

U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools): Charter Title 1 Magnet Choice
(Check all that apply, if any)

Name of Principal: Mr. Larry Hunt

Official School Name: Anita Elementary School

School Mailing Address: 709 McIntyre Drive
 Anita, IA 50020-1119

County: 15 State School Code Number: 1502520409

Telephone: (712) 762-3231 E-mail: lhunt@anita.k12.ia.us

Fax: (712) 762-3249 Web URL: www.camcougars.org

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. Steve Pelzer Superintendent e-mail: spelzer@anita.k12.ia.us

District Name: Anita Community School District District Phone: (712) 762-3231

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. Chuck Kinzie

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

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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 2010-2011 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 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
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

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All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 1 Elementary schools
 (per district designation) 1 Middle/Junior high schools
1 High schools
0 K-12 schools
3 Total schools in district
2. District per-pupil expenditure: 5971

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school: 1
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	7	11	18			6	0	0
K	13	9	22			7	0	0
1	10	9	19			8	0	0
2	12	13	25			9	0	0
3	8	9	17			10	0	0
4	10	13	23			11	0	0
5	4	7	11			12	0	0
Total in Applying School:								135

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
0 % Asian
1 % Black or African American
0 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
99 % 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 2009-2010 school year: 9%

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, 2009 until the end of the school year.	7
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	2
(3)	Total of all transferred students [sum of rows (1) and (2)].	9
(4)	Total number of students in the school as of October 1, 2009	105
(5)	Total transferred students in row (3) divided by total students in row (4).	0.09
(6)	Amount in row (5) multiplied by 100.	9

8. Percent limited English proficient students in the school: 0%

Total number of limited English proficient students in the school: 0

Number of languages represented, not including English: 0

Specify languages:

9. Percent of students eligible for free/reduced-priced meals: 50%
 Total number of students who qualify: 68

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-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 10%
 Total number of students served: 14

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>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>12</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>10</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</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>7</u>	<u>0</u>
Special resource teachers/specialists	<u>2</u>	<u>5</u>
Paraprofessionals	<u>1</u>	<u>5</u>
Support staff	<u>2</u>	<u>3</u>
Total number	<u>13</u>	<u>13</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 high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	96%	96%	95%	97%	96%
Daily teacher attendance	96%	94%	95%	95%	96%
Teacher turnover rate	11%	11%	0%	22%	0%
High school graduation rate	%	%	%	%	%

If these data are not available, explain and provide reasonable estimates.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

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	_____ %
Total	_____ 0%

The mission of Anita Community Schools and Anita Elementary School is to provide optimum educational opportunities and challenges for all students. Our vision for students of Anita Elementary states “the school in partnership with the community will promote maximum student achievement. The school will actively promote a safe and positive learning environment that encourages individual and social responsibility.” At Anita Elementary School, it is the belief of the staff, students and community, that every child can and will learn and achieve to high standards in literacy, math, science, social studies, language, the arts, physical fitness and as responsible, respectful citizens.

It is our belief that students are at their best when they feel safe, are positively encouraged, and are actively engaged in meaningful and challenging work. Anita Elementary School strives to meet the needs of each and every student in the district each and every day. Our staff does that by constantly assessing student progress, realigning goals for greater student achievement, striving to stay current on changes in technology and teaching strategies which work best with students, and by maintaining high levels of communication with students, staff, parents, community and various educational resources available to the district.

Anita Elementary School, located in southwest Iowa, is composed of grades Pre-K-5. Our school also houses a section of Head Start developmental preschool, and an overflowing in-house daycare center, which draws children from six different surrounding communities. We have one section of each grade level with a total Pre-K-5 total enrollment of 135. The Anita school district is comprised of students from the towns of Anita and Wiota. (We are in the final year of a whole grade sharing agreement with the C&M Community District, and will become the combined CAM School District beginning July 1, 2011.) Our current 17.5:1 student/teacher ratio allows class sizes to remain small where students receive differentiated instruction with one-on-one and small group support when needed. A one-to-one student laptop initiative began at CAM High School in 2007. Current plans are to have a one-to-one initiative in place, K-12, in 2011-2012, allowing our staff and students to utilize technology for greater levels of student engagement while learning. We also utilize Promethean boards in every classroom for this purpose. At this time, community support for small districts in Iowa is of utmost importance, and support for the Anita district is extremely evident. High levels of support are obvious during school board elections, parent-teacher conferences, school and sporting events, when called upon for various volunteer efforts, and as needed to help meet sustainability efforts. Excellent levels of community involvement have helped our school maintain high levels of student achievement and a consistently successful district for many years. For example, in 2009-2010, our high school graduation rate was 100%. In 2008, a large community celebration was spearheaded to celebrate the 50th anniversary of the Anita Elementary School building, its students, families and the learning that has taken place there, every day since 1958.

