

PART I - ELIGIBILITY CERTIFICATION

11KS1

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: 9 Elementary schools
 (per district designation) 2 Middle/Junior high schools
1 High schools
0 K-12 schools
12 Total schools in district
2. District per-pupil expenditure: 6817

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: 5
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 | 0 | 0 | 0 | | 6 | 0 | 0 | 0 |
| K | 34 | 36 | 70 | | 7 | 0 | 0 | 0 |
| 1 | 32 | 27 | 59 | | 8 | 0 | 0 | 0 |
| 2 | 31 | 38 | 69 | | 9 | 0 | 0 | 0 |
| 3 | 25 | 19 | 44 | | 10 | 0 | 0 | 0 |
| 4 | 0 | 0 | 0 | | 11 | 0 | 0 | 0 |
| 5 | 0 | 0 | 0 | | 12 | 0 | 0 | 0 |
| Total in Applying School: | | | | | | | | 242 |

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
2 % Asian
2 % Black or African American
51 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
41 % White
3 % 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: 18%

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. | 21 |
| (2) | Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year. | 20 |
| (3) | Total of all transferred students [sum of rows (1) and (2)]. | 41 |
| (4) | Total number of students in the school as of October 1, 2009 | 227 |
| (5) | Total transferred students in row (3) divided by total students in row (4). | 0.18 |
| (6) | Amount in row (5) multiplied by 100. | 18 |

8. Percent limited English proficient students in the school: 44%

Total number of limited English proficient students in the school: 109

Number of languages represented, not including English: 4

Specify languages:

Spanish, German, Polish, Tagalog (Filipino)

9. Percent of students eligible for free/reduced-priced meals: 52%
 Total number of students who qualify: 128

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.

NA

10. Percent of students receiving special education services: 9%
 Total number of students served: 22

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>5</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>1</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>2</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>8</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>5</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>10</u> | <u>0</u> |
| Special resource teachers/specialists | <u>4</u> | <u>2</u> |
| Paraprofessionals | <u>13</u> | <u>0</u> |
| Support staff | <u>2</u> | <u>1</u> |
| Total number | <u>30</u> | <u>3</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: 24:1

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 | 95% | 96% | 95% | 95% | 95% |
| Daily teacher attendance | 97% | 98% | 98% | 98% | 97% |
| Teacher turnover rate | 11% | 6% | 38% | 24% | 35% |
| High school graduation rate | % | % | % | % | % |

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

The high teacher turnover rate during the first three years was attributed to retirements, relocations, and medical issues.

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% |

PART III - SUMMARY

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MacArthur Elementary is located in Liberal, Kansas. Liberal is a close knit agri-business based community with a population of approximately 20,000. Our major employers are beef and pork processing and production plants. We are located in the southwest corner of Kansas, two miles from Oklahoma, 40 miles from Texas, and 70 miles from Colorado. We are the “Pancake Hub of the Universe,” home of “Dorothy’s House” and the “Land of Oz” Museum, as well as one of the most highly acclaimed Air Museums in the state of Kansas.

MacArthur was built in 1964 and was a small school that supported the neighborhood children and their families. Today, we still serve as the neighborhood school; however, children living outside MacArthur’s district attend our school because of overcrowding in other schools. The building has been remodeled to accommodate the changing needs of our community. Up until the fall of 2000 we were a kindergarten through fifth grade building, and now we serve kindergarten through third grade students only. Our growing population is requiring the need for expansion; however, the current economic situation deterred voters from passing a recent bond issue. Our changing demographics have affected our reporting status, and we are now a Title I School. Our ESL, special education, and migrant student population has increased; therefore, we now provide additional support with paraprofessionals and tutoring opportunities.

Every school day begins with our entire student body reciting our mission statement: “MacArthur Elementary developing lifelong learners who are respectful, responsible, and resourceful citizens.” To help in fulfilling our mission statement we have adopted Character Counts as our vehicle to guide our students to grow beyond the boundaries of school. Character Counts teaches the six pillars of character education: trustworthiness, respect, fairness, responsibility, caring, and citizenship. The staff has also been trained and implements “Capturing Kids’ Hearts,” a character education initiative that encourages teachers to build positive relationships with their students in order to help them succeed, not only in the classroom, but also in their everyday life. We’ve learned that you must capture their hearts to capture their minds.

Our certified teaching staff at MacArthur Elementary consists of two kindergarten teachers, three first grade teachers, three second grade teachers, and two third grade teachers. We are also fortunate to have a full-time instructional coach and an ESL/Title teacher. We have two full time special education teachers, one of whom is an autism specialist. Children in our district who are identified as having autism attend MacArthur Elementary regardless of their residency in the district. We have two part-time P.E. teachers and a part-time music teacher. Support staff is a vital part of MacArthur. This part-time staff includes a counselor, nurse, and speech pathologist. Together, the MacArthur team strives to reach each and every child in helping them to achieve their personal best.

