

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

Type of School: (Check all that apply) Charter Title I Magnet Choice

Name of Principal: Mr. John Keitges

Official School Name: West Elementary School

School Mailing Address:
306 S Park Lane Dr
Knoxville, IA 50138-2650

County: Marion State School Code Number*: 436

Telephone: (641) 842-2185 Fax: (641) 842-6029

Web site/URL: http://www.knoxville.k12.ia.us/West.html E-mail: keitgesj@knoxville.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*: Dr. Randy Flack

District Name: Knoxville Community School District Tel: (641) 842-6552

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. Jeff Wallace

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)
- | | |
|----------|-----------------------------------|
| 3 | Elementary schools (includes K-8) |
| 1 | Middle/Junior high schools |
| 1 | High schools |
| | K-12 schools |
| 5 | TOTAL |

2. District Per Pupil Expenditure: 8901

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. 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			0	6			0
K	17	24	41	7			0
1	17	23	40	8			0
2	24	21	45	9			0
3	17	32	49	10			0
4	14	24	38	11			0
5	19	24	43	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							256

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
2 % Asian
1 % Black or African American
4 % Hispanic or Latino
1 % Native Hawaiian or Other Pacific Islander
92 % White
0 % 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: 5 %

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.	4
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	10
(3)	Total of all transferred students [sum of rows (1) and (2)].	14
(4)	Total number of students in the school as of October 1.	256
(5)	Total transferred students in row (3) divided by total students in row (4).	0.055
(6)	Amount in row (5) multiplied by 100.	5.469

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

Total number limited English proficient 1

Number of languages represented: 1

Specify languages:

Ukraine

9. Students eligible for free/reduced-priced meals: 39 %

Total number students who qualify: 100

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: 11 %

Total Number of Students Served: 27

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> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 11</u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u> 7</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> 1</u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> 8</u> Multiple Disabilities	<u> </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> 12</u>	<u> 0</u>
Special resource teachers/specialists	<u> 4</u>	<u> 0</u>
Paraprofessionals	<u> 8</u>	<u> 0</u>
Support staff	<u> 2</u>	<u> 0</u>
Total number	<u> 27</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 21 :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%	96%	97%	96%	96%
Daily teacher attendance	95%	96%	97%	95%	96%
Teacher turnover rate	8%	8%	0%	8%	0%
Student dropout rate	%	%	%	%	%

Please provide all explanations below.

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

PART III - SUMMARY

Every adult believing in every child achieving.

Located 25 miles southeast of Des Moines, IA, the state capital, stands an elementary school where each staff member believes in the ability of each student to reach his or her highest potential. In 1959 as a response to the growing population in the community, West Elementary was opened in Knoxville, Iowa to serve students in kindergarten through sixth grade. The building has served the community through the years as an elementary school, a middle school, and currently as a kindergarten through fifth grade building. Two teachers on the current staff walked into the brand new building in 1959 as fifth grade students and both had children who attended West in their elementary years.

Knoxville is a city of 7,770 residents and 1,955 students attending district schools. The city is known for its Sprint Car Nationals held in August every year as well as its close proximity to Lake Red Rock with an abundance of recreational facilities.

The school district is composed of a high school, an alternative high school, middle school, and three elementary buildings. There are 144 certified staff members in the district with 62 holding advanced degrees. The district works to ensure that all district employees work together for the express purpose of student growth and achievement.

Currently there are twelve classroom, two special education, two full-time reading, one shared talented and gifted teacher, one music, art, and physical education teacher as well as a guidance counselor who serve the students at West Elementary. Students are afforded the opportunity to benefit from the additional support offered by a building secretary, three one-on-one special needs associates, two building paraprofessionals, one special education associate, a Title I certified associate, a district nurse, and a media associate. Four part-time nutrition workers and a custodian, along with a building principal complete the hardworking and dedicated staff. These people work together with the parent-teacher organization and community members to ensure that each student has the tools necessary to achieve his or her fullest potential.

The mission of the school is “Every adult believing in every child achieving.” This is not just a statement- it is the way of doing business at West Elementary. Teachers do not teach curriculum at the school. They teach students. The district staff work in collaboration with each other to implement the best research based strategies of instruction. Through training received in the state sponsored Every Child Reads initiative and the Instructional Decision Making model (IDM/ RTI) delivered to teachers through the Heartland Area Education Agency. Teachers have received training to practice and use many strategies of instruction as well as decision making routines to provide students with the most individualized instruction possible.