At Anita Elementary School, our goal is to promote maximum student achievement, through a safe and positive learning environment. Our goal is to encourage individual and social responsibility, while maintaining high levels of student engagement through the use various learning and teaching strategies, in partnering with our community. We strive for our motto: "The school in partnership with community will promote maximum student achievement."

1. Assessment Results:

Anita Elementary School uses Iowa Tests of Basic Skills as the state assessment, grades 2-5. A study of data over the past five years indicates reading score proficiency has remained consistently high with a significant number of students scoring at the advanced level. Math scores indicate a proficiency level consistently in the upper 80th to lower 90th percentiles with a significant number of students scoring at the advanced level. Class proficiencies seem to increase as students move into upper elementary grades. There are little or no achievement gaps when comparing the low SES data with the schoolwide data in both reading and math.

When analyzing ITBS data, to determine if students are proficient or not, Anita Elementary Staff look at percentile rank scores. A student at the 41st percentile or above is considered proficient in the designated subject area. Those below are non-proficient. This group is targeted for those needing additional support of small group and one-on-one help and a concentrated change in teaching strategy by staff.

Our district utilizes a Title I program for support in reading and math, along with a special education program and utilization of classroom associates at all levels. We maintain a TAT (Teacher Assistance Team) which assists classroom teachers with strategies for struggling learners, both academically and behaviorally. We utilize outside support from Green Hills AEA14 and other local agencies as needed.

In 2003, we began a Comprehensive School Reform initiative utilizing Reading Rescue tutoring to serve low-performing K-3 readers. This was done through a three-year professional development process with Literacy Trust of Gainesville, Florida. Staff was trained in an intense tutoring approach to bring struggling readers up to grade level as quickly as possible with daily, one-on-one, highly structured sessions. It is believed this program has helped bring students up to grade level in literacy, and maintain low levels of learning gaps between students of more advantaged backgrounds with those of low, socio-economic backgrounds.

District-wide assessments are used three times per year, including DIBELS (Dynamic Indicators of Early Literacy Skills), CBM's (Curriculum Based Management), Class Wide Assessments in grades 1-2, themed unit tests in reading and math, and formative and summative evaluations. These indicators all provide ongoing assessment of student learning. A constant analysis of assessment results, allows staff to collaborate and differentiate their instruction to better meet students' needs. Class Wide Assessments allow teachers to determine which students fall significantly below grade level, who could benefit from tutoring.

Analysis by staff concerning the above assessment results has led to high levels of proficiency at our school in recent years. According to data following the 2009-2010 year, there is an extremely small gap between high and low socio-economic background students at our school. Performance levels are quite similar between various populations served at Anita Elementary School.

Staff at Anita Elementary School use both formative and summative assessments to guide instruction. By analyzing student work, we gain a stronger understanding of levels where students are, as well as where each student needs to head to become proficient or sufficiently challenged. We look for trends in student data to identify strengths and concerns. After conducting an item analysis and curriculum alignment, needs are addressed. We constantly look for new teaching strategies to use with students for greater results. We also look at individual ITBS and informal test results to gain greater awareness of individual needs, such as placement for reteaching and those needing greater challenge (TAG placement).

Teachers and administration work together to analyze assessments to identify student needs. A TAT (teacher assistance team) is in place to support classroom teachers based on struggling learners' needs.

The team looks at student data, medical findings, teacher concerns, referrals and helps plan at-risk interventions and special education referrals to aide low achieving students. Students are monitored periodically. Classroom teachers utilize concept and chapter pre-tests to determine prior knowledge in science and social studies to clarify instructional needs. DIBELS and CBM's are used by classroom, Title, TAG and Special Education teachers to help make learning accommodations, identify at-risk or high achieving students, and to identify specific skills needing retaught. Class Wide Assessments, used at grades 1-2, determine students who are significantly below grade level for possible tutoring intervention.

