is based on best practice for the needs of our students and is driven by our well-formulated and aligned standards and benchmarks. Regular and coordinated professional development based on district and site-based goals and a monthly building ‘focus topic’ across grade levels play a large role in coordinating instructional initiatives, focusing staff on the essential elements necessary for student success and ensuring fidelity in the implementation of these efforts.

Along with these efforts, the small size of our classes and school allows us to do many cross-curricular enrichment activities beyond the core curriculum. Each year, we close the doors of the school and take the entire staff and student body off-site. On a rotating basis, we experience a science-based “Ecology Day” highlighting outdoor education at the Wapsi Environmental Center or a history-based “Heritage Day” highlighting turn-of-the-century living at Pioneer Village. Additionally, every grade level is assigned one particular area or bed around the school grounds and uses its design and landscaping as a hands-on educational experience in the life-cycle portion of their science curriculum. As a final project in their study of ancient Egypt, sixth graders create their own mosaic tiles, and complete interest-based projects that are then displayed in a museum format complete with ‘tickets’, docents, and interactive exhibits

2a. **Reading:** We believe that reading is the key to all other academic and future success. Our job as elementary specialists is to provide a solid foundation in reading from which students will be able to build all other academic skills to their fullest potential. Therefore, we believe that a comprehensive reading program must provide instruction in vocabulary, phonemic awareness, comprehension, phonics and fluency...the basics of the first stage of reading, “learning to read”. This stage is particularly important at the primary levels where we incorporate Vygotskian theory, phonics and Tucker signing which incorporates a picture and motor skill element to the letter/sound recognition skill. Working to address the multiple intelligences of our students, reading instruction includes guided reading, working with words and shared reading. Data from diagnostic assessments is used to create flexible groupings for instruction. The use of the six “Strategies That Work” (Gouldvis and Harvey) are used across all grade levels at John Glenn.

While “learning to read” continues throughout all six grades at John Glenn, the second stage of reading, “reading to learn”, usually begins in the middle grades. Again, diagnostic and common assessments are used to develop flexible guided reading groups with the addition of literature circles and novel studies. Fluency and vocabulary development become additional areas of emphasis in order to provide students with the skills necessary to use their reading in other curricular areas such as social studies and science. Using “think aloud-talk aloud” strategies are important at this stage.

Finally, stage three, “loving to read”, is accomplished at John Glenn through many activities: twice yearly book fairs, a library helpers club, a guest reader program from the local Rotary Club, a summer readers incentive program/celebration and many classroom and/or building-wide reading incentives such as “Book It” and “Read Across America”. A student favorite at John Glenn is called “Stop, Drop, and Read” where EVERYONE—custodians included!—carry personal reading material and, at the sounded alert, stop wherever they are for five minutes and read for their own enjoyment.

3. Additional Curriculum Area (Language Arts): While it is hard to separate out the teaching of language arts from the teaching of reading, there *are* several specific components to the language arts portion of the John Glenn literacy program that deserve specific delineation. Along with guided reading, working with words and shared reading, writing is one of the four main blocks in a comprehensive literacy experience. It would be safe to say that very few reading activities at John Glenn take place without accompanying writing opportunities. Daily journaling begins in kindergarten (!) with pictures that grow into ‘sentences’ of lines for words with only beginning and ending sounds and eventually end the year as full-fledged short paragraphs and “play plans”.

All students write, edit and illustrate at least one book per year for formal publication in our Writing Center, where parent volunteers make ‘hard’ covers and bind the final product. This level of publication is motivational for creativity but also for providing a purpose for practicing grammatical editing and computer keyboarding and word processing skills. Other activities such as visiting artists and field trips provide motivational purposeful opportunities for relevant writing experiences.

In 2004, John Glenn staff began training in and implementing the “6+1 Writing Traits”. Use of this instructional strategy and common language across grade levels has shown great improvement. For years the North Scott District has had in place a holistic writing sample process in which students take a writing sample twice a year—beginning and end—and compare skill growth (self, teacher, and parent). Since the use of 6+1, anecdotal comments from all three of these stakeholder groups have shown positive growth.

