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

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

Name of Principal: Mrs. Mary Oelmann

Official School Name: Greene Elementary School

School Mailing Address: 210 W South St.
PO Box 190
Greene, IA 50636-0190

County: 12 State School Code Number: 1226640409

Telephone: (641) 816-5629 E-mail: moelmann@greene.k12.ia.us

Fax: (641) 816-3629 Web URL: www.greene.k12.ia.us

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mr. Terry Kenealy Superintendent e-mail: tkenealy@greene.k12.ia.us

District Name: Greene Community School District District Phone: (641) 816-5523

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. Troy Feldman

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 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) 0 Middle/Junior high schools
   1 High schools
   0 K-12 schools
   2 Total schools in district
2. District per-pupil expenditure: 10846

SCHOOL (To be completed by all schools)

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

4. Number of years the principal has been in her/his position at this school: 7

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	14	14	28		6	0	0	0
K	10	8	18		7	0	0	0
1	16	8	24		8	0	0	0
2	9	9	18		9	0	0	0
3	9	12	21		10	0	0	0
4	11	10	21		11	0	0	0
5	0	0	0		12	0	0	0
					Total in Applying School:			130

6. Racial/ethnic composition of the school:

0 %	American Indian or Alaska Native
0 %	Asian
0 %	Black or African American
0 %	Hispanic or Latino
0 %	Native Hawaiian or Other Pacific Islander
99 %	White
1 %	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: 2%

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

(1)	Number of students who transferred ***to*** the school after October 1, 2009 until the end of the school year.	1
(2)	Number of students who transferred ***from*** the school after October 1, 2009 until the end of the school year.	1
(3)	Total of all transferred students [sum of rows (1) and (2)].	2
(4)	Total number of students in the school as of October 1, 2009	121
(5)	Total transferred students in row (3) divided by total students in row (4).	0.02
(6)	Amount in row (5) multiplied by 100.	2

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: 28%

   Total number of students who qualify: 34

   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: 21%

    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.

0	Autism	0	Orthopedic Impairment
0	Deafness	0	Other Health Impaired
0	Deaf-Blindness	16	Specific Learning Disability
1	Emotional Disturbance	16	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	0	Visual Impairment Including Blindness
1	Multiple Disabilities	2	Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	0	1
Classroom teachers	6	0
Special resource teachers/specialists	2	4
Paraprofessionals	0	5
Support staff	2	2
Total number	10	12

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: 16:1

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	97%	97%	97%	97%	97%
Daily teacher attendance	97%	98%	98%	98%	98%
Teacher turnover rate	0%	0%	0%	0%	0%
High school graduation rate	0%	0%	0%	0%	0%

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:	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in vocational training	0%
Found employment	0%
Military service	0%
Other	0%
Total	**0**%

PART III - SUMMARY

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Greene Elementary School is located in Greene, Iowa. We are approximately 45 minutes from the Waterloo, Cedar Falls area, 40 minutes from Mason City, and 20 miles from Charles City. Most of the parents in our community commute to their place of work. Greene's largest employers include the school, Farmer's Coop, American Tool, and Lincoln Saving's Bank. We have a thriving main street and this has helped the economy of the community. We are located on 5 miles of navigational Shell Rock River. The community has many homes located on the river for vacationers.

Greene's Elementary enrollment has steadily decreased over the past 10 years. We have gone from a Pre-Kindergarten – 6 building to a Pre-Kindergarten – 4 building. The elementary school has lost a section of each grade to where we are now a single section building. We have had a Pre-Kindergarten program in the district for over 20 years. We were one of the first districts in North Iowa to establish an early childhood program for our children. Greene Community School District has historically had strong parent support and high academic expectations of the students. Students have graduated and done very well in the post secondary environment.

1% of our student population is minority with 99% of the population as Caucasian. Our percentage of lower SES students has steadily increased to 28%. Being a small rural community, we tend to have a very low transient rate of 2%. The churches in our community have been helpful in supplying clothing to students who are in need.

Our school partners with the University of Northern Iowa, Wartburg College, Upper Iowa University, Buena Vista College, and NIACC. We host student teachers, participants, etc. from the various courses the university and colleges offer.