In recent years, Anita Elementary staff have participated in professional development study groups, on Curriculum Mapping (2005-2006), Rigor & Relevance with Multi-Media ((2006-2007), Apple iLife in Classroom (2007-2008), Instructional Strategies (2008-2009), Love & Logic (2009-2010). During 2010-2011, staff continues work with technology, team teaching concepts and the Iowa CORE Curriculum through "Designing Effective Instruction to Meet Needs of 21st Century Learners". Each of these topics work towards the goal of developing greater levels of differentiated instruction by all staff. We work towards teaching ALL students in a variety of approaches at various levels. We utilize technology for whole and small group instruction and individual learning activities, as student engagement is highly important in student success. Alternative learning approaches are used to meet the needs of individual students in a variety of settings.

To learn more about the Iowa Tests of Basic Skills, go to the Iowa Department of Education's web site at www.iowa.gov/educate.

2. Using Assessment Results:

Anita Elementary staff use formative and summative assessments to guide instruction and set student learning goals. By analyzing student work, we gain stronger understanding of levels where students are, as well as developing a goal of where each student needs to head to become proficient or sufficiently challenged. We look for trends in student data to identify strengths and concerns. Item analysis and curriculum alignment allow staff to determine needs to address. We constantly look for new teaching strategies for greater results. We look at individual ITBS and informal test results to gain awareness of individual needs, such as placement for reteaching or greater challenge (TAG placement).

Teachers and administration work together to analyze standardized and local assessments to identify student needs. A TAT (teacher assistance team) supports classroom teacher needs based on struggling learners. The team looks at student data, medical findings, teacher concerns and referrals to help plan interventions to aide low achieving students. Students are monitored periodically. Classroom teachers utilize concept and chapter pre-tests to determine prior knowledge in science and social studies to clarify instructional needs. DIBELS and CBM's are used by classroom, Title, TAG and Special Education teachers to help make learning accommodations, identify at-risk or high achieving, or specific skills needing retaught. Class Wide Assessments, used at grades 1-2, determine students who are significantly below grade level for reading tutoring intervention.

In recent years, staff have participated in professional development study groups, on Curriculum Mapping (2005-2006), Rigor & Relevance with Multi-Media ((2006-2007), Apple iLife in the Classroom (2007-2008), Instructional Strategies (2008-2009), Love & Logic (2009-2010). During 2010-2011, staff works with "Designing Effective Instruction to Meet Needs of 21st Century Learners". Each of these topics focus on a goal of developing greater levels of differentiated instruction by all staff. We work towards teaching ALL students in a variety of approaches at various levels. We utilize technology for whole and small group instruction, as student engagement is a highly important factor in student success. Alternative learning approaches are used to meet the needs of individual students in a variety of settings.

3. Communicating Assessment Results:

Formal and informal test results are shared with parents at Parent-Teacher Conference; spring conferences being student-led. Classroom teachers share test results, growth and proficiencies or non-proficiencies for

each student. Strategies for improvement are also discussed. Teachers also share data from the informal assessments used: DIBELS, CBM's, Class Wide Assessments, and subject area theme and unit tests, along with subject grading.

Anita Elementary uses the JMC online grading system, which allows families to monitor their child's grades to stay connected and updated daily concerning their child's academic progress.

Student achievement data is shared with the school improvement advisory committee (SIAC), comprised of administration, staff, students, AEA staff, parents, board members, community, business members, and various stakeholders within the community. They analyze data, hold a discussion, clarify questions and concerns regarding proficiencies and deficiencies, look over trends in learning, study the curriculum, instruction, and professional development. It is an open forum for all stakeholders to ask questions, pose concerns, and give praise for the district.

Other means of reporting to the community include the annual AYP (Annual Yearly Progress Report) given to the community (located on the Iowa Department of Education web site), monthly school newsletters to district patrons, articles in the Anita Tribune, articles on the school web site (www.camcougars.org), and newsletters home to families.

Various avenues are used to share success within the district and at Anita Elementary School. The school web site (www.camcougars.org) is utilized to share learning activities and information with parents, families and the public. Students are able to post projects and also write and share articles concerning the learning that is going on in the school. Teachers are also utilizing the online learning community "Moodle" to disperse information and post assignments to students. Anita and CAM Schools also utilize the Global Connect System as a means for communicating timely information to students, families, parents, and district patrons.