4. Instructional Methods: The educational staff at John Glenn Elementary, emphasizing best practice, uses a variety of instructional methods to address the individual learning styles of its students. Through the intentional use of Differentiated Instruction (Tomlinson), special care is taken to design a multitude of

ways to reach each child's individual preferences, learning styles, and academic needs. Specific instructional initiatives at John Glenn Elementary include the following:

All instructional staff have received training in Guided Reading (Fountas & Pinnel), our building's modality for instructional delivery of reading. As this method has become routine in the classrooms, teachers have expanded the format to include shared reading, working with words, literature circles, novel studies and work stations. Our building uses no reading textbook series, but instead uses a well-stocked 'book room' of sets of specifically selected trade books from which teachers select topic, skill, genre and ability level for individual and small group instruction. An extended study of Strategies That Work (Harvey & Goudvis) has provided internal structure for teaching within these groupings by addressing the key components of making connections, questioning, inferring, visualizing, determining importance and synthesizing. Believing strongly that reading and writing go hand in hand, we extended our building studies to include 6+1 Writing Traits (Culham). This is a framework that provides a shared vision and vocabulary for describing/teaching the *qualities* of writing: ideas, organization, voice, word choice, sentence fluency, conventions, and presentation. This instructional method focuses on classroom discussion surrounding the rating of writing samples for each trait and then examining how the trait can be skillfully integrated ("synthesized") into purposeful writing

With the strong emphasis that we have placed on literacy skills, data began to show us that math instruction was beginning to suffer in our quest for reading excellence. Therefore, last year we wrote and received an \$8500 grant entitled Math Manipulatives for Instruction and Assessment. Key areas we addressed and are monitoring for success are conceptual application, authentic assessment, immediate remediation, modeling, and knowledge/skill connections.

Other instructional methods used at John Glenn include: technology integration, character development, drill and practice, extension/enrichment, remediation, field trips, assemblies, fine arts performances & exhibits, parent/community involvement.....all pieces of the puzzle we call "*whatever it takes*".

5. Professional Development: Through the use of the Iowa Professional Development Model North Scott Community Schools makes it their goal to use professional development for the specific purpose of raising student achievement. Our district develops goals each year and each building determines its own goals to support the district goals and the special needs of their own students.

Professional development at North Scott consists of 6 main structures: (1) Nine Full-Day Inservices – usually used for district presentations and/or grade level collaborations; (2) Eight 2-hr. Late Starts – used for building goals and initiatives; (3) Weekly 1-hr. Staff meetings at the building level; (4) Book Study groups; (5) Generous Professional Leave opportunities to participate/attend best practice seminars, workshops and conventions pertaining to currently approved topics; and (6) For-Credit Courses offered in-district on topics of current importance to district goals. John Glenn teachers and their administrator often hold positions of leadership in these professional discussions.

Gone are the days of using inservice time to put up new bulletin boards. John Glenn teachers use this invaluable time to learn about their craft, coach & support each other, evaluate student data and develop strategies to best help students be successful. A common use of building-level professional development time is looking at assessment data, identifying problems or trends, and discussing ways to approach these areas of concern for better student success. This has been an especially good use of professional learning community collaborative planning time.

PART VII – Assessment Results

Subject: **Reading** Grade: **3** Test: **Iowa Tests of Basic Skills**

Edition/Publication Year: **1993/2000** Publisher: **Riverside Publishing Company**

	2005-06	2004-05	2003-04	2002-03	2001-02
Testing Month	November	November	November	November	November
% Students Meeting State Standard for Proficiency (Intermediate +High = Proficient)	79%	81%	88%	94%	74%
% of students scoring in High range	21%	16%	37%	11%	17%
Number of Students Tested	43	37	43	36	42
% of Students Tested	100%	100%	100%	100%	100%
Number of students alternately assessed	0	0	0	0	0
Percent of students alternately assessed	0	0	0	0	0
Note: Subgroups are not large enough to preserve student confidentiality if reported.					

Subject: **Math** Grade: **3** Test: **Iowa Tests of Basic Skills**

Edition/Publication Year: **1993/2000** Publisher: **Riverside Publishing Company**

	2005-06	2004-05	2003-04	2002-03	2001-02
Testing Month	November	November	November	November	November
% Students Meeting State Standard for Proficiency (Intermediate +High = Proficient)	79%	77%	86%	89%	66%
% of students scoring in High range	26%	15%	40%	14%	20%
Number of Students Tested	43	34	43	36	41
% of Students Tested	100%	92%	100%	100%	98%
Number of students alternately assessed	0	0	0	0	0
Percent of students alternately assessed	0	0	0	0	0
Note: Subgroups are not large enough to preserve student confidentiality if reported.					

