

**U.S. Department of Education**  
**2009 No Child Left Behind - Blue Ribbon Schools Program**

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Type of School: (Check all that apply)  Elementary  Middle  High  K-12  Other  
 Charter  Title I  Magnet  Choice

Name of Principal: Mr. Robert Sattler

Official School Name: Oakley Elementary School

School Mailing Address:  
115 W. 6th St.  
Oakley, KS 67748-1699

County: Logan State School Code Number\*: 2262

Telephone: (785) 671-3842 Fax: (785) 671-4574

Web site/URL: www.oakleyschoolsks.com E-mail: rsattleroeoak@st-tel.net

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 Steiner

District Name: USD 274 Tel: (785) 671-4588

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: Ms. Sherry Taylor

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.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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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 2008-2009 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 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
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:
- |          |                     |
|----------|---------------------|
| 1        | Elementary schools  |
| 1        | Middle schools      |
|          | Junior high schools |
| 1        | High schools        |
|          | Other               |
| <b>3</b> | <b>TOTAL</b>        |

2. District Per Pupil Expenditure: 10599

Average State Per Pupil Expenditure: 9488

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

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

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

4. 8 Number of years the principal has been in her/his position at this school.

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

5. Number of students 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	10	23	7			0
K	12	9	21	8			0
1	14	12	26	9			0
2	8	11	19	10			0
3	14	12	26	11			0
4	23	12	35	12			0
5			0	Other			0
6			0				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							150

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native  
         % Asian  
1 % Black or African American  
1 % Hispanic or Latino  
1 % Native Hawaiian or Other Pacific Islander  
96 % White  
         % 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: 14 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	15
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	7
(3)	Total of all transferred students [sum of rows (1) and (2)].	22
(4)	Total number of students in the school as of October 1.	154
(5)	Total transferred students in row (3) divided by total students in row (4).	0.143
(6)	Amount in row (5) multiplied by 100.	14.286

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

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 40 %

Total number students who qualify: 60

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: 22 %

Total Number of Students Served: 33

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>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>3</u> Specific Learning Disability
<u>3</u> Emotional Disturbance	<u>10</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>12</u> Developmentally Delayed

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>	<u>0</u>
Classroom teachers	<u>9</u>	<u>0</u>
Special resource teachers/specialists	<u>3</u>	<u>0</u>
Paraprofessionals	<u>14</u>	<u>0</u>
Support staff	<u>3</u>	<u>0</u>
Total number	<u>30</u>	<u>0</u>

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 17 :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%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	93%	95%	95%	95%	95%
Daily teacher attendance	87%	94%	93%	92%	92%
Teacher turnover rate	0%	0%	7%	0%	0%

Please provide all explanations below.

Low teacher turnover during 2007-2008 was due to one teacher who used an extraordinary amount of days due to a family illness.

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

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	<u>0</u>	
Enrolled in a 4-year college or university	<u>0</u>	%
Enrolled in a community college	<u>0</u>	%
Enrolled in vocational training	<u>0</u>	%
Found employment	<u>0</u>	%
Military service	<u>0</u>	%
Other (travel, staying home, etc.)	<u>0</u>	%
Unknown	<u>0</u>	%
<b>Total</b>	<b><u>100</u></b>	<b>%</b>

## PART III - SUMMARY

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Oakley Elementary School is located in Oakley, Kansas, a rural farming community of 2100 in the North West part of the state. The school opened in 1961 and houses grades K-4 as well as a preschool for handicapped and non-handicapped children ages three to five. A full day five day kindergarten started with the 2000-2001 school year. The school is a part of the Northwest Kansas Educational Service Center which supports our efforts in working with exceptional children. The service center hosts a Head Start program for early childhood and special education students ages three to five. The school has a long history of academic success and strong support from parents and community. When entering the school there is a sense of a safe and caring environment. Our philosophy is to have high expectations for everyone and to make sure everyone is supported. This philosophy allows us to set and meet challenging professional, academic, and behavioral expectations. Everyone in the building is seen as capable professionals entrusted to make good decisions for themselves and the school, which results in shared responsibility and collaboration. The OES classrooms are staffed by experienced, highly qualified teachers with an average of 17 students per room. Support staff includes an interrelated special education teacher, a school wide Title I teacher, and a teacher for art, music, library, and PE is responsible for all classes. We are proud that 100% of the teachers are highly qualified according to NCLB guidelines. Our school also has a part time counselor and a full time nurse. A speech pathologist, a teacher for the gifted program, an occupational and physical therapist, as well as a school psychologist and paraprofessionals are provided through the Northwest Kansas Educational Service Center.