Many traditions have been established at MacArthur. All students go on field trips, participate in programs such as Fire Safety, See to Learn, Science Fair, Spelling Bee and Pancake Day. We have third grade ambassadors who are chosen as exceptional role models for our school. A 3rd grade bicycle safety program in which our parents are highly involved with our third grade teachers is implemented every fall. Another parent involvement opportunity is our Parent Teacher Organization. Some activities that they host include an ice cream social, school wide carnival, pencil shop, book fair, and a holiday store in addition to PTO opportunities. MacArthur staff facilitates family nights where parents attend and participate with their children in some of the learning activities implemented as part of the educational experiences. Another tradition at MacArthur is our kindergarten through third grade Parent Days. Each grade schedules a day for parents to attend school with their child. We use Family Nights and Parent Days to strengthen relationships between home and school and to provide support and resources for parents to help their children continue learning outside the classroom.

Some of MacArthur's strengths are the following: teamwork, parental involvement, strong work ethic, high expectations, and commitment to serving the needs of our students and their families. These strengths have led MacArthur to achieve many academic awards and raise awareness of needs in our community. MacArthur has met AYP, received the Governor's Achievement Award twice, and met the Standard of Excellence in reading for four years and the Standard of Excellence in math for five years. Students at MacArthur have the opportunity to provide for those in need. During the holidays we have special drives to support our local homeless shelter. We have had a school wide recycling project to promote environmental awareness in our school. MacArthur Elementary will continue to put our students first. We want to provide experiences that empower our students to realize their dreams making MacArthur worthy of being a Blue Ribbon School.

1. Assessment Results:

MacArthur Elementary third grade students were administered the Kansas Computerized Reading and Mathematics Assessments in the spring of 2006, 2007, 2008, 2009, and 2010. The assessments were developed by the Center for Educational Testing and Evaluation (CETE) at the University of Kansas in conjunction with WestEd. This was in cooperation with the Kansas State Department of Education (KSDE). The assessments are aligned with the state standards for each grade level and administered in third through eighth grades as well as one year in high school. Assessment results can be found on the KSDE website at www.ksde.org. The performance categories ranging from lowest to highest are the following: Academic Warning, Approaches Standard, Meets Standard, Exceeds Standard, and Exemplary. Third grade students are proficient at the Meets Standard level or above on both Reading and Mathematics assessments. All students in third grade, including special education and English Language Learners (ELL), must take the Kansas assessments. Our state has not changed the Kansas Computerized Assessments during the last six years; therefore, we have been able to analyze the results of the tested standards and reflect on our past instructional practices. Collaboration and reflection among the entire teaching staff affect students' performance.

The performance trends for all students indicate a steady increase in assessment scores. Although proficiency was met with a large percentage of students consistently, the highest performance category showed the largest increase from 2006 to 2010. In 05-06, 45% of all students scored in the Meets Standard category in Reading and 18% scored at the Exemplary level. According to the Reading assessment results for 09-10, only 17% scored in the Meets Standard and 45% of all students scored at the Exemplary level. In 05-06, Math assessment results indicate 24% of all students performed at the Meets Standard level and 49% scored at the Exemplary level. In 09-10, assessment results show that 10% scored at the Meets Standard performance category and 69% of all students scored in the Exemplary performance category.

The performance trends in assessment scores among subgroups also indicate steady growth. The last five years indicate that the low socio-economic and ELL subgroups perform Proficient or above consistently in Math all five years. Thirty-one percent of ELL students at MacArthur Elementary scored in the Meets Standard category and 17% scored at the Exemplary level on the Math assessment in 05-06. In 09-10, 15% of ELL students scored at the Meets Standard and 62% scored in the Exemplary category on the Math assessment. Another subgroup showing significant growth is our low socio-economic (SES) subgroup. During the 05-06 school year 38% of this subgroup scored in the Meets Standard category and 38% scored in the Exemplary category. In 09-10, only 6% of our low SES subgroup scored in the Meets Standard category while 69% scored Exemplary.

The performance trends in Reading indicate significant gains in the top performance categories: Exemplary and Exceeds Standard. In 05-06, 36% of our low SES students scored in the top two performance categories. During the 09-10 school year, 75% of the low SES subgroup scored in these two categories. Although the data does not indicate huge gains in the ELL subgroup, they have continued to score at high achievement levels throughout the last five years in Reading. According to the 05-06 assessment results, 67% of the ELL subgroup scored in the top two performance categories. In 09-10, 70% of this subgroup scored in these top categories indicating consistent high performance levels.