One the most outstanding efforts of the staff is the increased attention paid to the evaluation of data from the students. Anecdotal notes, formative assessments, summative assessments such as program placement results, classroom rubrics, progress monitoring scores, Iowa Tests of Basic Skills, MAP testing, and CogAT results are all used to define the needs of each student. However we also know that students aren’t just a number. Learning styles and personality styles also factor into the best practice and instructional routine for each student.

As in all districts around the country, we are looking at ways to cut costs in our schools. Exemplary instruction is achieved not with money but with building positive relationships and exemplary teaching. Even through trying times our commitment to our students will remain unchanged, “Every adult believing in every child achieving.”

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

The Knoxville Community School District (KCSD) uses multiple tools throughout the school year to assess students and their learning. Daily formative and summative assessments are used to help guide our instruction. The district also uses the Iowa Tests of Basic Skills (ITBS) as another way to assess student performance. The ITBS tests are used by the state of Iowa as the primary indicator of achievement. At the KCSD, the tests are given in the grades 2nd-11th during the winter assessment period. The assessment includes mathematics, reading, science, and social studies, along with other skills covered in language arts and listening/word analysis. Student proficiency for the ITBS is determined based upon students scoring at or above the 41st percentile nationally. Students can fall into two categories of proficiency, intermediate (41st-89th percentile) and high (90th percentile and above). Additional assessment and testing information can be found on the Iowa Department of Education's website: <http://www.iowa.gov/educate>.

The Knoxville School District also assesses students in grades 3rd-8th on the Measure of Academic Progress (MAP) test. This test is given two times per year, once in the fall and again in the spring. The test is used to look at a student's growth during the school year. Assessments are given in the areas of reading, math, and language. The data from this assessment are used to determine growth of students in curricular areas and to guide instruction by classroom teachers.

West Elementary has been consistently performing at high levels on the Iowa Test of Basic Skills and MAP tests. In the 2008-09 school year, the West Elementary 5th grade students were 100% proficient in the area of math, while 94% were proficient as 4th graders. In the area of reading, 95% of the 5th graders were proficient, up from 89% in 4th grade. In 2004-05, 73% of the 3rd graders were proficient in math. As 5th graders, 86% of those students were proficient. Although most of our subgroups contain less than 10 students in our building, the subgroup scores are very consistent with grade a like peer data. We contribute these scores to quality professional development, delivery of research based teaching practices, and the increased ability to analyze and use data through our involvement and training in the Instructional Decision Making (IDM) process. West has been using the IDM process for six years. It has benefited our students and staff by focusing our resources towards the data and our needs of improvement. We also benefit from using the HEART assessment management system, developed by our local Heartland AEA, that helps us navigate and explore our student data with numbers, charts, graphs, and trends from the 1996-97 school year to the present. This system allows us to analyze data for all building and district students, full academic year students, and subgroups (socio-economic status, grade level, gender, English Language Learners (ELL), and special needs student with individual education plans (IEPs).

2. **Using Assessment Results:**

The West staff conducts grade level collaboration meetings with the reading staff on a six day cycle. During these meetings several things take place.

Following the DIBELS benchmarking three times a year, the grade level reading team analyzes results through the use of four square organizers to delineate the needs of students by looking at accuracy and proximity to fluency benchmark scores. Students scoring below expected norms are then analyzed by the use of diagnostic screening instruments to pinpoint instructional needs. The team then works together to find a schedule to deliver intervention instruction at a time most convenient to minimize the negative effects of the student being out of the classroom. Students at benchmark or above are grouped for instruction within the classroom based on level of achievement and/or interests.

At the regular six day meeting, progress monitoring scores are shared and compared with past growth as well as expected growth. When the scores show that students are not making a gain in four consecutive probes, the interventions for those children are altered. There may be additional time given to the student, a change in the time of day the intervention occurs, a change in the number of students in the group, or a change in the material used for the intervention.

Also at those meetings, we look at assessments within the core of classroom instruction. If needed we problem solve to find ways to differentiate the instruction so that as many needs as possible are met within the classroom setting.

In kindergarten and first grade we have core instruction given by classroom teachers as well as the reading teachers. At our six day meetings we discuss the progress of students within the core and make adjustments to the groups. We are able to keep groups no larger than seven and as low as three for the core instruction with the average group size of five students to one teacher for thirty minutes.

Students in grades 3rd-5th are given the Measure of Academic Progress (MAP) twice a year. The scores from this assessment are used to determine growth of students in curricular areas and to direct instruction by classroom teachers. Students in grades 2nd-5th take the Iowa Tests of Basic Skills midyear. The scores from this assessment are studied by the entire teaching staff and used to modify classroom instruction if needed as well as to determine student growth in the curricular areas.