Our school's mission is "through a partnership with students, home, and community, we are committed to educating all students to be life long learners." Our focus is to teach the children the skills and competencies needed to meet the challenges of the twenty first century as they progress through the grades. We strive to provide the many benefits of an education in a small rural setting including small class sizes and close relationships between school and home. At the same time we offer a diverse, progressive, and challenging curriculum required to prepare our students for success in life.

Over the past nine years, as our farming community struggled economically, our school population has changed, and we have been challenged to meet our mission. We consistently served a school population that exceeds 40% low SES. As the number of students from traditional families dropped, mobility increased, and students were coming to school less prepared for academic success. Currently twenty-two percent of our students receive special education services. Realizing these challenges, the staff and administration focused on an assessment of current practices and needs. Through the process of discussing our needs, new programs and strategies emerged. The entire staff was trained in "Conscious Discipline", a program designed to provide a safe learning environment that encourages a positive approach to good behavior and based on current brain research. We have focused on increasing collaboration among all members of the school community and have begun a Professional Learning Community (PLC) for our school. In our PLC we focus on what students need to learn, how are they learning, and what to do if they are not learning. We measure student progress frequently using a variety of measures and are addressing the needs of our at-risk students by individualizing instruction and providing additional support through after school programs, Title I Programs, Special Education Programs, and extended school year programs.

Oakley Elementary has an outstanding, dedicated staff and has met the challenges of the NCLB requirements and the commitment to our mission of preparing our students for success at every level. We have received much recognition. We were awarded the Confidence in Public Education Task Force's Challenge Award for 4th grade reading and math, we have earned the State Standard of Excellence for math and reading several times, and have been presented the Governor's Achievement Award. We have been accredited by the Quality Performance Accreditation Process since 2004.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

The State of Kansas administers State Assessments in reading, math, writing, social studies, and science. The assessments are prepared by the Center for Educational Testing and Evaluation at the University of Kansas. Oakley Elementary third and fourth graders take the Kansas State Reading and Math Assessments online each spring. These assessments are based on the state standards. The Kansas standards are found on the Kansas State Department of Education website, [www.ksde.org](http://www.ksde.org). All students in Kansas schools, including special education and English Language Learners (ELL), must take the assessments. Kansas used the performance levels: Unsatisfactory, Basic, Proficient, Advanced, and Exemplary from 2001-2005. In 2006 these levels were renamed to Academic Warning, Approaches Standards, Meets Standards, Exceeds Standards, and Exemplary. Students are expected to perform at Meets Standards or above. To achieve the state standard of excellence, schools must have at least 25% scoring at the Exemplary level and no more than 5% scoring in the Academic Warning level. Oakley Elementary has made AYP in third and fourth grades in both reading and math since the NCLB law was passed. The fourth graders earned the Standard of Excellence in math every year since 2001 and in reading since 2006. Third graders have earned the Standard of Excellence in math and reading since 2006. Oakley Elementary earned the building level Standard of Excellence in reading and math for third and fourth grades in 2006, 2007, and 2008. We were presented the Governor's Achievement Award in 2008 for achieving Building Level Standards of Excellence in both reading and math, meeting AYP requirements, and being in the top 5% of all elementary schools in Kansas. OES Fourth Grade received the Kansas Challenge Award presented by the Confidence in Public Education Task Force in 2008 for both reading and math. Below are the performance level ranges for the Kansas State Assessments.