Subject: **Reading** Grade: **4** Test: **Iowa Tests of Basic Skills**

Edition/Publication Year: **1993/2000** Publisher: **Riverside Publishing Company**

	2005-06	2004-05	2003-04	2002-03	2001-02
Testing Month	November	November	November	November	November
% Students Meeting State Standard for Proficiency (Intermediate +High = Proficient)	89%	91%	90%	90%	66%
% of students scoring in High range	14%	16%	28%	36%	14%
Number of Students Tested	36	45	39	39	35
% of Students Tested	100%	100%	100%	100%	100%
Number of students alternately assessed	0	0	0	0	0
Percent of students alternately assessed	0	0	0	0	0
Note: Subgroups are not large enough to preserve student confidentiality if reported.					

Subject: **Math** Grade: **4** Test: **Iowa Tests of Basic Skills**

Edition/Publication Year: **1993/2000** Publisher: **Riverside Publishing Company**

	2005-06	2004-05	2003-04	2002-03	2001-02
Testing Month	November	November	November	November	November
% Students Meeting State Standard for Proficiency (Intermediate +High = Proficient)	67%	84%	87%	87%	74%
% of students scoring in High range	25%	27%	18%	36%	14%
Number of Students Tested	36	45	39	39	35
% of Students Tested	100%	100%	100%	100%	100%
Number of students alternately assessed	0	0	0	0	0
Percent of students alternately assessed	0	0	0	0	0
Note: Subgroups are not large enough to preserve student confidentiality if reported.					

Subject: **Reading** Grade: **5** Test: **Iowa Tests of Basic Skills**

Edition/Publication Year: **1993/2000** Publisher: **Riverside Publishing Company**

	2005-06	2004-05	2003-04	2002-03	2001-02
Testing Month	November	November	November	November	November
% Students Meeting State Standard for Proficiency (Intermediate +High = Proficient)	91%	98%	90%	89%	92%
% of students scoring in High range	19%	23%	31%	17%	16%
Number of Students Tested	46	43	38	35	38
% of Students Tested	100%	100%	97%	100%	100%
Number of students alternately assessed	0	0	0	0	0
Percent of students alternately assessed	0	0	0	0	0
Note: Subgroups are not large enough to preserve student confidentiality if reported.					

Subject: **Math** Grade: **5** Test: **Iowa Tests of Basic Skills**

Edition/Publication Year: **1993/2000** Publisher: **Riverside Publishing Company**

	2005-06	2004-05	2003-04	2002-03	2001-02
Testing Month	November	November	November	November	November
% Students Meeting State Standard for Proficiency (Intermediate +High = Proficient)	70%	88%	79%	83%	74%
% of students scoring in High range	31%	23%	18%	20%	11%
Number of Students Tested	46	43	39	35	38
% of Students Tested	100%	100%	100%	100%	100%
Number of students alternately assessed	0	0	0	0	0
Percent of students alternately assessed	0	0	0	0	0
Note: Subgroups are not large enough to preserve student confidentiality if reported.					

Subject: **Reading** Grade: **6** Test: **Iowa Tests of Basic Skills**

Edition/Publication Year: **1993/2000** Publisher: **Riverside Publishing Company**

	2005-06	2004-05	2003-04	2002-03	2001-02
Testing Month	November	November	November	November	November
% Students Meeting State Standard for Proficiency (Intermediate +High = Proficient)	89%	88%	85%	74%	85%
% of students scoring in High range	7%	24%	15%	19%	17%
Number of Students Tested	44	42	33	42	47
% of Students Tested	100%	100%	97%	100%	100%
Number of students alternately assessed	0	0	0	0	0
Percent of students alternately assessed	0	0	0	0	0
Note: Subgroups are not large enough to preserve student confidentiality if reported.					

Subject: **Math** Grade: **6** Test: **Iowa Tests of Basic Skills**

Edition/Publication Year: **1993/2000** Publisher: **Riverside Publishing Company**

	2005-06	2004-05	2003-04	2002-03	2001-02
Testing Month	November	November	November	November	November
% Students Meeting State Standard for Proficiency (Intermediate +High = Proficient)	91%	79%	74%	88%	81%
% of students scoring in High range	34%	22%	21%	17%	15%
Number of Students Tested	44	42	34	42	47
% of Students Tested	100%	100%	100%	100%	100%
Number of students alternately assessed	0	0	0	0	0
Percent of students alternately assessed	0	0	0	0	0
Note: Subgroups are not large enough to preserve student confidentiality if reported.					