

PART I - ELIGIBILITY CERTIFICATION

11KS5

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

11KS5

All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 4 Elementary schools
 (per district designation) 1 Middle/Junior high schools
1 High schools
0 K-12 schools
6 Total schools in district
2. District per-pupil expenditure: 9839

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: 13
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	7	11	18		6	0	0	0
K	54	53	107		7	0	0	0
1	55	43	98		8	0	0	0
2	56	56	112		9	0	0	0
3	43	63	106		10	0	0	0
4	0	0	0		11	0	0	0
5	0	0	0		12	0	0	0
Total in Applying School:								441

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
1 % Asian
1 % Black or African American
2 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
92 % White
4 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 9%

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

(1)	Number of students who transferred <i>to</i> the school after October 1, 2009 until the end of the school year.	28
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	11
(3)	Total of all transferred students [sum of rows (1) and (2)].	39
(4)	Total number of students in the school as of October 1, 2009	441
(5)	Total transferred students in row (3) divided by total students in row (4).	0.09
(6)	Amount in row (5) multiplied by 100.	9

8. Percent limited English proficient students in the school: 1%

Total number of limited English proficient students in the school: 6

Number of languages represented, not including English: 3

Specify languages:

Spanish, Arabic, Chinese

9. Percent of students eligible for free/reduced-priced meals: 36%
 Total number of students who qualify: 162

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 10%
 Total number of students served: 43

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>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>4</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>16</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>14</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>21</u>	<u>0</u>
Special resource teachers/specialists	<u>7</u>	<u>2</u>
Paraprofessionals	<u>12</u>	<u>0</u>
Support staff	<u>14</u>	<u>2</u>
Total number	<u>55</u>	<u>4</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 21:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	96%	97%	96%	95%	97%
Daily teacher attendance	95%	93%	96%	95%	95%
Teacher turnover rate	7%	3%	3%	4%	10%
High school graduation rate	%	%	%	%	%

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

The lower teacher attendance rate for the 08-09 school year is reflective of several long term absences. Two classroom teachers were absent long term on maternity leave (one for 32 days and one for 34 days), and another classroom teacher was absent 16 days due to surgery. In all cases, a long term substitute coordinated instruction with the teacher who was away on leave.

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%

Union Valley Elementary serves 441 students in preschool through third grade, largely middle class Caucasian with 35.7% qualifying for free/reduced meals and 8% minority. Often referenced with the initials “UV,” the school is situated at the crossroads of Highway 61 and 30th Street in Hutchinson, KS. Signs within the school proclaim, “UV is a Great Place to Be!” Open the door and evidence of that belief is everywhere.

- **Peek into classrooms.** First graders practice composition skills as they write letters to be sent to US military personnel. Second graders mix math and nutrition studies as they measure out the ingredients to make bread dough. Third graders increase reading fluency as they record stories on GarageBand.
- **Listen.** Tune into the chatter of preschoolers working together in learning groups. Hear Kindergartners practice sounds as a part of phonics instruction. Catch the strains of music and squeaks of tennis shoes scraping across the gymnasium floor. Tune into laughter as students encounter the joys of learning.
- **Walk down the hall.** Student-made compositions, glyphs, and art projects line the corridor. A container partially filled with cans of soup sits near a doorway, awaiting delivery to the area food bank. Outside one door, a map of the United States chronicles the travels of a classroom version of the children’s book character, Flat Stanley. At the end of the hallway, a mural beckons all students and staff like a guiding star. The mural depicts learning leading to an array of destinations, including achievement, creativity, and wisdom.

This picture brings into focus Union Valley’s mission that “all students and staff will excel in a safe, caring, and collaborative environment.” UV staff craft instruction through the lens of current research, creating a data-driven, multi-sensory, integrated approach. Zooming in on the preschool – third grade experience, they forge a balance between standards-based and developmentally appropriate environments. The 3 Rs of “reading, writing, and arithmetic” are paramount, but studies from science to character education to technology literacy are also essential. This creates the foundation for life-long learning and a 21st Century skill set. UV accepts children where they are, focuses on what they can be, then looks for the strategies that will best help each student achieve success in meeting standards and moving beyond.

This philosophy has shone through the years of learning at Union Valley. UV originally opened as a center for students in first grade – eighth grade. At that time, the school was a part of the Union Valley district. In 1965, the school consolidated with USD 313, a district encompassing 137 square miles, primarily in Reno County, KS. As part of this change, kindergartners were added to the building. In 1980, the building reorganized into a hub for students in kindergarten – fourth grade, and Headstart preschool was added in 1998. More changes in student population occurred in the fall of 2007 when fourth grade classrooms moved to another elementary school within the district. In fall 2008, the kindergarten program was expanded to a full day program. Along with these recent adjustments in structure, UV has experienced changing demographics, with students receiving free/reduced meals growing from 20% to 35.7% over the last 12 years.