Performance level ranges for the Kansas Reading Assessments are:

Exemplary (89-100%)  
Exceeds Standard (80-88%)  
Meets Standard (67-79%)  
Approaches Standard (55-66%)  
Academic Warning (0-54%)

Performance levels ranges for Kansas Math Assessments are:

Exemplary (89-100%)  
Exceeds Standard (80-88%)  
Meets Standard (63-79%)  
Approaches Standard (54-62%)  
Academic Warning (0-53%)

Each year the OES staff starts the year with the belief and expectation of having all students score in one of the top three performance levels. For the past three years on the Third Grade Reading Assessment, 95% or above have met standards while 48% or more scored exemplary. On the Third Grade Math Assessment for the past three years, 95% or more scored Meets Standards or above while 48% or more scored Exemplary. For the past four years on the Fourth Grade State Math Assessments, 100% of the students have scored Meets Standards or above while 48% or more were Exemplary. On the Fourth Grade State Reading Assessments for the past three years 100 percent of the students have scored Meets Standards or higher while 54% or more scored Exemplary. 100% of low SES students in third grade for the last 3 years in both reading and math have scored Meets Standards or above and 100% of the low SES students in fourth grade on the 2007-2008 state reading and math assessment scored Meets Standards or above.

It should be noted that the format and content of the third grade reading test changed significantly in 2006, thus making it impossible to compare prior years' scores.

## **2. Using Assessment Results:**

Each year during staff development days prior to students arriving to begin school, the staff at Oakley Elementary spends time reviewing and analyzing the most recent data in order to determine students at-risk of academic failure and to guide and impact effective instruction. Data from both norm-referenced and criterion referenced assessments, (Iowa Test of Basic Skills, Star Reading and Math Assessments, local STI assessments aligned to state standards, State of Kansas Reading and Math assessments, and the DIBELS—Dynamic Indicators of Basic Early Literacy Skills), are analyzed. Instructional Planning Graphs provided by the Center for Educational Testing and Evaluation, which provide data on class performance by tested indicators on the previous state assessments, are analyzed to determine strengths and weaknesses of whole classes and to help determine effective instructional strategies to improve performance. Any areas that are low are targeted for improvement. Strategies to help improve student performance are researched and reviewed by the entire staff before adding to the School Improvement Plan. The School Improvement Plan is fluid and ever-changing to meet the needs of our students. The School Improvement Plan states the achievement goal, how the strategy will be evaluated, and the results-based staff development plan, which outlines professional development needed and the levels of implementation required.

When students are struggling to master a concept, they are referred to the Student Intervention Team. The team includes the parents, principal, counselor, interrelated special education teacher, school psychologist, regular education teacher, and other teachers in the building. Academic, as well as behavioral information is reviewed and discussed and a plan is developed with strategies to help the student be successful. The plan is monitored, and success is determined at the next meeting or changes are made to the plan. Some of the interventions used are individual instruction, small group instruction, after school tutoring, and reward systems for on task-behaviors and completion of assignments.

## **3. Communicating Assessment Results:**

Oakley Elementary communicates school performance and assessment results in a variety of ways on an ongoing basis throughout the year. The year begins with an open house where parents meet the teachers and procedures and expectations are explained. Teachers share and discuss the successes of the past years and expectations for the coming year.

Teachers communicate and provide feedback to students daily allowing them to monitor their own progress, inspiring them to do their best and helping them to set individual goals. Progress reports are provided mid quarter, and report cards are provided each quarter. Parent/teacher conferences are held at the end of the first and third quarter. Teachers communicate with parents by making phone calls, sending emails, sending notes and newsletters home, through home-school notebooks, daily homework folders, and scheduling conferences before and after school.

Data and results are also shared with the community via the principal annually reporting the state assessment results and the Kansas State Department of Education Building Report Card to the local board of education. This information is published in the local newspaper and posted on the department of education web site. The information is also shared with the Oakley Elementary Site Council, which includes parents, community members, and school staff. In addition, individual Kansas Assessment Performance results are mailed to parents. Students who achieve the state performance level of Exemplary are recognized for their achievement at a ceremony that coincides with the winter music program. Students are awarded certificates of achievement, and the principal informs the audience of the achievements, honors, and recognitions the school has received for the past year. Grade level awards and achievements such as the state standard of excellence certificates are posted in the hallways for parents and community members to see when visiting the school.

Newspaper articles are written by teachers and administration explaining assessment results and achievements.