Articles are printed in the Anita Tribune, along with the school newspaper "the Spy". A monthly school newsletter goes out to district families and patrons to share pertinent information. Several grades produce student newspapers to share information with families.

4. Sharing Lessons Learned:

Various avenues are used to share success within the district and at Anita Elementary School. The school web site (www.camcougars.org) is utilized to share learning activities and information with parents, families and the public. Classroom achievements and successes are posted. Students are able to post projects and also write and share articles concerning the learning that is going on in the school. Teachers are also beginning to utilize the online learning community called "Moodle" to disperse information and post assignments to students. Anita and CAM Schools also utilize the Global Connect System as a means for communicating timely information to students, families, parents, and district patrons. Articles are printed in the local newspaper, the Anita Tribune, along with the school newspaper entitled the Spy. A monthly school newsletter goes out to district families and patrons to share pertinent information. In-house, several grades produce their own student newspapers to share information with families about activities within the classrooms, school, building and district.

Anita Elementary School holds its annual Back-to-School Open House in late August each year. This event allows students, parents and families to become acquainted with the classrooms, teachers, procedures and expectations for the upcoming year. An annual Title I Parent Meeting is held to disperse information about the support provided through the Title I program in reading and math. Anita Elementary School embraces the support and commitment of its community in our school. Staff welcomes the community for special events, such as the 50th Anniversary Celebration in March 2009, its annual Grandparents' Day each April, the annual Thanksgiving meal, the yearly Night of the Notables event, or the spring field day, hosting large crowds in celebration of student learning and milestones.

Staff at Anita Elementary School are participating in monthly classroom visits with staff at C&M Elementary School and others in the area as we move closer towards becoming the CAM school district. In the past our staff have presented at IASB Convention and the Best Practice Fair put on by the Comprehensive School Reform Initiative at the Iowa Department of Education. We have also welcomed educational visitors from nearby districts who have come to observe our reading tutoring and Read Naturally programs.

1. Curriculum:

In Iowa, local school districts integrate the Iowa Core Curriculum into their local school curriculum. Anita Community Schools have been working toward getting the two curriculum collaborated. The curriculum includes the core components of Reading, Math, Science, Social Studies, English, Arts, Physical Education, Health, Nutrition, and Technology. The Iowa Core Curriculum assists Iowa schools in delivering a curriculum with high academic expectations utilizing technology to prepare students with 21st century skills. A set of essential concepts and skills allow for students to be prepared for a future beyond their school years.

The Anita Elementary Staff currently uses a combination of a basal reading program (Houghton Mifflin) and guided reading strategies to obtain proficient readers at every level. Instructional supports include the use of Visual Phonics and Project Read, along with intensive one-on-one Reading Rescue tutoring for struggling readers in grades 1-2. Read Naturally is used in grades 1-3 to help build fluency and greater levels of reading comprehension. Title I and Special Education support is utilized for small group instruction, one on one reinforcement, the re-teaching of key concepts, team teaching, and differentiating instruction as needed. Classroom paraprofessionals are utilized at every level, K-5, for instructional support.

By using a combination of a basal reading program and guided reading, teachers are able to meet the wide variety of student needs at all levels. In Kindergarten the basal helps students to build a strong foundation of basic phonemic awareness and phonics skills through key concepts. During the second semester of the year, the instruction moves into using flexible groupings to guide readers through leveled beginning readers. First grade students build a strong phonics background using the basal reader and also utilize flexible grouping as reading abilities expand. As students move into the upper grade levels, more guided reading lessons and novel studies are used, as students read at appropriate levels, utilizing text analysis, writing, and vocabulary mini-lessons, to learn from the text. Flexible grouping is used where students may move about within groups, depending on needs in their learning.

The Title I and Special Education programs highly support the daily reading instruction in each of the classrooms. We are a school-wide Title I program, so are able to serve all student needs in reading and math. Students may be pulled in small groups to work on skills previously taught, alongside the regular classroom teacher, or in another setting from a different approach, which will help to build skills such as comprehension, fluency, and phonics. Team teaching is also used within the classrooms to allow for additional small group work and more individual attention given to students showing need.