The staff at MacArthur is committed to ensuring that all students learn and achieve at high levels. As a result of this, many awards have been received over the past five years. These include the Standard of Excellence in Mathematics in 2006 and the Standard of Excellence in both Mathematics and Reading each year from 2007 through 2010. In order to receive the Standard of Excellence, schools must have at least 25% of the students scoring at the Exemplary level and no more than 5% scoring in the Academic

Warning level. The prestigious Governor's Achievement Award, which recognizes the top 5% of elementary schools in Kansas, was also received for the 2008 and 2010 school years.

2. Using Assessment Results:

The MacArthur staff uses a variety of sources to gather the data on each of our students. We use formative and summative assessments to individualize our instruction and drive our educational decisions.

The progress monitoring tools we utilize in the decision making process for Reading include Phonemic Awareness Skills Test (PAST), Literacy First Phonics Assessment, Oral Reading Fluency Assessment, and Literacy First Comprehension Skills Assessment. These assessments help to diagnose each student's strengths and weaknesses, prescribe appropriate curriculum and learning strategies, monitor progress, and re-teach/intervene as appropriate.

A formative assessment used as a screening tool is the Measure of Academic Performance (MAP) in Mathematics and Reading. This assessment is administered to kindergarten through third grade students in the fall, winter, and spring each year. The results are used to measure growth a student makes over time, specific areas that need attention, and strategies needed to meet student's needs. The data also help make diagnostic decisions for student placement in special education, including the gifted program. The fall MAP data project student performance on the Kansas Computerized Assessment (KCA). This, again, is another tool that identifies those students who are at-risk according to the Kansas criteria.

Third grade teachers administer computerized formative assessments in Reading and Mathematics provided by the state of Kansas. Typically, these formatives are given after the standard has been taught. Student data gathered from these assessments help pinpoint which standards need to be further addressed.

Data are analyzed during weekly collaboration meetings to determine placement of students for small group instruction. Effective strategies are also shared among the teachers based on the students' needs. We also use the data to make decisions on student placement in after school tutoring and/or summer school. It is also used to determine whether a student should be placed in the Student Intervention Team (SIT) process.

When results are available from the KCA, staff members meet to discuss student performance. Teachers track students who were in their classes in the past and discuss weaknesses and celebrate strengths. After individual student data are analyzed, trends in standards data are identified. Staff discusses how they address the standards in their classroom instruction. Common vocabulary is revisited to ensure commonality and consistency.

The results from all the data sources help us make informed decisions and ensure all students learn and achieve at high levels.

3. Communicating Assessment Results:

Communicating student performance is an integral part of MacArthur's continued success. Assessment results are shared in a variety of ways among students, parents, and the community.

When students are aware of their achievement, students are motivated to continue to strive for high standards. When sharing the data with our students, strengths are celebrated and individual student goals are set for improvement. Celebration assemblies are held monthly to recognize those students who have met their goals.

Knowing that parental involvement is a key to student success, communication with parents is crucial. An example of this is when each classroom hosts an annual parent day. A Family Reading night and a Family Math night are also held once a year. These parent activities provide resources for parents to help their

child meet the goals they have set based on their data. Data results are shared with parents on a continual basis through parent conferences, emails, phone calls, mid quarter progress reports, and quarterly report cards. Parents have ongoing access to students' grades via access to PowerSchool online. Parent conferences are conducted twice a year and additional meetings are scheduled as necessary. Results from the variety of data sources are shared at this time and explained to parents to ensure understanding. Student planners are utilized to maintain a connection between home and school. Teachers have an opportunity to share data using this tool. Successes are also shared with the Parent Teacher Organization at monthly meetings. We recognize the need to reach all parents. Our bilingual staff assists parents by providing oral and written communication in their language so parents feel they can freely voice their concerns and opinions.

Community involvement is also a vital part in developing lifelong learners. Therefore, we share data in many ways including the use of local television, radio stations, our school website, monthly newsletters, and meetings with local community members. Assessment results are discussed with the local Board of Education throughout the year. Site Council meetings are held quarterly, and the data shared and explained with these community members as well.

4. Sharing Lessons Learned:

The staff at MacArthur Elementary believes that it is important to share our successes with our educational peers. Faculty meetings and collaboration meetings are held frequently. At these meetings the staff has the opportunity to share successes within their classrooms and within the building. This allows teachers to share and elaborate on new instructional techniques and review data. It is also an opportunity for staff to learn new teaching strategies, review new teaching materials, and learn from our peers. Several teachers among our staff have earned or are in the process of obtaining their English Language Learners (ELL) endorsement from Kansas State University. The option is available to test out of the required coursework but our teachers are committed to learning the many authentic teaching strategies that are ideal for learners from diverse backgrounds. These instructional strategies are easily adapted throughout the curriculum and are for all grade levels.