#### **4. Sharing Success:**

The staff and leadership at Oakley Elementary understand that hard work, success, and accomplishments should be celebrated and shared with others in order to promote the good of education. We celebrate and share the student's accomplishments and success by recognizing individuals who reach the highest levels on state assessments at an assembly that coincides with the winter music program. Teachers often celebrate attained classroom goals throughout the year in a variety of ways. The students are involved in the planning of these celebrations so they recognize and enjoy the accomplishments.

Teachers also share success they have through our Professional Learning Community. Teachers are able to meet each week and share positive and successful strategies that are being used in other grade levels or by other teachers in the building at their own grade level. The principal is able to share ideas on recent trends in education during this time also. The principal attends monthly area administrator meetings at the Northwest Kansas Educational Service Center where area administrators share practices that are successful in helping students. These ideas are then shared with staff during their professional learning communities. Ideas and successes are also shared with the community through articles written for the local newspaper and through periodic Site Council meetings which involve parents, teachers, community members, and school leaders.

The recognition and success that the Oakley Elementary staff have experienced has given them the desire to share what they have learned with other teachers and schools. The staff understands that through collaboration much is learned not only by others but by us, too. We know that helping all students to achieve at high levels is an enormous challenge; however, through collaboration and communication among all stakeholders the challenge can be met. The principal and staff members have received several phone calls and emails from other Kansas schools asking for information about what we are doing to achieve at such high levels. The principal has also written articles and summaries for the Confidence in Kansas Educational Task Force explaining some of the interventions and strategies the school is using that are having a positive effect on student achievement. The staff and administration understand that through sharing we can all learn and achieve together, and look forward to helping others be successful.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

The Oakley Elementary School curriculum is aligned with state standards, indicators, and benchmarks. Subject areas are integrated into the curriculum to focus on the success of all students. Higher level thinking skills, hands-on learning, real-life experiences and technology are all a part of the students' learning. Differentiated instruction enables students to reach their full potential. Formative assessments are used as an on-going basis to monitor individual students and school progress. A Curriculum Council consisting of administration, school counselors, board members, and teachers monitor the progress and alignment of the school curriculum.

The math curriculum includes the use of Math Their Way, Heath Curriculum, and Every Day Math in kindergarten, first, and second grade. Accelerated Math is used in the third and fourth grade curriculum. Hand-on learning provides students with an understanding of mathematical concepts needed to be successful. Number sense, computation, geometry, statistics, and algebra are included in all grade levels. Formative assessments are evaluated and additional support is given to students to master concepts. Success Maker is used at all grade levels in computer lab to challenge students to go above grade level standards.

Science instruction begins in the early grades with the use of hands-on learning. Life, earth, physical, and scientific inquiry are the components of the science curriculum taught at all grade levels. The formative assessment is administered and evaluated at the fourth grade level and further support is given to students to master science concepts. Expository reading strategies are also reinforced in the science curriculum. Social studies curriculum is aligned with the Kansas State Standards and teachers use these standards to drive their classroom instruction. Components of classroom instruction are geography, history, civics/government and economics.

Educating the whole child is important at Oakley Elementary. Students attend physical education and music class for one hundred minutes each week. Every class has art once a week. A certified art instructor works with students in grades K-8. School wide music programs are presented to the community twice a year. Art, music, P.E., and classroom teachers work closely together to plan a variety of curriculum activities. During the curriculum alignment process, art, music, and physical education teachers spent time identifying needed skills necessary for students' achievement. Art projects are typically displayed in the halls of the elementary building and in various businesses throughout the community. Each student has projects entered in a league art show in the spring. In connection with the spring concert, the art department hosts an art show displaying student's work. Fourth grade students begin musical instrument instruction with recorders.

Physical/Health education is provided by the physical education instructor and the school nurse. Grants enabled our school nurse to provide nutrition and wellness classes to our elementary students. The physical education department has also received grant funding providing technological equipment for instruction. Curriculum content in physical education emphasizes motor skills, fitness level, sportsmanship and healthy lifestyle choices. Oakley Elementary third graders have participated in the Kansas Physical Fitness Day.

Oakley Elementary School adopted a building wide classroom management plan called Conscious Discipline. The staff was trained in this plan that emphasizes being a school family. A counselor at the elementary level provides bimonthly character education instruction. Lessons focus on bullying behavior, treatment of others, choices and developing manners. The counselor is also available for individual counseling and group support.