Other supports which are used to further build upon reading instruction in the classrooms include: the utilization of para-educators to provide classroom support, the use of DOL (Daily Oral Language) activities to reinforce language and reading concepts, Book in a Bag program where ALL students K-5 are required to take a level-appropriate independent reading book home each night to read with a family member (parent signature required), Cougar Reading program where student athletes from CAM High School come and read with or listen to students read each Friday morning; the use of smart boards to engage students during whole group instruction and the use of laptop computers for small group and individual work. The RIF program (Reading is Fundamental) is used to provide books to all students three times per year. Read Across America is an annual event at Anita Elementary School, which motivates readers and defines the importance of reading to students by adults in the community. An annual Early Childhood Developmental Screening is held each year, to facilitate a smooth entrance into preschool and kindergarten programs. Anita Elementary also holds its annual Jump Start Kindergarten summer program to ease the transition into school for kindergarten children.

The Science Writing Heuristic approach is used in grades 1-5 to engage students in critical thinking, problem solving, question development, data collection, debate and discussion using evidence.

Our visual and performing arts programs include opportunities beyond classroom standards. The music program provides opportunities for students to participate in band at the 5th grade level, 5th in Harmony (an extra performance group with challenge-level music), and various performance opportunities, including Solo Night and Iowa Opus Try-outs. In visual arts, various competitions are utilized as outlets for students who wish to pursue their talents, such as sticker design contests, partnerships with community business members, and showcases of student work each spring. Our Physical Education program participates in an annual healthy eating program for fifth graders put on by Cass County Health Systems. It also annually participates in Jump Rope for Heart, the annual Field Day, and received a fitness grant for obtaining updated physical fitness equipment including a climbing wall, trampolines, scooters and parachutes. The third through fifth grades also participate in Live Healthy Iowa Kids, a one hundred day fitness program teaching youth to monitor their fruit, vegetable, milk and water intake, physical activity and "screen time". Other health curriculum standards are met in the classrooms within the Science curriculum.

2. Reading/English:

The Anita Elementary currently uses a combination of a basal reading program and leveled readers and novels. The Houghton-Mifflin reading series is a themed basal reading program. It utilizes literature for a wide range of ability levels, whole class lessons, support for meeting individual needs at the beginning of each selection, the use of flexible groups for differentiated instruction, guided and independent practice components, and a Reader's Library for additional support for each selection.

Students requiring enrichment in the literacy area are served in the Talented and Gifted program. Gifted readers experience a variety of enrichment opportunities within the school, such as a pull-out program meeting regularly to participate in high-ability opportunities in reading, language and communication projects. Accelerated students are identified for general intellectual, creative, leadership, visual/performing arts, and specific skill abilities. Students may participate in long-term research projects, short-term novel units, independent reading and study projects, units of study on high interest topics, or challenge novel units where they are asked to make connections, patterns, parallels and analogies. Students are exposed to a combination of fantasy and non-fiction literature, while using technology for self-directed projects. Much work is done with higher level concepts to enrich the curriculum within the regular classroom.

The Anita Elementary has teachers trained in Reading Rescue, a program designed to bring young students to grade level through daily one to one tutoring sessions. Read Naturally is used in grades 1-3 to help build fluency and greater levels of reading comprehension. Title I and Special Education support is utilized for small group instruction, one on one reinforcement, the re-teaching of key concepts, team teaching, and differentiating instruction as needed. Classroom paraprofessionals are utilized at every level, K-5, for instructional support. All elementary staff is trained in Visual Phonics.

3. Mathematics:

As Anita and C&M began the whole grade sharing agreement, it became evident that our district would benefit from using the Saxon Math series which C&M was using with success. We adopted the program and have seen benefits since that change was made in 2005. Saxon Math is a hands-on, success-oriented series that puts emphasis on manipulatives and mental math. A multi-sensory approach is used with students who are heterogeneously grouped. Mastery of math concepts happens as the skills are practiced repeatedly over a long period of time, rather than chapter to chapter. Skills are presented in a carefully placed sequential order called increments. All areas of math are integrated so students see the interrelationships. Lesson components include the daily math meeting, fact practice, guided class practice, homework (parent involvement), and assessment.