Our school building was constructed in 1960. We have a computer lab located in our Media Center. Interactive white boards and LCD projectors were installed this year in our 2nd, 3rd, and 4th grade classrooms. Each teacher in our building has a laptop computer with wireless access to our network. Our plan is to install interactive white boards in the remaining classrooms in the building.

The mission of our district is to "create a positive learning environment that will develop responsible life-long learners." Our teacher's embrace that mission. The teachers have been trained in the Character Counts program and we are continually working on the pillars with the children. We have a monthly assembly for our CC program in which we honor students who display good character, perfect attendance, recite the CC pledge, perform skits, and sing songs. The building also has been involved with service projects throughout the school year such as collecting food for the food bank, pop tabs for the Ronald McDonald House, and Jump Rope for Heart. Our morning opening includes the Pledge of Allegiance and the Character Counts Pledge led by a rotating 4th grade student.

We use a research-based curriculum. Our Literacy program is Harcourt's Trophies, Math program is Everyday Math, Science is Scott Foresman, and Social Studies is Macmillan. We have a rotation cycle to review curriculum every six years. Our students have a Physical Education, Music, and Library Media Program available twice a week. Music programs a presented twice a year. We serve 24 students in Reading and Math Title 1 classes. Reading Recovery is available for struggling readers in 1st Grade. The TAG (Talented and
Gifted) program serves students in grades K-4.

Special programs at Greene Elementary include 24 Students served by a Title 1 teacher in Grades K-4. Reading Recovery serves 3 students. We have 2 Special Education teachers who serve resource programs serving students in Grades K-4 and Early Childhood. We have a Speech Therapist who serves our building 2 days a week. TAG (Talented and Gifted) program meets with students on a weekly basis.

Our elementary has community partnerships with the town of Greene. Specific levels are served as such: Kindergarten – Fire Station; 1st Grade – Post Office; 2nd Grade – Public Library; 3rd Grade – Liebe Care Center; and 4th Grade – Greene Food Bank.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Greene Community School District utilizes assessment data including: DIBELS (Dynamic Indicators of Basic Early Literacy Skills), Gates-MacGinitie Reading Assessment, ITBS (Iowa Test of Basic Skills), MAP (Measure of Academic Progress), Primary MAP, STAR Reading, STAR Math, and Accelerated Reading, along with a variety of classroom assessments. (check lists, running records, anecdotal records, probes, and teacher designed assessments).

District assessment scores in reading have remained consistently high across grade levels during the past 5 years. An analysis of student cohorts shows that students achieve at high levels from Kindergarten through 4th grades. Kindergarten and 1st grades are consistently meeting benchmarks in DIBELS between 80 & 90%. Students taking the Primary MAP Reading and Math tests in K-2 have consistently been meeting district standards and benchmarks developed by MISIC (Mid-Iowa School Improvement Consortium).

Greene's ITBS proficiencies over the past 5 years have exceeded the state trajectories in reading, math, and science in grades 3 and 4.

Reading in Grade 3 ranges from 75% to 100% proficient over the past 5 years.

Reading in Grade 4 ranges from 80% to 100% proficient over the past 5 years.

Math in Grade 3 ranges from 82% to 100% proficient over the past 5 years.

Math in Grade 4 ranges from 94% to 100% proficient over the past 5 years, with the 4th grade being 100% proficient for the past 2 years.

Science in Grade 3 ranges from 85% to 95% proficient over the past 5 years.

Science in Grade 4 ranges from 82% to 100% proficient over the past 5 years.

The math and science proficiencies have exceeded our reading comprehension achievement.

Greene Elementary has a significant group of high performing students at each grade level tested. These students who score at or above the 80% and would be considered in the accomplished or distinguished category on the ITBS.

Grade 3 – high performance: Reading: 24%	Math: 25%	Science: 18%
Grade 4 – high performance: Reading: 22%	Math: 23%	Science: 34%

Greene Elementary Students can be compared to State and AEA267 students by accessing the Iowa Department of Education Web Site at:
http://iowa.gov/educate/index.php?option=com_content&view=article&id=1201&Itemid=2355

The public can access this data site and compare students to other districts, AEA 267, and the State of Iowa.