The staff also has the opportunity to share successes with teachers outside our school and within our school district. Grade level meetings are held quarterly among district teachers. This allows another opportunity for teachers to share strategies and learn new information. Our district also has Professional Development days held throughout the year with all elementary schools attending. At these meetings teachers collaborate on successful instructional implementations being used throughout our district. Teachers model the strategies presented within small groups so that they feel more comfortable taking these back to their classrooms and implementing with students.

The MacArthur Literacy coach visits classrooms throughout the district, and the other literacy coaches visit our classrooms as well. After the visits the coaches collaborate and exchange a variety of instructional techniques for successful literacy development. This information is shared with the MacArthur staff at faculty meetings and collaboration meetings. A Literacy First consultant visits MacArthur classrooms frequently throughout the year. The teachers share with the Literacy First consultant methods used in the classroom that have been successful. In return, the consultant shares those methods with the other schools that they are helping to implement through Literacy First.

1. Curriculum:

At MacArthur our core curriculum is based on the Kansas state standards. We use a variety of resources to deliver the instruction to our students. The staff has collaborated building wide to develop a common math and reading vocabulary based on the Kansas state standards. The common core vocabulary is scaffold from kindergarten to third grade and is even emphasized in music and physical education classes.

Our language arts instruction is standards based. We deliver the language arts instruction using Literacy First, a comprehensive, research-based process. This guides instruction so that students are provided practice opportunities with the five reading components leading to mastery. Literacy First components consist of two hours and twenty minutes of uninterrupted reading instruction each morning. One hour is devoted to whole group reading instruction that emphasizes language development, vocabulary, and reading comprehension. In our K-3 classrooms this hour is utilized reinforcing previously mastered skills in phonemic awareness, phonics, and comprehension skills to enhance our students' meta-cognitive processes. A variety of student engagement strategies enables all students to experience maximum academic learning time. The second hour is focused on flexible skill group instruction at each student's zone of proximal development. The students receive instruction for new concepts in groups of four to seven lead by the classroom teacher. After receiving direct instruction, the students practice previously mastered skills at a variety of language art centers. These include a word study center to achieve automaticity in decoding and identifying patterns in words and a listening center to model and develop fluent reading and listening comprehension. The final center includes a library or research center to build and reinforce fiction and nonfiction vocabulary, reading comprehension skills and oral reading fluency. The remaining twenty minutes is Monitored Independent Reading Practice (MIRP). Students utilize this time to synthesize everything they have learned to practice and apply to authentic text according to their individual Lexile® level.

Our math instruction is also based on the Kansas state standards. We provide one hour of instruction for 1st-3rd grade students at MacArthur. Kindergarten students receive 30 minutes of math instruction due to their half-day attendance. Houghton Mifflin math series is a resource that our teachers utilize. During whole group instruction new concepts are introduced with hands on manipulatives and interactive whiteboard technology. MacArthur students are expected to complete math homework three to four times a week. The homework is extra practice based on student need. These math concepts are modeled to the whole group and practiced within small groups or with partners. Another resource MacArthur students have access to is a computer program called Math Facts in a Flash in which students practice three to five times a week. Math facts skills include addition, subtraction, multiplication and division. Students work at their level and progress at their own pace as they complete levels to reach their own individual goals.

An essential part of our core curriculum is science instruction. Science allows for application of reading and math skills. These skills are enhanced through the use of hands-on experiments and scientific inquiries based on science standards.

Educating the whole child is important at MacArthur Elementary. Students attend physical education (PE) for 30 minutes daily and attend music class for 30 minutes every other day. During PE class students not only learn to build on their physical abilities, but they also learn the importance of healthy living, drug awareness, and sportsmanship. Bullying prevention is also an important part of the PE curriculum. During music class students are exposed to history and culture through the use of music. They also learn to play a variety of musical instruments. Third grade students perform a recorder concert for the student body and their parents. All MacArthur students also present a winter holiday music program to the community annually.

2. Reading/English:

MacArthur Elementary strives to improve reading and comprehension skills through the Literacy First Process. This cutting edge reading research has been proven effective with students from all races and income levels. MacArthur teachers teach this process to all their students from kindergarten through grade three. This reading curriculum includes the following: phonological awareness, phonics, spelling, vocabulary, fluency, comprehension skills, strategic reading tools, and meta-cognitive processes. Students learn through modeling, explanation, guided practice, independent practice, whole group instruction, flexible skill group instruction, and monitored independent reading practice.