3. Communicating Assessment Results:

Teachers at West Elementary take great care to inform students daily of their performance. Results of assignments and assessments are discussed individually when direct student contact is needed for reteaching or congratulations are in order. Teachers, along with their students, set personal and group goals which are rewarded with praise and celebration when attained.

Parents are informed of student progress through quarterly reports of curricular and social growth. Twice a year parents are invited to the classroom for regular parent-teacher conferences where teachers share student products, district assessment scores, and answer questions that parents may have about classroom or student activities. Parents are sent copies of student scores from district assessments such as ITBS and MAP tests. Along with the student scores, parents are also given an explanation of what each component of the assessment is testing along with local, state, and national norms. Parents are also informed by written and oral communication if a child is identified as needing assistance outside the regular classroom. Many teachers have weekly or monthly newsletters that inform parents of when assessments will be happening as well as other classroom activities.

Beginning in the 09-10 school year, parents have access to student grades via the district webpage. With a password determined by the parent, grades can be viewed at home or from work. This has been very helpful for parents to be aware of the day to day progress of students. Parents are also able to look at lesson plans that the teachers provide on the web system. This has been a great way to communicate and keep parents involved with what their children are learning.

Knoxville Community School District informs the community of assessment results through local newsletters to postal patrons, articles in the local newspaper, interviews on the local radio, community district leadership team meetings, as well as bi-monthly Board of Education meetings where results of district-wide assessments are discussed when appropriate.

4. **Sharing Success:**

The Knoxville School District has many avenues for the staff at West to share the good things that are happening at our school. At district staff development, all schools are encouraged to share strategies, techniques, and management ideas that are working well in our classrooms. Curricular district meetings are also an opportunity to share what is working well in specific areas of instruction and continued efforts focused on differentiation. At monthly Board of Education meetings, teacher teams, student teams, and administrators all share successes from their classrooms and groups. Media are present at these meetings and then report in the local newspaper and on radio the achievements of the district groups. Radio personnel do interviews with the superintendent, teachers and students that are shared on-air. The local newspaper very actively supports the school district. There are articles each week on good things happening in our school- academic, athletic, and fine arts. Residents of the entire county know about the successes at West Elementary and the Knoxville Community School District.

Our teachers also attend many area workshops and trainings in our AEA region as well as statewide. We are able to learn of the successes of other schools then take ideas back to our staff. In turn, other teachers learn of achievements of our school and take them back to their schools. “You don’t know what you don’t know,” is a common quote heard at these trainings. We believe continued meetings with other area schools and their leadership teams will help all schools to push the envelope in striving to continue and find the best ways to meet all students’ needs.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The district curriculum is based on our Standards, Benchmarks, and Grade Level/Course Expectations put in place for each curricular area. Knoxville is aligning our district curriculum with the content areas of Literacy, Math, Science, Social Studies, and 21st Century Skills of the Iowa Core Curriculum which was recently required by the state of Iowa. Our goal is that each student is engaged in a rigorous curriculum. Prior to the selection of curriculum textbooks and materials, a curricular team of teachers, representing each grade level, studies the most current research to provide a basis for narrowing the materials selection process, ensuring the new text and materials align with our standards and benchmarks.

Research based reading/literacy and instructional strategies, from Marzano's research, have been a part of the professional development provided to teachers within the district. Strategies such as the utilization of graphic organizers, questioning, and advanced organizers and setting objective and providing feedback have all contributed to increasing student achievement. Knowing how important literacy development is to student success throughout all content areas, the district has chosen to focus on increasing literacy achievement for all students.

Reading/Language Arts

Our Reading/Language Arts program is based on a balanced approach to literacy. Fluency, phonemic awareness, vocabulary, phonics, comprehension, and writing are the components of our literacy program. Students engage in reading/writing activities which are guided by the use formative assessment data.

Mathematics

Our math curriculum correlates to the NCTM Standards. The instruction, practice and assessment of learning are delivered in a distributive approach across each grade level. This approach allows students to not only gain, but retain critical math concepts and skills and employ those thinking skills in real-world situations.

Science

Science standards incorporate the Life, Earth, and Physical Sciences. Age appropriate units encourage students to think scientifically and understand the world around them. Our science curriculum is supplemented with non-fiction literature, hands-on activities, and kits. These kits and activities provide additional opportunities for scientific inquiry as students experiment, observe, predict, collect data, and draw conclusions.