2. Using Assessment Results:

We analyze our data formally 3 times during the school year. We look at our MAP data after each testing period twice a year and ITBS after the results are in the building. Teachers use the data to inform instruction by using the data analysis and RIT (Rausch Instructional Units) scores to show weak areas in the curriculum.

Since we are a small rural school, the faculty meets once a month to discuss student needs and teaching strategies. Assessment data used includes: DIBELS, Gates-MacGinitie, STAR Reading, STAR Math, AR(Accelerated Reader) results, Primary MAP, MAP, and ITBS. Teachers will also discuss classroom assessments and probes used. Every teacher is involved with data analysis for their students. Intervention plans are written for students who are not proficient.

Teachers are responsible for appropriate differentiation and intervention plans. Special Education and Title 1 teachers are included in our monthly meetings to discuss student progress. We are meeting as a faculty this year to discuss our reading instruction and write a plan for improved instruction and use of research-based strategies to help all students. Our Math program is Everyday Math. We are in our fourth year of implementation of this Math program. We have seen gains in our assessment scores each year since implementation. We are continually working on our Math instruction with this program.

3. Communicating Assessment Results:

Communication with our school community is a high priority. We begin our year with an Open House for parents, students and community members to come and meet the teaching staff. The Commercial Club sponsors a lunch for all the teachers. It gives us an opportunity to meet the business leaders in our community. We schedule Parent-Teacher Conferences twice a year. We have implemented an on-line scheduling program that is accessible through out district web site. Parents like the flexibility this gives them in scheduling their time with teachers. During conferences, teachers will share with parents a portfolio of student work. This demonstrates student growth from the beginning of the school year up to the conference time.

Teachers through weekly classroom letters and the building newsletter, which is e-mailed or sent home with the child, provide written communication to parents. Parents have e-mail access to student attendance and grade progress through our student management system, JMC. The district newsletter is mailed to all community members and parents. The district also mails the newsletter and building "Bearcat Tracks" to other family members upon request if they live out of district.

The building Leadership Committee includes all the teachers in the building. We are so small that everyone participates in building decision-making. It has worked well for us and empowers teachers to be their best. We talk about the building goals at the start of the school year and teachers realize that it takes each and every one of them for students to meet our annual goals. The APR (Annual Progress Report) is published on the district web site and paper copies are available to the community upon request.

The district SIAC (School Improvement Advisory Committee) meets 3 times each school year. This committee reviews district data and makes recommendations to the school board about the goals for our building. The committee is comprised of teachers, students, board members, parents, community members, and clergy. Professional development activities, testing results, and goal setting are discussed as well as additional district information.

District administrators have tried to meet at least once a month to discuss various student achievement and related issues. As our students transition to the middle school, teachers will meet to discuss student progress with the middle school teachers. This has helped our students make a smooth transition to the middle school.

4. Sharing Lessons Learned:

Our classroom newsletters and the "Bearcat Tracks" newsletter provide important communication to our families. These are sent via e-mail and hard copies are provided as needed. These elementary communications provide parents with information about classroom and school activities.

The Superintendent's newsletter is mailed to all households to share celebrations and progress reports. This publication includes enrollment, achievement, building, staffing and budget reports.

The district website, building website, and JMC information system all provide avenues to communicating with our public and helping others acquire information about the district.

We have a close relationship with the Greene Recorder, our local newspaper. The staff at the newspaper will cover school assemblies, open house, classroom activities, and field trips the students participate in. They help communicate to the community and surrounding area, news about our school.

We have been very fortunate to have the community and parent support with our school. We would be very honored to receive the Blue Ribbon Award.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The curriculum at Greene Elementary School follows the MISIC (Mid-Iowa School Improvement Consortium) standards and benchmarks. These standards and benchmarks have been developed through national standards and the Iowa Core Curriculum. Teachers have aligned their teaching to these standards and benchmarks and are presently aligning them to the Iowa Core Curriculum. Each curricular area is based on national standards adapted for MISIC.