At MacArthur, the strong belief that effective and explicit instruction based on criterion referenced assessments is the single most important component of a successful reading program. The importance of providing quality reading instruction at PreK-2 “is the single best weapon against reading failure.” A recent review of effective reading programs states that we must provide individual or small group instruction for at-risk students. (Preventing Reading Difficulties in Young Children, 1998)

Research provided by Learning First Alliance, 2000; National Reading Panel, 2000; National Research Council, 1998, Literacy First components enable teachers and staff to provide explicit, relevant teaching for higher student reading achievement. Based on the data from the assessments given, students are grouped in flexible skill groups for each of the literacy components: phonological/phonemic awareness, phonics, comprehension, and fluency. These skills are explicitly taught at the teacher table and applied in differentiated literacy centers at the student’s zone of proximal development (ZPD). Academic learning time is increased as students work together to actively manipulate the content by using concept sorts, letter tiles, word hunts, reader’s theater, graphic organizers, and authentic leveled text, among many others. Daily monitored independent reading practice provides students with the opportunity to apply the learned skills to develop vocabulary and automaticity in everyday learning across the curriculum.

Teachers collaborate weekly at MacArthur with the Literacy First coach on how they can improve reading skills of all students including those performing below grade level. Extra instructional opportunities are available through the Title I and ESL staff, paraprofessionals as well as utilizing certified staff other than the grade level teachers. One-on-one and small group instruction adds to the great variety of resources that are available at MacArthur. An after-school tutoring program is available for a select group of 2nd and 3rd graders also. The purpose of this program is to help students become more proficient in Reading as well as Math.

3. Mathematics:

MacArthur Elementary strives to improve student math skills through standards based instruction aided by the district’s adopted curriculum: Houghton Mifflin Math and its supplemental curriculum, Math Expressions. In addition to this series, teachers use computer based programs Study Island and Math Facts in a Flash. A variety of supplemental materials are necessary to reach students’ diverse learning styles.

Many teachers start their day with short math warm up activities as students come into the classroom. Some examples are Arithmetic Developed Daily (ADD) strips which contain various computation skills and a word problem. Math meetings are formal whole group instruction utilized to deliver a variety of math standards that include calendar skills, money and time activities, and word problems. This is an opportune time to emphasize the common math vocabulary developed across all grade levels at MacArthur.

Houghton Mifflin is designed to meet student needs in the following ways: engaging hands-on activities, easily managed manipulatives, and daily homework that reinforces and maintains concepts and skills. It is used in classrooms with necessary math skills to maximize a student’s opportunity for success and learning. Just a few of the skills are number sense, place value, money, computation, graphing and analyzing data, probability, time and temperature, measurement, geometry, and fractions. Teachers use

the series as a resource to best teach the Kansas math standards. Teachers have found a variety of supplemental materials to round out the curriculum.

The computer based programs, Study Island and Math Facts in a Flash, are utilized at MacArthur. Study Island is mainly used as student practice for Kansas standards. It provides a pretest, practice questions, and a post test that teachers can use as another tool to diagnose which students need more support and practice. Math Facts in a Flash is geared toward the students' individual levels and allows them to practice and perfect their computation skills.

Extra instructional opportunities and support are facilitated during intervention time and after school tutoring for students who are performing below grade level in math. This one-on-one and small group instruction offers opportunities for students to become more proficient in specific math skills.

4. Additional Curriculum Area:

At MacArthur Elementary School our mission statement articulates that we are developing lifelong learners who are respectful, responsible, and resourceful citizens. That is a big part of our social studies curriculum. The staff strives to model this mission statement for the students.

To do this, teachers are provided with the MacMillan/McGraw-Hill textbook series as well as Weekly Readers and Scholastic News as resources that enhance social studies lessons. Other resources being utilized include online programs such as United Streaming and Enchanted Learning. The character education program at MacArthur, Character Counts, is also woven into this abundance of resources that make us who we are.

The MacMillan/McGraw-Hill series offers eight strands, or parts of studying people and the world that we live in. Those eight strands are citizenship, economics, geography, culture, history, government, social studies skills, and science, technology, and society. Some key words that branch from this series into the classrooms include courage, freedom, honesty, justice, leadership, loyalty, respect, and responsibility. Teaching and modeling these components help students to understand how to be good citizens in our homes, neighborhoods, schools, community, country, and world.

MacArthur teachers have found segments of United Streaming to bring into their classrooms to teach social studies, also. Enchanted Learning provides teachers with a student-friendly research site. Weekly Readers and Scholastic News are very popular among staff and students. They provide current events, real issues about people and places for classrooms to discuss. They are ideal for teaching across the curriculum, too.