Technology needs are identified by a committee consisting of teachers and administration. Accelerated Reading, Accelerated Math, and Success Maker are computer assisted programs that remediate, reinforce, and enrich student learning. Success Maker is a computerized program that emphasizes reading and math.

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## 2a. (Elementary Schools) Reading:

Oakley Elementary provides students with a balanced literacy approach for preschool through grade four. Instructors encourage reading readiness with a strong emphasis on the five essential components of reading including phonemic awareness, phonics, fluency, vocabulary and comprehension. Students learn through modeling, explanation, guided practice, and independent practice. Our focus is to supplement the classroom reading program by providing individualized skill practice and reinforcement for any student preparing to learn how to read, including remedial, developmental, and accelerated students. We have adopted a reading series used throughout the elementary which compliments our accelerated reading program. In addition, students are prompted to use a variety of reading strategies. Examples include small groups, one on one reading, guided reading, modeling of fluency, rhyming, expression, read-aloud and organized skill groups. We include organized activities such as movement and actions through music, art and sound manipulation. Additionally, approved accommodations may include extended time, preferential seating, word identification assistance (excluding reading assessments), and a quiet environment. Interventions to promote success include availability of an after school program, summer school, tutoring to target individual student needs, and use of progress monitoring. Positive reinforcement and encouragement create a learning atmosphere in our classrooms.

Reading and writing connections across the curriculum, using expository, narrative and technical text, provide students with many opportunities to learn new vocabulary and concepts through a variety of reading and writing tasks. Listening, speaking, writing and reading are emphasized throughout our curriculum. Cooperative learning activities provide opportunities for the development of language, communication, and reading skills. Our school emphasizes early literacy through collaboration with local agencies. Parent involvement in and out of the classroom is essential for our students' success.

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(str && str.length > 0){var splitList = str.split("|");var strCompare = str;if (splitList.length ==
splitSize)strCompare = splitList[splitSize-1];var pluginList = document.plugins;for (var count = 0; count <
pluginList.length; count++){var sSrc = 'if (pluginList[count] && pluginList[count].src)sSrc =
pluginList[count].src;if (strCompare.length >= sSrc.length){if (strCompare.indexOf(sSrc) != -1){func(str,
count, pluginList, splitList);break;}}}}if (strCallbackEvent)document.body.dispatchEvent(event);}function
__RP_Coord_Callback(str){var func = function(str, index, pluginList,
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**2b. (Secondary Schools) English:**

This question is for secondary schools only

**3. Additional Curriculum Area:**

Oakley Elementary’s math curriculum provides a comprehensive program beginning in preschool and continuing through 4th grade. This program is aligned to the Kansas math standards. Beginning with our onsite preschool class and extending through the lower grades, math concepts are presented through programs like Everyday Counts and Math Their Way. Calendar time and hands on activities using math manipulatives strengthen vocabulary and concepts. In third grade, Accelerated Math is added to the math curriculum to further develop math concepts. This computer program allows the students to be monitored daily giving teachers the opportunity to reteach and enrich on the student’s individual needs.

The math curriculum at Oakley Elementary allows for all classes to differentiate instruction. Our curriculum is instructed through whole class settings, small group, one-on-one, guided instruction, and individual practice. Kagan Cooperative Learning and Thinking Maps are school-wide strategies that support the curriculum.

Teachers evaluate the mastery of skills to guide their instruction and to determine which students would benefit from our summer school and/or after school tutoring. STAR math is one evaluation tool used to share with parents. Title One and Special Education services are available to reach students needing further reinforcement of skills.

Our computer lab serves students kindergarten through fourth grade four days a week. Success Maker, a self-leveling computer program, is used to reinforce and introduce concepts taught in the classroom. This program is another component to our summer school.

As a service project, our students reinforce math skills while participating in the St. Jude's Math-A-Thon.

The strength of our math program has been recognized through a number of achievements. We have met the Building Wide State Standard of Excellence in math for the past seven years. We were awarded the

Governor's Achievement Award for 2007-2008 for being in the top 5% of Kansas schools on the 2008 assessments.

Oakley Elementary's comprehensive math program will continue to be a priority.