Students requiring enrichment are served in the Talented and Gifted program and are accelerated through the curriculum. Anita Elementary's math acceleration component ensures that students are able to progress at their own pace and ability level through the Saxon Math program, and on into the upper level Pre-Algebra, Algebra, and Geometry courses. Collaboration is maintained with the classroom teacher and other school staff and administration to ensure the curriculum is consistent in meeting the needs of gifted students, K-8. .

The Title I and Special Education programs highly support the daily math instruction in each of the classrooms. We are a school-wide Title I program, so are able to serve all students and their needs in math. Students may be pulled in small groups to work on skills previously taught, alongside the regular classroom teacher, or in another setting from a different approach, which will help to build skills. Team teaching is also used within the classrooms to allow for additional small group work and more individual attention given to students showing need.

4. Additional Curriculum Area:

All subject areas are important in providing a well-rounded education to students at Anita Elementary School. We try to keep this in mind as we periodically re-align curriculum to meet student needs and to obtain greater levels of student learning.

The Anita Community School established a statewide, voluntary four-year-old preschool program that began in the fall of the 2010-2011 school year. The preschool is partnered with Headstart to provide four-year-old children five days of service at no charge, including ten hours per week taught by a state certified preschool teacher. Identified three-year-old children with an Individualized Education Plan are also served in the preschool and receive special education services at an early age.

In 2004, a small group of teachers at Anita Elementary began a professional development process centered around SWH, or the Science Writing Heuristic, provided by AEA13. This approach utilizes critical thinking and problem solving skills with students. Questions are developed, data is collected and interpreted, claims are made, and students are asked to support their claims with evidence from hands on experiments, leading to in-depth debates and communication on science topics. Since that time six different teachers have utilized the approach, allowing for more critical thinking and problem solving type approaches to be used not only in Science, but across different curricular areas in the building. One instructor has received national recognition for her work with SWH, through the Presidential Award for Math & Science Teaching Award. Data collection and observation practices have also been in place for a number of years in our science program, as our students have participated in the GLOBE, DNR and Iowater programs. We also continually engage our students in Earth Day activities and various environmental programs in Iowa, along with utilizing the Cass County Outdoor Classroom along with other environmental resources available to students.

5. Instructional Methods:

A variety of instructional methods are utilized at Anita Elementary School, along with the practice of continuously obtaining new approaches and meaningful strategies to use with students. Small and large group instruction is used, along with one-on-one support, differentiated instruction strategies, cooperative learning groups, technology integration, hands-on activities, project-based learning and a large amount of inquiry-based instruction across the curriculum areas.

Currently, staff are learning strategies in Team Teaching and Differentiated Instruction, to bring about greater student success. Current district focus includes ongoing strategies using the smart board technologies, as well as learning about and integrating Moodle, or an online learning community to facilitate learning with students. Teachers are partnering with paraprofessionals, grade-similar teachers, and classroom volunteers to bring about greater learning opportunities. Individualized and small group instruction allows our teachers to provide re-teaching of concepts and instruction in a different manner. Small group work allows students to learn from each other in a more authentic learning setting. Currently

staff are involved in periodic visits to other districts, to observe instructional practices and gain knowledge in instructional strategies and programs.

A small rural community in southwest Iowa, we are quite limited in how to provide diverse learning situations for our students. We have, however, utilized service learning within the whole Anita district for a number of years. In our small rural community, this means tapping into any population other than our own student population to go to outside of the school walls in providing real world experiences. We utilize the high population of elderly who live nearby. Our students and staff have consistently partnered with Colonial Manor Nursing Home, the local senior citizens center and senior meal site, to provide outside experiences for our students. The elderly need interaction, stimulation, social experiences, movement, motor skills work, and exposure to current events. Our students need to provide a service for others and to problem solve. They experience a population other than their own, learn valuable communication skills, learn about health careers, provide social interaction, but most importantly, practice and display the skills tied to their curriculum such as reading, speaking, writing, singing, art, etc. Bi-monthly visits with the elderly continue as classes from the district plan activities and carry them out in an ongoing partnership with the elderly residents of our community.