Character Counts focuses on the six pillars of character: trustworthiness, respect, responsibility, fairness, caring, and citizenship. This is a vital part of the social studies curriculum. Staff and students recognize the importance of the six pillars. Each month the counselor focuses on one pillar. Teachable moments to promote these pillars are found throughout our building whether it is in a classroom, the lunch room, or on the playground. It is a school-wide expectation to model and teach each other good character. We all want to be the best that we can be. If we want our students to be respectful, responsible, and resourceful citizens, then we as adults must be the role models for them. At MacArthur, the social studies curriculum is beneficial in developing lifelong learners who are the future of America.

5. Instructional Methods:

MacArthur students receive instruction based on data-driven decisions made by the teachers. The teachers utilize a wide array of research-based instructional techniques ensuring all students reach their potential.

The Academic Learning Time Model derived from the Literacy First Process enables our teachers and staff to utilize and apply systematic and explicit instruction. The students understand the lesson objective, actively manipulate the content of the lesson, and experience a 75-95 percent success rate. Strategies

applied to ensure Academic Learning Time include posting and stating the learning objective, manipulatives, student signaling, total physical response, graphic organizers, and various partner activities.

MacArthur teachers have access to several assessment tools through Literacy First that monitor student progress on very specific skills for phonological awareness, phonics and decoding, fluency, and reading comprehension. Student data information is entered into My Data First, an online data management tool, and teachers use the data to plan for small flexible skills groups in kindergarten through third grade. All students are instructed at their zone of proximal development and instruction is monitored and adjusted to meet their needs.

Measure of Academic Progress assessments (MAP) are given three times a year at MacArthur. Teachers use the data derived from this assessment to track student growth in reading and math in grades kindergarten and first grade. Data for reading, math, and language arts are available for grades second and third. The data from MAP show where MacArthur students perform at the district norms and national norms. The third grade teachers use MAP data to differentiate instruction in preparation for our Kansas State Assessment because it provides a report that shows indicators of predicted performance levels for each student.

Every teacher plans and implements for intervention time that has been scheduled into our regular school day at MacArthur. Teachers utilize information gathered from Literacy First Assessments, MAP, and district benchmark assessments to give skill specific instruction to small groups of students who are performing below grade level. Our ESL teachers use the results from the Kansas English Language Proficiency Assessment to provide support to our ELL students. Those students identified as gifted receive support from our district gifted/talented teacher who comes to MacArthur to provide enrichment and extension activities.

6. Professional Development:

The USD 480 Professional Development Council and our Board of Education are committed to a professional development program that is comprehensive, standard linked, data driven, and needs based. Our district is committed to improve our quality of teaching. Our Curriculum and Instruction Director and our Data and Testing Director provide opportunities for MacArthur's building leadership team to receive instruction that encompass Kansas standards for reading, math, other content areas, and data based decision making. Options for additional training made available in other topics include classroom management, technology, educational leadership, and exceptional needs.

All MacArthur certified staff members attend in-services for the Literacy First process. Each component of the training was segmented for the year allowing us to implement each piece with on-site support provided by our consultant from Literacy First. Our building has its own instructional coach who is learning the process along with the staff. The coach is responsible for supporting the teachers and staff with feedback, professional development, resources, and student data analysis.

The staff collaborates on a regular basis to discuss our student assessment data and participate in professional development. Together we generate strategies to engage our students during reading and math, and share ideas for resources to reach students that need extra instruction with specific skills. As a result of working together the staff holds each other accountable for strategies and practices learned.

Teachers at MacArthur have access to the Southwest Plains Regional Service Center. The center provides pertinent information on the most up-to-date educational research, applications, and assessment training. The center is located in Sublette, Kansas which is 30 miles north of Liberal. Teachers receive instruction and support on several topics including the Kansas reading and math standards, strategies to reach ELL and special needs students, and the most up-to-date resources for teaching all content areas. Our paraprofessionals also receive training throughout the year on various topics that relate to student achievement.

The professional development that our staff at MacArthur receives is extremely rigorous. It ensures that our students benefit from the latest research in content delivery and application. MacArthur students' academic achievements speak volumes. We have performed at the Standard of Excellence in reading and math for the past five years and received the Governor's Achievement Award for two years.

7. School Leadership:

The principal empowers teachers to utilize skills in leadership roles that support their strengths. Reading, math, and various committees are chaired by teacher leaders. These committees plan and facilitate parent involvement opportunities throughout the school year in specific content areas. Teacher leadership is critical for student achievement.

Building relationships are an integral part of a successful school. Capturing Kids' Heart program facilitates teachers with building a social contract in their classroom with students. Our staff social contract is developed at the beginning of each school year as well. Respect and trust are evident in established relationships with colleagues, students, parents, and the community. We demonstrate and understand the importance of modeling these lifelong skills.