Literacy Curriculum: The literacy curriculum is based upon a balanced literacy approach to serving children. There are ten strands to the balanced literacy curriculum including: modeled writing, shared writing, content area writing, independent writing, daily oral language, independent reading, content area reading, shared reading, guided reading, and read aloud. The ten strands are scientifically based in research and are implemented throughout the day in all curricular areas. In addition, the curriculum focuses on comprehension strategy instruction, graphic organizers, vocabulary instruction, and text structures. In the primary grades approximately 180 minutes are scheduled for daily literacy instruction. In the fourth grade, the time is approximately 150 minutes. Teachers have been implementing research based "Literacy Excellence" skills in the classroom setting to increase student performance in reading.

Math Curriculum: The math program, aligned with the NCTM (National Council of Teachers of Math) standards, is a comprehensive program that emphasizes the application of math to real world situations. The program is taught in a spiraling concept in which students are constantly learning and reviewing math skills. A variety of teaching strategies are used to instruct the children. The program teaches algebraic concepts, geometry, problem solving, measurement, time, money, computation, statistics, and probability. The program was developed by the University of Chicago Math Department and is a research based Math program. Our math curriculum requires at least 60 minutes a day for math instruction. The math instruction includes time for whole-group instruction as well as small group, partner, or individual activities. The activities the students participate in are games, hands-on instruction, math box problems, formative assessments as well as weekly assessments to plot student progress. Students are given an opportunity to go to the computer lab for computation practice and to use the Math games provided by the textbook company.

Science Curriculum: The science curriculum, aligned with the National Science Education Standards, is designed to provide meaningful science education for all students. The science curriculum provides a general exposure to Earth, Life and Physical science at each grade level. The program has a focus of hands-on experiments and science inquiry.

Social Studies Curriculum: The social studies curriculum is aligned with the National Social Studies Standards and is theory and research based. It consists of a series of instructional practices that allow students of all abilities to master key social studies concepts. The curriculum is designed to give students lessons to build mastery in key social studies concepts. The curriculum is characterized by the following features including theory and research based active instruction, standards based content, preview assignments, multiple intelligence teaching strategies, grade appropriate text, graphically organized reading notes, processing assignment, and assessments to inform instruction.

Additional Curriculum: Additional curriculum opportunities for Greene Elementary students include: art, vocal music, physical education, guidance, library media skills, TAG, and art. The curriculum for each of the areas include opportunities to develop skills, leadership, cooperation, and collaboration. Performance assessments in all areas allow students opportunities for self-assessment as well as for teacher feedback.

2. Reading/English:

The district Literacy curriculum, which includes reading, is based upon a balanced literacy approach to serving children. There are ten strands to the balanced literacy curriculum including: modeled writing, shared writing, content area writing, independent writing, daily oral language, independent reading, content area reading, shared reading, guided reading, and read aloud. The strands are scientifically based in research implemented throughout the day in all curricular areas. The curriculum focuses on comprehension strategy instruction, graphic organizers, vocabulary instruction, and text structures. We allocate a large block of instructional time is also part of the district plan for implementing the literacy curriculum. Teachers use both formative and summative data to provide guidance for instruction. A balance of direct instruction and student independence is needed for students to become competent readers. A careful, purposeful instructional sequence should contain all the parts and should demonstrate the release of responsibility to students as their independence increases. Effective strategy instruction is about developing readers who actively and independently monitor and regulate their own comprehension. Effective comprehension strategy instruction is either explicit or direct.

3. Mathematics:

The math program, aligned with the NCTM standards, is a comprehensive program that emphasizes the application of math to real world situations. The program is taught in a spiraling concept in which students are constantly learning and reviewing math skills. A variety of teaching strategies are used to instruct the children. The program teaches algebraic concepts, geometry, problem solving, measurement, time, money, computation, statistics, and probability. The program was developed by the University of Chicago Math Department and is a research based Math program. Our math curriculum requires a minimum of 60 minutes a day for math instruction. The math instruction includes time for whole-group instruction as well as small group, partner, or individual activities. The activities the students participate in are games, hands-on instruction, math box problems, formative assessments as well as weekly assessments to follow student progress. Students are given an opportunity to go to the computer lab for computation practice and to use the Math games provided by the textbook company.

4. Additional Curriculum Area:

Science Curriculum: The science curriculum, aligned with the National Science Education Standards, is designed to provide meaningful science education for all students. The science curriculum provides a general exposure to Earth, Life and Physical science at each grade level. The program has a focus of hands-on experiments and science inquiry.