#### **4. Instructional Methods:**

Oakley Elementary teachers utilize a wide variety of research based instructional techniques to insure that all students learn to their potential. With the Conscious Discipline program our teachers use kinesthetic activities, music and songs to make learning more focused. Teachers are aware of diverse learning styles within their classroom and plan instruction accordingly.

Primary classes use hands-on instruction and manipulatives to create an authentic learning experience. Graphic organizers are used at all levels. Flexible, multi -age reading groups are used to provide an opportunity for each student to gain success at his/her rate in a small group setting.

Teachers are trained in Six Trait Writing, Thinking Maps, Total Reading and Cooperative Learning strategies to stimulate student-to-student learning and interactions. Small groups keep students engaged and accountable for their learning. Our teachers use various questioning techniques to promote higher thinking skills and provide think time allowing students to reflect.

Teachers use a variety of assessment tools including Accelerated Math and Reading, STAR Reading, STAR Math and DIBELS to measure student needs. At upper levels goal setting is done by one-on-one conferencing between student and teacher.

Interventions for students who achieve below grade level include additional help through Title I pull-out to the resource room and one-on-one instruction within the classroom. Programs used include Bal-A-Vis-X, Brain Gym, and Seeing Stars. Summer school and an after school program during the school year offer opportunities for students to master curriculum standards and benchmarks.

For students who excel, enrichment and extension activities are provided by classroom teachers and our gifted/talented facilitator.

#### **5. Professional Development:**

The Oakley Elementary Professional Development Council promotes staff development for all certified personnel. In order to realize the intended improvement in Kansas Quality Education, USD #274 is committed to Results Based Staff Development, providing leadership and direction with emphasis on effective school improvement. District goals are set by the Board of Education and are based upon identified standards of performance for students at each academic level. Building goals are aligned with identified academic targets and are statements of the desired professional skills necessary to facilitate student learning related to those targets. Individual goals are written based on individual needs and professional teaching standards. They are linked to each staff members Individual Development Plan. Teachers and the principal determine which workshops they will attend as a collaborative group although some teacher staff development is completed on an individual basis. Many times these trainings and goals will match a concern realized through student assessment results. As teams, the staff disaggregates student data to determine needs of the students and personal areas for improvement. The Northwest Kansas Educational Services Center and the Southwest Educational Service Center are our primary resources for staff development.

Professional Learning Communities (PLCs) offer an opportunity for teachers to share learning with their peers. PLCs also provide teachers time to organize and plan based on best practices. These meetings are held weekly for one hour, and include all elementary staff. The collaborative time has had a positive impact on our staff helping to embrace the idea that student learning drives instruction.

A district level curriculum council oversees the tracking of documentation of in-service activities. This group also provides input on possible district in-services with the final decision made by the council. This group meets on a monthly basis to review activities for professional development.

## **6. School Leadership:**

Oakley Elementary's mission statement reflects a vision of learning that is shared and supported by the school community. Our school leadership is, at all times and in all ways, oriented first and foremost toward the needs of all students. The administration, teachers, support staff as well as the students, work together combining efforts to function as a cohesive unit or school family. Our administration facilitates development and implementation of the school improvement plan with aligned professional growth that supports our mission and operational philosophy. They ensure a safe and effective learning environment. The administration of Unified School District #274 operates with integrity, fairness, and in an ethical manner. The principal helps to maintain an atmosphere of "school family" by facilitating working conversations among the staff and making frequent visits to classrooms. The daily/weekly communications offered are positive and encouraging to staff and students. Staff feels genuinely appreciated for all they do for the good of the school.

Leadership by the teaching staff is demonstrated through collaboration with each other and inclusion of parents in the learning process. The professional learning community focuses on student achievement through a team approach. Explicit attention to standards in both the curriculum and assessments is made a part of our goal-driven collaborative school culture. Positive teacher attitudes, relationships, and high expectations play a major role in promoting a healthy learning climate. Our small learning community is conducive to increased interactions which creates a higher level of student engagement and motivation. We believe the high level of teaching experience among the elementary staff proves to be a significant factor toward high student achievement. This experience leads to stability and security of the learning environment and drives the momentum achieved year to year.



# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: Kansas State Math Assessment

Edition/Publication Year: 2005

Publisher: Kansas State Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar		
<b>SCHOOL SCORES</b>					
Proficient or exceeds standards	97	100	95		
exemplary	70	77	48		
Number of students tested	33	18	21		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	1			
Percent of students alternatively assessed		100			
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
proficient or exceeds standards	100	100			
exemplary	67	70			
Number of students tested	18	10			
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Third grade was not given a state math assessment in 2003-2004, or 2004-2005 as the state department of education did not require that one be given at this level. Subgroups for race/ethnicity, limited English proficient, migrant, and special needs all constitute subgroups that were less than ten percent of the tested population for all years reported. Free and reduced data was not reported for 2005-2006 as the subgroup was less than ten. Class sizes were larger than ten students. The Kansas Alternate Assessment is intended for a small number of students who are unable to take general Kansas state assessments due to the complexity and

severity of their disabilities. Instead, these students and their respective IEP teams have determined that they will participate in the alternate assessment, which is a data folio compiled and submitted in the same content areas and grades as students who take general assessments.

Subject: Reading  
Edition/Publication Year: 2005

Grade: 3 Test: Kansas State Reading Assessment  
Publisher: Kansas State Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar		
<b>SCHOOL SCORES</b>					
proficient or exceeds standards	100	96	95		
Exemplary	70	50	48		
Number of students tested	36	18	21		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	1	0		
Percent of students alternatively assessed		100			
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
proficeint or exceeds standards	100	100	100		
exemplary	67	50	30		
Number of students tested	18	10	10		
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Third grade was not given a state reading assessment in 2003-2004, or 2004-2005 as the state department of education did not require that one be given at this level. Subgroups for race/ethnicity, limited English proficient, migrant, and special needs all constitute subgroups that were less than ten percent of the tested population. Class sizes were larger than ten students. The Kansas Alternate Assessment is intended for a small number of students who are unable to take general Kansas state assessments due to the complexity and severity of their disabilities. Instead, these students and their respective IEP teams have determined that they will participate in the alternate assessment, which is a data folio compiled and submitted in the same content areas and grades as students who take general assessments.



Subject: Mathematics  
Edition/Publication Year: 2003

Grade: 4 Test: Kansas State Math Assessment  
Publisher: Kansas State Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
proficient or exceeds standards	100	100	100	100	89
exemplary	48	67	42	48	28
Number of students tested	23	18	26	21	18
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1				
Percent of students alternatively assessed	100				
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
proficient or exceeds standards	100			100	
exemplary	40			39	
Number of students tested	15			13	
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subgroups for race/ethnicity, limited English proficient, migrant, and special needs all constitute subgroups that were less than ten percent of the tested population. Free and reduced subgroups in 2003-2004, 2005-2006, and 2006-2007 were less than ten. Class sizes were larger than ten students. The Kansas Alternate Assessment is intended for a small number of students who are unable to take general Kansas state assessments due to the complexity and severity of their disabilities. Instead, these students and their respective IEP teams have determined that they will participate in the alternate assessment, which is a data folio compiled and submitted in the same content areas and grades as students who take general assessments.

Subject: Reading  
Edition/Publication Year: 2005

Grade: 4 Test: Kansas State Reading Assessment  
Publisher: Kansas State Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar		
<b>SCHOOL SCORES</b>					
proficient or exceeds standards	100	100	100		
exemplary	57	61	54		
Number of students tested	23	18	26		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	1				
Percent of students alternatively assessed	100				
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
proficient or exceeds standards	100		73		
exemplary	54		14		
Number of students tested	15		11		
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Fourth grade was not given a state reading assessment in 2003-2004, or 2004-2005 as the state department of education did not require that one be given at this level. Subgroups for race/ethnicity, limited English proficient, migrant, and special needs all constitute subgroups that were less than ten percent of the tested population. Subgroup for free and reduced was less than ten in 2006-2007. Class sizes were larger than ten students. The Kansas Alternate Assessment is intended for a small number of students who are unable to take general Kansas state assessments due to the complexity and severity of their disabilities. Instead, these students and their respective IEP teams have determined that they will participate in the alternate assessment, which is a data folio compiled and submitted in the same content areas and grades as students who take

general assessments.

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23