Another leadership opportunity teachers participate in is the mentoring program established by our district. This program pairs new teachers with experienced teachers within the building. Mentors are trained in Teacher Expectations Student Achievement and provide needed support for the new teachers. Mentees observe their mentors to see instructional strategies in action and meet on a regular basis to discuss policies and procedures of the district as well as the building.

One factor that has direct impact upon student achievement is the role of the building leadership team (BLT), consisting of the principal and instructional coach. The BLT conducts classroom walk-throughs regularly to provide feedback to teachers on specific goals that have been set during collaboration meetings. Collaboration meetings are held weekly with grade level teachers, support staff, instructional coach, and the principal. The school-wide social contract also establishes the environment for these meetings. Discussions are based on student data and strategies that have been observed during the walk-throughs. Staff development is also provided based on teacher's needs during this time. Not only are student successes celebrated but interventions are discussed as needed for those students not meeting their potential. The BLT helps teachers set personal goals to improve student achievement. Small successes build up to an end-of-the-year data analysis and celebration event in which all teachers and the BLT analyze specific student achievements that occurred throughout the year. The teachers have the opportunity to reflect on specific growth achieved by, not only current students, but also former students. Teachers are able to track students' data from kindergarten through third grade during this building-wide collaboration. We are reminded that it takes a team effort for our students to achieve success on the Kansas State Assessments.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Kansas Computerized Assessment

Edition/Publication Year: 2005

Publisher: Kansas State Department of Education

| | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Mar | Mar | Mar | Mar | Apr |
| SCHOOL SCORES | | | | | |
| Meets Standard plus Exceeds Standard plus Exemplary | 100 | 98 | 98 | 95 | 97 |
| Exceeds Standard plus Exemplary | 90 | 86 | 95 | 86 | 73 |
| Number of students tested | 42 | 42 | 41 | 43 | 31 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 2 | 0 | 2 |
| Percent of students alternatively assessed | 0 | 0 | 5 | 0 | 7 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Meets Standard plus Exceeds Standard plus Exemplary | 100 | 92 | | 90 | 99 |
| Exceeds Standard plus Exemplary | 94 | 75 | | 80 | 61 |
| Number of students tested | 16 | 12 | | 10 | 13 |
| 2. African American Students | | | | | |
| Meets Standard plus Exceeds Standard plus Exemplary | | | | | |
| Exceeds Standard plus Exemplary | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| Meets Standard plus Exceeds Standard plus Exemplary | 100 | 95 | | | 100 |
| Exceeds Standard plus Exemplary | 92 | 77 | | | 71 |
| Number of students tested | 14 | 22 | | | 14 |
| 4. Special Education Students | | | | | |
| Meets Standard plus Exceeds Standard plus Exemplary | | | | | |
| Exceeds Standard plus Exemplary | | | | | |
| Number of students tested | | | | | |
| 5. English Language Learner Students | | | | | |
| Meets Standard plus Exceeds Standard plus Exemplary | 100 | 94 | | | 100 |
| Exceeds Standard plus Exemplary | 85 | 70 | | | 69 |
| Number of students tested | 13 | 17 | | | 13 |
| 6. | | | | | |
| Meets Standard plus Exceeds Standard plus Exemplary | | | | | |
| Exceeds Standard plus Exemplary | | | | | |
| Number of students tested | | | | | |
| NOTES: | | | | | |

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Kansas Computerized Assessment

Edition/Publication Year: 2005 Publisher: Kansas State Department of Education

| | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Mar | Mar | Mar | Mar | Apr |
| SCHOOL SCORES | | | | | |
| Meets Standard plus Exceeds Standard plus Exemplary | 98 | 95 | 100 | 95 | 91 |
| Exceeds Standard plus Exemplary | 81 | 76 | 88 | 79 | 46 |
| Number of students tested | 42 | 42 | 41 | 43 | 30 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 97 |
| Number of students alternatively assessed | 1 | 1 | 1 | 0 | 2 |
| Percent of students alternatively assessed | 2 | 5 | 2 | 0 | 7 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Meets Standard plus Exceeds Standard plus Exemplary | 94 | 84 | | 90 | 100 |
| Exceeds Standard plus Exemplary | 75 | 59 | | 60 | 36 |
| Number of students tested | 16 | 12 | | 10 | 11 |
| 2. African American Students | | | | | |
| Meets Standard plus Exceeds Standard plus Exemplary | | | | | |
| Exceeds Standard plus Exemplary | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| Meets Standard plus Exceeds Standard plus Exemplary | 92 | 91 | | | 91 |
| Exceeds Standard plus Exemplary | 78 | 59 | | | 53 |
| Number of students tested | 14 | 22 | | | 13 |
| 4. Special Education Students | | | | | |
| Meets Standard plus Exceeds Standard plus Exemplary | | | | | |
| Exceeds Standard plus Exemplary | | | | | |
| Number of students tested | | | | | |
| 5. English Language Learner Students | | | | | |
| Meets Standard plus Exceeds Standard plus Exemplary | 93 | 88 | | | 92 |
| Exceeds Standard plus Exemplary | 70 | 59 | | | 67 |
| Number of students tested | 13 | 17 | | | 12 |
| 6. | | | | | |
| Meets Standard plus Exceeds Standard plus Exemplary | | | | | |
| Exceeds Standard plus Exemplary | | | | | |
| Number of students tested | | | | | |
| NOTES: | | | | | |