Social Studies Curriculum: The social studies curriculum is aligned with the National Social Studies Standards and is theory and research based. It consists of a series of instructional practices that allow students of all abilities to master key social studies concepts. The curriculum is designed to give students lessons to build mastery in key social studies concepts. The curriculum is characterized by the following features including theory and research based active instruction, standards based content, preview assignments, multiple intelligence teaching strategies, grade appropriate text, graphically organized reading notes, processing assignment, and assessments to inform instruction.

Library Media Skills: The students are Greene Elementary School are using a variety of different technologies throughout the school day. The district implemented interactive white boards in 3 classrooms with a plan to add the remaining classrooms next year. Students have learned to manipulate data using this technology in the classroom. Students have access to the building computer lab as well as computers in the classroom. Students have learned to use programs to make graphic organizers, presentations, classroom books, digital pictures, digital movies, ethical behavior, and researching skills. Starting with the kindergarten students, students are exposed to keyboarding and simple word processing skills.

5. Instructional Methods:

The school differentiates instruction in a variety of ways. First, special programs are designed to meet the needs of individual students. Special Education services are provided for students using a continuum of services: consulting teacher services, co-teaching services, collaborative services, pull out "supplementary" services, and special class services. Another program that allows the school to differentiate instruction includes the Title 1 Reading Program. Our program serves students in grades K – 4 providing reading instruction at the instructional level. Struggling beginning readers in first grade will receive intensive reading instruction with Reading Recovery (Title 1 reading program).

Teachers provide reading instruction using guided reading for students in their classrooms. Using formative and summative assessment data, teachers determine instructional reading levels for students. This allows students to interact with print at their level and develop comprehension strategies.

Teachers use a spiral approach to teach math. This program was developed by the University of Chicago and is called Everyday Math. Teachers use a variety of strategies to instruct students such as direct instruction, games, math boxes, manipulatives, real world problems, and mental math. Students are provided opportunities for remedial and enrichment activities during class time. Accommodations are provided for students per their IEP and as needed. Title 1 Math services are available at the instructional level.

The hands-on nature of science and social studies curriculum provides an opportunity for all students to be successful regardless of their reading levels. Parents and volunteers provide additional support for students performing at all levels.

6. Professional Development:

The Greene Elementary School professional development focus for the past two years has been formative assessment. Our professional development is based on research by Richard Stiggins. Teacher leaders have been training the teaching staff with different formative assessment strategies they can use in the classroom setting. Teachers have met in collaborative groups to share out and study the chapters in the book, Classroom Assessment for Student Learning. Teachers are responsible to turn in data logs, artifacts, and assignment sheets to building administrators.

Another piece of our professional development is data analysis. Teachers have opportunities to study DIBELS, MAP, STAR Reading, STAR Math, AR, and ITBS results. Teachers develop action plans for their classroom to improve instruction in weak areas.

Lastly, we are studying Instructional Practices Inventory. This research-based method of walk-throughs' are designed to help teachers identify the rigor and relevance in their teaching. Teachers have been studying the categories of student engagement and learning how to develop units of study that develop a student's higher order thinking skills. Teachers are in the process of being trained to implement the walk-troughs' and lead other teachers through the process.

7. School Leadership:

Greene Elementary is a small rural school. We have single sections in our building of grades Pre-Kindergarten through 4. Since we are so small, teachers have been working together for many years. We meet once a month as a faculty to discuss students, share teaching interventions and strategies. This allows opportunities to discuss individual student needs, progress, accommodations, and parent communications. We discuss several issues including student achievement data, implementation logs, behavioral concerns, and building level issues. Our AEA contact person attends the meetings to help with interventions, teaching strategies, or services that teachers can access. These meetings provide teachers input for decision making in all areas.

The GEI (General Education Intervention) meeting is held once a month. We work together to draft intervention plans for students who may be underperforming academically, present with behavioral challenges, attendance issues, or other needs identified by staff. All staff members have the opportunity to refer students to this team for additional support. All teams provide the building principal with input and suggestions for improvement.