6. Professional Development:

Over the past several years, a variety of professional development opportunities have been infused into the curriculum by Anita Elementary educators through study groups: Curriculum Mapping (2005-2006), Rigor & Relevance with Multi-Media (2006-2007), Apple iLife in the Classroom (2007-2008), Instructional Strategies (2008-2009), Love & Logic (2009-2010), and Designing Effective Instruction for 21st Century Learners (2010-2011). A team of teachers have participated in training on the Science Writing Heuristic approach since 2004, with implementation in several classrooms. It is through these ongoing sessions that teachers continually learn and practice effective strategies to use with students in the classroom. Additional strategies are learned at focus group training, such as the Reading Cadre and Iowa Core Training in recent years. District mentoring also provides new teacher training alongside a “seasoned” classroom veteran to ensure the first few years in the classroom are successful.

Summer training in the use of the smart boards began in 2010. Most classrooms are now equipped with this technology, with students and staff alike using the hands-on equipment. Ongoing staff training will occur during 2010-2011, as staff develop lessons and integrate the technology into their curriculum during additional sessions through the year. This emphasis will also tie in well with plans for students in all grades, K-12, to have a one-to-one laptop initiative in place during the 2011-2012 school year.

The focus of professional development at Anita Elementary School is to bring about greater student achievement. Our teachers are continuously taking part in ongoing professional development that is designed to advance the knowledge level of our staff in subject matter area and in technology to greater engage our students. By doing this our students will learn and succeed and hopefully become successful lifelong learners.

7. School Leadership:

The leadership structure of Anita Elementary School is made up of the following: district Superintendent, Pre-K-8 Building Principal, Guidance Counselor, and various committees and focus groups, including Leadership Team (focuses on Iowa Core Curriculum), reading committee, the SIAC Committee, TAT (Teacher Assistance Team), Teacher Mentors, and PBS (Positive Behavior Supports) team. Each work collaboratively to analyze student data, consider student and staff needs, consider professional development opportunities, and work cooperatively together to carry out initiatives for the school. Our teams work collaboratively for improving student achievement in our school.

The principal facilitates all staff development, guides the teachers in implementing new strategies in the classroom, participates in learning new strategies, holds teachers accountable for implementation in the classroom, and is the instructional coach for the staff.

The leadership team attends Iowa Core Trainings and shares with staff information, goals, plans, and updates considering the Iowa CORE curriculum implementation.

Our reading committee is currently looking at providing a similar reading program when the two districts become one. We are discussing similar approaches regarding guided reading and basal readers, along with supports such as Read Naturally and tutoring or Reading Recovery.

The TAT team suggests strategies for students who are struggling academically and behaviorally. Mentors work alongside new teachers by giving guidance to help as they ease into their teaching position.

Our district also partners with several area focus groups to bring about greater progress including: Green Hills AEA14, Anita Public Library, Colonial Manor, Cass County Outdoor Classroom, Cass County Conservation, Cass County/ISU Extension, preschools, daycare providers, Kids' Club, Atlantic Schools, TSI (Transition Services of Iowa), Cass County Memorial Hospital, Southwest Iowa Mental Health, Headstart, Boost4 Families, Healthy Cass County, Health & Wellness Center, Music Boosters, and Anita Citizens for Education.

Anita Elementary School has a history of utilizing education grants to support school improvement initiatives. We have been a part of initiatives such as Comprehensive School Reform, ILTC(technology), Comserv (Service Learning), partnerships with the Iowa Arts Council, and others.

All work at Anita Elementary School is continuous and ongoing, geared towards obtaining greater student gains in achievement. Staff follow Iowa's model of ongoing and continuous work towards school improvement to increase student achievement. Anita Elementary School is made up of and supported by students, staff, support personnel, volunteers, community members, various stakeholders and numerous others who work together towards meeting the district mission of providing optimum educational opportunities and challenges for ALL students. At Anita Elementary School we strive for the motto "The school in partnership with the community will promote maximum student achievement".