Social Studies

The standards within this curricular area include history, geography, economics, and government. Using a variety of non-fiction literature, activities and projects, the students learn about the people in our country, around the world, and the implications learned from history. One of our goals in social studies curriculum, which aligns to our district mission, is to promote social responsibility and produce involved citizens.

The remaining content areas would include Art, Music, and Physical Education. Students have opportunities to participate in fine arts and physical education classes twice in a six-day cycle. Each student meets the grade-level expectations in a varied structure of concepts and skills. The incorporation of literacy skills;

reading, writing, listening speaking and viewing occurs in each of these content areas. It is the belief of the district that students receive a comprehensive education and that includes experiences with and instruction in the fine arts and physical education.

In addition to our core curriculum, students at West Elementary receive a comprehensive guidance curriculum, character education curriculum, specific classes for gifted students and additional supplemental and intensive support for students who are not meeting district benchmarks.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

The kindergarten and first grade use the Read Well program for core instruction. This program is researched based with a phonics emphasis. Students have whole group instruction but the majority of instruction is delivered in small groups. At West we have created a system where we are able to provide instruction to groups ranging from three to seven students for a half an hour daily. Students who are in the lower achieving groups also participate in a "double dose" group of reteaching, rereading, and phonemic awareness activities for another half hour daily. Students who are at risk according to assessment benchmarks may have another fifteen to twenty minutes of individual or partner instruction in their particular area of skill deficit. Within this model of instruction we are able to move students to groups that fit with their changing instructional needs. These changes are done at our K-3rd grade level collaboration meetings.

The comprehension component is woven between fiction and non-fiction units within the program. These units cover such topics as the Underground Railroad, life cycle of frogs, and volcanic activity. As the student progresses through the units the comprehension component becomes more pronounced.

The second through fifth grades deliver reading instruction with the use of the Open Court reading program. Open Court is also a research based program. This program incorporates higher level decoding skills with increasingly difficult comprehension skills as the student progresses. This series also has a strong language arts component which correlates to the weekly text selection. This program is taught whole group. Teachers make instructional decisions for differentiation based upon student need as to the content, process, and product.

Second and third grade teachers work with the reading team to have an additional forty-five minute block allotted for small group guided reading or reading intervention time. Students are able to interact with the teachers or paraprofessionals on material that correlates to other curricular areas. This allows small group instruction for skill deficits, and reaches students' varied interests.

In the 4th and 5th grades, Reading Success has been a terrific companion piece to Open Court. It teaches the comprehension strategies and skills that are covered in Open Court. It teaches them in a step-by-step process and then adds new skills while continuing to practice and reteach the previous skills. The Reading Counts program also has been instrumental in our students becoming independent readers. The students are able to select books individually, allowing them to choose different genres and topics of interest. The program also has a comprehension assessment, giving the students tests about the books they have read and showing them instantly how they did on that test.

3. Additional Curriculum Area:

Our math curriculum, Saxon Math, is delivered to meet all students' needs. New concepts are developed through hands-on activities and student-teacher conversations that actively engage students in the learning process. Math concepts are developed, reviewed, and practiced over time. We feel that the daily lesson structure of Saxon allows for us to build foundational concepts and critical thinking skills to help our students develop real world problem solving skills.

Three times a year we assess students in multiple areas of math. We look at these scores to help determine ways to differentiate our math instruction and address specific student needs. Each classroom spends approximately an hour on math instruction every day. The teachers departmentalize in the 4th and 5th grades, where we can have teachers delivering instruction to their strengths. Allowing the same teacher to teach all of our students the lesson allows for greater consistency in teaching and learning.

We also use technology to assist with the learning for some of our math students. The ALEKS program is used with 2nd-5th grade students. This program helps with automatic reteaching of skills already taught and also challenges our students with higher level thinking skills.

The above math programs and curriculum, along with excellent instruction delivered through high quality teachers, allows for us to meet all students' needs and follow our vision, "Every adult believing in every child achieving."

4. Instructional Methods:

Differentiation of instruction happens daily at West Elementary. We have the programs of special education, Title I reading, ELL, and the talented and gifted program, but these programs serve only a small percent of our student population. We need to serve the diverse needs of 100 percent. Living up to our motto of "Every adult believing in every child achieving" means our staff must develop positive relationships with students and learn how they best learn and retain material.