The building principal has been involved in all initiatives at the elementary school. The principal is a leader and team player in the building committees. The principal sets meeting dates for the problem solving team, the technology team, the GEI team, and the teacher quality team. I have developed agendas for the meetings and led the discussions. Teachers have been involved in the meetings and suggestions from the staff are taken to the administrative team meetings we have during the school year. Currently I have been leading the teachers in a study pertaining to reading instruction. As a staff we want to improve our reading instruction for all our students. As an instructional leader in my building, it is important for teachers to work together, use current research, and problem solve to improve the instruction methods with students. I had a team of teachers attend "Literacy Excellence" at the AEA267 office and bring back reading strategies to share with teachers. Teachers implemented these strategies in their classrooms.

The principal schedules the AEA 267 consultants to come on site to train teachers in technology use in the classroom, reading strategies, use of graphic organizers in instruction, and use of web tools for student collaboration. By bringing training on site, we have had great teacher participation in technology initiatives.

It is the principal's role to encourage professional development within the teaching staff. I have asked teachers to attend AEA, state and national meetings to learn more about teaching strategies that work with students. The teachers then use their knowledge to instruct their colleagues of the new learning. This model has worked very well in our building. We have had this in place for the past 6 years since current principal has been leading the elementary school.

The building principal's role is to attend Professional Learning Community meetings in my building. These are meetings we have required teachers to have to collaborate and share their learning of formative assessments. Through the development of formative assessments, we have improved our assessment practices in the elementary school.

It takes leadership and supporting teachers to implement change in a building. We have worked hard to establish a team atmosphere in our building and make it work for students.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: ITBS

Edition/Publication Year: Level 9 Publisher: Riverside Publishing

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
Proficient	100	91	95	83	73
Advanced	55	23	30	11	5
Number of students tested	20	22	20	18	22
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient					
Advanced					
Number of students tested					
2. African American Students					
Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Proficient					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0

NOTES: Our sub-groups of Free & Reduced and Special Education student populations is under 10 students. I have entered the number of students in the category but not the percentages.

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STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 3 Test: ITBS

Edition/Publication Year: Level 9 Publisher: Riverside Publishing

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
Proficient	100	91	60	83	73
Advanced	40	18	20	17	23
Number of students tested	20	22	20	18	22
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient					
Advanced					
Number of students tested					
2. African American Students					
Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	2	5	4	2	3
5. English Language Learner Students					
Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0

NOTES: Our sub-groups of Free & Reduced and Special Education student populations is under 10 students. I have entered the number of students in the category but not the percentages.

11IA2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 4 Test: ITBS

Edition/Publication Year: Level 10 Publisher: Riverside Publishing

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
Proficient	100	95	86	95	90
Advanced	14	26	29	24	20
Number of students tested	21	19	21	21	20
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	6	4	3	6	4
2. African American Students					
Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Proficient					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0

NOTES: Our sub-groups of Free & Reduced and Special Education student populations is under 10 students. I have entered the number of students in the category but not the percentages.

11IA2

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 4 Test: ITBS

Edition/Publication Year: Level 10 Publisher: Riverside Publishing

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
Proficient	81	95	100	86	75
Advanced	14	10	24	29	35
Number of students tested	21	20	21	21	20
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	6	4	3	6	4
2. African American Students					
Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	5	4	2	4	4
5. English Language Learner Students					
Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0

NOTES: Our sub-groups of Free & Reduced and Special Education student populations is under 10 students. I have entered the number of students in the category but not the percentages.

11IA2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
Proficient	100	89	90	90	81
Advanced	24	20	20	18	12
Number of students tested	41	44	41	39	42
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	0	100	0	0	67
Advanced	0	36	0	0	0
Number of students tested	8	11	9	7	12
2. African American Students					
Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	7	9	6	6	7
5. English Language Learner Students					
Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES: Students in Free & Reduced and Special Education with membership less than 10 will not show percentages. I have included the number of students tested.					

11IA2

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
Proficient	90	91	80	85	74
Advanced	22	9	15	21	24
Number of students tested	41	44	41	39	42
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	0	91	0	0	66
Advanced	0	9	0	0	25
Number of students tested	8	11	9	7	12
2. African American Students					
Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	7	9	6	6	7
5. English Language Learner Students					
Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES: I did not enter percents for Free & Reduced or Special Education students that numbered less than 10. I did enter the number of students in that sub-group.					

11IA2