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: School Average

| | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Mar | Mar | Mar | Mar | Apr |
| SCHOOL SCORES | | | | | |
| Meets Standard plus Exceeds Standard plus Exemplary | 100 | 98 | 98 | 95 | 97 |
| Exceeds Standard plus Exemplary | 90 | 86 | 95 | 86 | 73 |
| Number of students tested | 42 | 42 | 41 | 43 | 31 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 2 | 0 | 2 |
| Percent of students alternatively assessed | 0 | 0 | 5 | 0 | 7 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Meets Standard plus Exceeds Standard plus Exemplary | 100 | 92 | | 90 | 99 |
| Exceeds Standard plus Exemplary | 94 | 75 | | 80 | 61 |
| Number of students tested | 16 | 12 | | 10 | 13 |
| 2. African American Students | | | | | |
| Meets Standard plus Exceeds Standard plus Exemplary | | | | | |
| Exceeds Standard plus Exemplary | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| Meets Standard plus Exceeds Standard plus Exemplary | 100 | 95 | | | 100 |
| Exceeds Standard plus Exemplary | 92 | 77 | | | 71 |
| Number of students tested | 14 | 22 | | | 14 |
| 4. Special Education Students | | | | | |
| Meets Standard plus Exceeds Standard plus Exemplary | | | | | |
| Exceeds Standard plus Exemplary | | | | | |
| Number of students tested | | | | | |
| 5. English Language Learner Students | | | | | |
| Meets Standard plus Exceeds Standard plus Exemplary | 100 | 94 | | | 100 |
| Exceeds Standard plus Exemplary | 85 | 70 | | | 69 |
| Number of students tested | 13 | 17 | | | 13 |
| 6. | | | | | |
| Meets Standard plus Exceeds Standard plus Exemplary | | | | | |
| Exceeds Standard plus Exemplary | | | | | |
| Number of students tested | | | | | |
| NOTES: | | | | | |

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: School Average

| | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Mar | Mar | Mar | Mar | Apr |
| SCHOOL SCORES | | | | | |
| Meets Standard plus Exceeds Standard plus Exemplary | 98 | 95 | 100 | 95 | 91 |
| Exceeds Standard plus Exemplary | 81 | 76 | 88 | 79 | 46 |
| Number of students tested | 42 | 42 | 41 | 43 | 30 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 97 |
| Number of students alternatively assessed | 1 | 1 | 1 | 0 | 2 |
| Percent of students alternatively assessed | 2 | 5 | 2 | 0 | 7 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Meets Standard plus Exceeds Standard plus Exemplary | 94 | 84 | | 90 | 100 |
| Exceeds Standard plus Exemplary | 75 | 59 | | 60 | 36 |
| Number of students tested | 16 | 12 | | 10 | 11 |
| 2. African American Students | | | | | |
| Meets Standard plus Exceeds Standard plus Exemplary | | | | | |
| Exceeds Standard plus Exemplary | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| Meets Standard plus Exceeds Standard plus Exemplary | 92 | 91 | | | 91 |
| Exceeds Standard plus Exemplary | 78 | 59 | | | 53 |
| Number of students tested | 14 | 22 | | | 13 |
| 4. Special Education Students | | | | | |
| Meets Standard plus Exceeds Standard plus Exemplary | | | | | |
| Exceeds Standard plus Exemplary | | | | | |
| Number of students tested | | | | | |
| 5. English Language Learner Students | | | | | |
| Meets Standard plus Exceeds Standard plus Exemplary | 93 | 88 | | | 92 |
| Exceeds Standard plus Exemplary | 70 | 59 | | | 67 |
| Number of students tested | 13 | 17 | | | 12 |
| 6. | | | | | |
| Meets Standard plus Exceeds Standard plus Exemplary | | | | | |
| Exceeds Standard plus Exemplary | | | | | |
| Number of students tested | | | | | |
| NOTES: | | | | | |