In the spring, grade level teachers meet to discuss students who will be coming into their grades in the fall. Information concerning strengths, weaknesses, interests, and learning styles is shared. Teachers then have a couple of months to prepare and research any pertinent information that may be helpful in the coming school year. This preplanning has paid big dividends in our ability to 'hit the ground running' and transition students in the fall.

Many teachers at West have spent hours studying the research, strategies, and application of differentiation in the classroom. They have learned and supported each other during this time by sharing strategies, successes, and struggles. The vision of our classrooms has changed from a group of students in each room to a group of individuals growing and learning together.

Teachers have also found valuable data from interest inventories, learning style inventories and pretests to drive their planning for differentiated instruction in many curricular areas. We differentiate the content we teach, the processes of instruction, the products of student understanding and learning (assessments), and the learning environment in the classroom. Students will be working with all classmates in small group activities as well as whole class instruction to help meet all learners' needs.

5. Professional Development:

The Knoxville School District provides professional development for its teaching staff based on needs shown by assessment results and research based practices. Each professional development opportunity is designed to increase student achievement and the expertise of the teaching staff. This professional development is coordinated by the district's leadership team made up of administrators and teachers representing each building within the district. The district has begun to differentiate the professional development by separating upper level teachers from the elementary teachers for specific areas.

Teachers in the district are required to develop individual professional development plans. Teachers along with their supervisors identify an area of skill or knowledge to enhance their teaching methods and/or skills. Teachers then take classes, do research, observe other classrooms or use other resources to increase their teaching abilities.

We are extremely fortunate to have an excellent selection of summer classes offered by our Area Education Agency for professional development. Many of our teachers take classes in small groups to be able to discuss course content as well as to be accountable for making any changes they would like to make in their classrooms the coming school year.

Three years ago teachers at West Elementary were beginning to want to learn more about differentiating instruction within their classrooms. In discussions there was a feeling that more could be gained if we would be able to study together at our own pace outside the classroom. A cadre was developed that began to study the work of Carol Tomlinson and others. Three different ‘classes’ have been completed by this group focusing on different aspects of differentiated instruction. Through the use of professional books, videos, and much interactive discussion, the group has come to understand the concept of differentiated instruction and how we can use it in our classrooms. Perhaps even more valuable is the network of increased understanding of our individual classroom needs and how we can assist each other in being our best for each and every student.

6. School Leadership:

The Knoxville Community School District values leadership in many ways. The Knoxville Board of Education has worked closely with the district administration to determine priorities and set annual goals for the district. These goals always focus towards the KCS D mission: to provide a caring, cooperative atmosphere in which students, staff and the community work together to promote lifelong learning and social responsibility.

KCS D holds a District Advisory Committee meeting three times per year that consists of district administrators, teachers, students, business owners, and parents. This committee reviews data from community surveys, looks at student test scores, and discusses the future of the KCS D and community working together to help meet all stake holder needs.

The KCS D also has a District Leadership Team (DLT) that consists of two to five teachers representing each building that is used to create our professional development goals for the district. This group is instrumental in looking at data and community surveys and in using that information to determine the needs of our district.

The DLT helps determine what researched based material and instructional practice would benefit our staff and provide quality learning opportunities for our teachers and students.

At the building level, West Elementary has an IDM team that is used as a building leadership team. This team attends area trainings provided by our local AEA with up to 20-25 other districts and 100-150 area teachers. After these trainings, the team comes back to the building to discuss data, our delivery system, and how we can improve the system we have. The West staff feels there is always room for improvement and is willing to change schedules and instructional practices to differentiate and meet all students’ needs.

The role of the building principal is to provide a safe and productive learning environment to all learners and staff. The building principal manages many different teaching styles and personalities, helps create schedules, ensures curriculum is being taught, handles discipline situations, and allots resources where data says are most needed. The principal is part of most leadership groups in the district that focus on school improvement and attends all the IDM team trainings. This allows for full support from the principal in helping to determine what will make all West students successful.

“Every adult believing in every child achieving.”