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Iowa Tests of Basic Skills

Edition/Publication Year: Edition/Publication Year:
2001

Publisher: Riverside Publishing/ Houghton
Mifflin

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Nov	Nov	Feb	Feb	Feb
SCHOOL SCORES					
Proficient	90	89	84	89	74
Advanced	20	33	46	33	27
Number of students tested	20	9	13	18	15
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	100	50	67	75	67
Advanced	0	0	33	13	17
Number of students tested	5	2	6	8	6
2. African American Students					
Proficient					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient					
Advanced					
Number of students tested					
6.					
Proficient					
Advanced					
Number of students tested					
NOTES:					

111A1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Iowa Tests of Basic Skills

Edition/Publication Year: Edition/Publication Year:
2001

Publisher: Riverside Publishing/ Houghton
Mifflin

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Nov	Nov	Feb	Feb	Feb
SCHOOL SCORES					
Proficient	95	78	84	84	67
Advanced	25	22	15	6	27
Number of students tested	20	9	13	18	15
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	100	0	67	87	33
Advanced	0	0	17	0	0
Number of students tested	5	2	6	8	6
2. African American Students					
Proficient					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient					
Advanced					
Number of students tested					
6.					
Proficient					
Advanced					
Number of students tested					
NOTES:					

111A1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Iowa Tests of Basic Skills

Edition/Publication Year: Edition/Publication Year:
2001

Publisher: Riverside Publishing/ Houghton
Mifflin

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Nov	Nov	Feb	Feb	Feb
SCHOOL SCORES					
Proficient	100	87	95	72	93
Advanced	36	40	20	43	50
Number of students tested	11	15	20	14	14
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	100	75	90	80	100
Advanced	0	25	20	20	40
Number of students tested	2	8	10	5	5
2. African American Students					
Proficient					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient					
Advanced					
Number of students tested					
6.					
Proficient					
Advanced					
Number of students tested					
NOTES:					

111A1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Iowa Tests of Basic Skills

Edition/Publication Year: Edition/Publication Year:
2001

Publisher: Riverside Publishing/ Houghton
Mifflin

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Nov	Nov	Feb	Feb	Feb
SCHOOL SCORES					
Proficient	82	87	75	79	86
Advanced	27	20	10	29	29
Number of students tested	11	15	20	14	14
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	50	75	70	80	100
Advanced	0	38	10	20	40
Number of students tested	2	8	10	5	5
2. African American Students					
Proficient					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient					
Advanced					
Number of students tested					
6.					
Proficient					
Advanced					
Number of students tested					
NOTES:					

111A1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: Iowa Tests of Basic Skills

Edition/Publication Year: Edition/Publication Year:
2001

Publisher: Riverside Publishing/ Houghton
Mifflin

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Nov	Nov	Feb	Feb	Feb
SCHOOL SCORES					
Proficient	88	100	71	93	94
Advanced	12	17	21	36	27
Number of students tested	17	18	14	14	15
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	100	100	50	100	87
Advanced	40	13	0	25	38
Number of students tested	10	8	6	4	8
2. African American Students					
Proficient					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient					
Advanced					
Number of students tested					
6.					
Proficient					
Advanced					
Number of students tested					
NOTES:					

111A1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Iowa Tests of Basic Skills

Edition/Publication Year: Edition/Publication Year:
2001

Publisher: Riverside Publishing/ Houghton
Mifflin

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Nov	Nov	Feb	Feb	Feb
SCHOOL SCORES					
Proficient	88	94	78	93	80
Advanced	12	11	14	29	13
Number of students tested	17	18	14	14	15
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	80	100	67	100	75
Advanced	10	0	0	50	25
Number of students tested	10	8	6	4	8
2. African American Students					
Proficient					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient					
Advanced					
Number of students tested					
6.					
Proficient					
Advanced					
Number of students tested					
NOTES:					

111A1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Nov	Nov	Feb	Feb	Feb
SCHOOL SCORES					
Proficient	93	93	85	85	86
Advanced	22	29	28	37	34
Number of students tested	54	42	47	46	44
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	100	94	73	82	84
Advanced	24	19	18	18	32
Number of students tested	17	16	22	17	19
2. African American Students					
Proficient					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient					
Advanced					
Number of students tested					
6.					
Proficient					
Advanced					
Number of students tested					
NOTES:					

111A1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Nov	Nov	Feb	Feb	Feb
SCHOOL SCORES					
Proficient	90	88	79	85	77
Advanced	21	17	13	20	23
Number of students tested	48	42	47	46	44
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	82	78	68	88	68
Advanced	6	17	9	18	21
Number of students tested	17	18	22	17	19
2. African American Students					
Proficient					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient					
Advanced					
Number of students tested					
6.					
Proficient					
Advanced					
Number of students tested					
NOTES:					

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