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 2 Test: Iowa Test of Basic Skills

Edition/Publication Year: 2001

Publisher: Riverside

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Feb	Feb			
SCHOOL SCORES					
% Proficient plus % Advanced	86	63			
% Advanced	5	8			
Number of students tested	37	38			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	85	58			
% Advanced	0	0			
Number of students tested	13	12			
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Knoxville CSD began testing 2nd grade on the ITBS starting in the year 2007-08

Subject: Reading
Edition/Publication Year: 2001

Grade: 2 Test: Iowa Test of Basic Skills
Publisher: Riverside

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Feb	Feb			
SCHOOL SCORES					
% Proficient plus % Advanced	86	78			
% Advanced	30	21			
Number of students tested	37	38			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	92	75			
% Advanced	31	25			
Number of students tested	13	12			
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Knoxville CSD began testing 2nd grade on the ITBS starting in the year 2007-08

Subject: Mathematics
Edition/Publication Year: 2001

Grade: 3 Test: Iowa Test of Basic Skills
Publisher: Riverside

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Feb	Feb	Feb	Feb	Feb
SCHOOL SCORES					
% Proficient plus % Advanced	86	72	85	78	72
% Advanced	14	11	22	25	20
Number of students tested	36	36	41	36	40
Percent of total students tested	100	98	100	98	100
Number of students alternatively assessed	0	1	0	1	0
Percent of students alternatively assessed	0	2	0	2	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	90		85	64	69
% Advanced	10		8	9	13
Number of students tested	10		13	11	16
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

05-06 and 07-08 alternate assessments were given to non-verbal students with multiple disabilities

Subject: Reading
Edition/Publication Year: 2001

Grade: 3 Test: Iowa Test of Basic Skills
Publisher: Riverside

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Feb	Feb	Feb	Feb	Feb
SCHOOL SCORES					
% Proficient plus % Advanced	89	89	88	86	87
% Advanced	22	22	20	14	23
Number of students tested	37	36	41	36	40
Percent of total students tested	100	98	100	98	100
Number of students alternatively assessed	0	1	0	1	0
Percent of students alternatively assessed	0	2	0	2	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	91		92	73	87
% Advanced	9		15	9	6
Number of students tested	11		13	11	16
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:
05-06 and 07-08 alternate assessments were given to non-verbal students with multiple disabilities

Subject: Mathematics
Edition/Publication Year: 2001

Grade: 4 Test: Iowa Test of Basic Skills
Publisher: Riverside

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Feb	Feb	Feb	Feb	Feb
SCHOOL SCORES					
% Proficient plus % Advanced	93	92	85	76	97
% Advanced	33	32	40	21	31
Number of students tested	42	38	40	38	39
Percent of total students tested	100	100	98	100	100
Number of students alternatively assessed	0	0	1	0	0
Percent of students alternatively assessed	0	0	2	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	90	91	67	67	
% Advanced	30	18	17	8	
Number of students tested	10	11	12	12	
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

06-07 alternate assessment was given to non-verbal student with multiple disabilities

Subject: Reading
Edition/Publication Year: 2001

Grade: 4 Test: Iowa Test of Basic Skills
Publisher: Riverside

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Feb	Feb	Feb	Feb	Feb
SCHOOL SCORES					
% Proficient plus % Advanced	93	87	82	79	85
% Advanced	33	18	30	21	23
Number of students tested	42	38	40	38	39
Percent of total students tested	100	100	98	100	100
Number of students alternatively assessed	0	0	1	0	0
Percent of students alternatively assessed	0	0	2	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	90	100	67	75	
% Advanced	30	0	8	0	
Number of students tested	10	11	12	12	
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

06-07 alternate assessment was given to non-verbal student with multiple disabilities

Subject: Mathematics
Edition/Publication Year: 2001

Grade: 5 Test: Iowa Test of Basic Skills
Publisher: Riverside

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Feb	Feb	Feb	Feb	Feb
SCHOOL SCORES					
% Proficient plus % Advanced	100	90	86	90	88
% Advanced	45	34	28	32	32
Number of students tested	40	41	43	41	41
Percent of total students tested	100	98	100	100	100
Number of students alternatively assessed	0	1	0	0	0
Percent of students alternatively assessed	0	2	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	100	75	79		64
% Advanced	33	8	14		9
Number of students tested	12	12	14		11
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

07-08 alternate assessment was given to a non-verbal student with multiple disabilities

Subject: Reading
Edition/Publication Year: 2001

Grade: 5 Test: Iowa Test of Basic Skills
Publisher: Riverside

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Feb	Feb	Feb	Feb	Feb
SCHOOL SCORES					
% Proficient plus % Advanced	95	90	74	78	78
% Advanced	28	27	21	17	27
Number of students tested	40	41	43	41	41
Percent of total students tested	100	98	100	100	100
Number of students alternatively assessed	0	1	0	0	0
Percent of students alternatively assessed	0	2	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	100	75	71		45
% Advanced	33	8	14		9
Number of students tested	12	12	14		11
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

07-08 alternate assessment given to non-verbal student with multiple disabilities