Awards in recent years spotlight UV’s legacy of learning. The school was honored as a finalist for the International Reading Association’s Exemplary Reading Program in Kansas in 2003. For the last three years, UV has earned the Governor’s Achievement Award for top performance. Of course, the biggest award at UV is the success of individual students, evidenced in part through consistently strong results on Kansas assessments. This includes 100% of students scoring "Meets Standard" or above in reading and in math in three of the last five years.

Today, Union Valley has 21 general education classrooms; five in each grade level, kindergarten – third grade, and one preschool. Five classrooms specific to students with special needs, such as learning disability, autism, and mental retardation, are available, as well as classes offering intervention services for students identified as at-risk of failure in reading and/or math. In addition, music, physical education, library/media, and art classes are regularly scheduled.

The culture of learning at Union Valley extends to school staff. Eighty-three percent of teachers have over 10 years teaching experience; 36% have a masters degree; and six list at least one additional area of state certification beyond their current teaching assignment, such as ELL, reading, or learning disability. Staff also formed Professional Learning Communities that meet regularly to review assessment data, examine student work, and collaborate in planning.

Parents, community volunteers, leaders from the after-school program, support personnel, and classified staff are integral parts of the team at UV. Events from Discovery Day to Family PE Nights assist with day-to-day learning.

It's easy to see; the evidence abounds...**"UV is a Great Place to Be!"**

1. Assessment Results:

The state of Kansas requires State assessments in reading, math, writing, science, and social studies. Tests were developed by the Center for Educational Testing and Evaluation at the University of Kansas based on state and national standards in each of the content areas. These standards are located on the Kansas State Department of Education website, www.ksde.org. The reading and math assessments are administered online annually to all students in third through eighth grade, as well as in high school. Assessments are required for all students, and are part of the No Child Left Behind (NCLB) and Quality Performance Accreditation (QPA) process.

To meet the Kansas standards, students are expected to perform at “Meets Standard” or above in reading and math. To achieve the State Standard of Excellence, a school must have at least 25% of students achieving at the “Exemplary” level and no more than 5% at the “Academic Warning” level.

Performance data for the Kansas Reading Assessment is reported using the following performance levels and percentage cut points:

- **Exemplary** (89-100) Student makes subtle or complex connections within and outside text, demonstrating understanding of both literal and inferential meaning.
- **Exceeds Standard** (80-88, third grade; 81-88, fourth grade) Student constructs literal meaning, and demonstrates understanding of inferential meaning.
- **Meets Standard** (67-79, third grade; 68-80, fourth grade) Student constructs some literal meaning, and demonstrates some understanding of inferential relationships.
- **Approaches Standard** (55-66, third grade; 57-67, fourth grade) Student inaccurately or inconsistently identifies literal and inferential meaning.
- **Academic Warning** (0-54, third grade; 0-56, fourth grade) Student struggles to recognize literal meaning and is unable to make inferential connections.

Reading assessment scores for third graders reveal consistently strong performance over the last five years. In four of those years, 98% or more students scored “Meets Standard” or above. Subgroup scores for students receiving free/reduced meals mirror this pattern of performance, with 91% or more of students scoring “Meets Standard” or above for all years.

In the fall of 2007, fourth grade classrooms moved to another school within our district. Therefore, reading scores for fourth graders cover only the years of 2005-2006 and 2006-2007. Those scores exhibit a high level of performance for all students with 85% or more of students scoring “Meets Standard” or above in both years. Although subgroup scores for students receiving free/reduced meals were already high, there was an 8% increase in the percentage of students scoring “Meets Standard” or above from 2005-2006 to 2006-2007.

Performance data for the Kansas Math Assessment is reported using the following performance levels and percentage cut points:

- **Exemplary** (93-100, third grade; 89-100, fourth grade) Student demonstrates superior understanding and application of all mathematic standards (number sense, algebraic concepts, geometry, and data interpretation).

- **Exceeds Standard** (85-92, third grade; 80-88, fourth grade) Student demonstrates a high level of knowledge and application, performing accurately within at least three of the four areas.
- **Meets Standard** (70-84, third grade; 63-79, fourth grade) Student demonstrates sufficient content knowledge, but may not be able to apply understanding.
- **Approaches Standard** (58-69, third grade; 54-62, fourth grade) Student inconsistently demonstrates an understanding of content knowledge and application skills.
- **Academic Warning** (0-57, third grade; 0-53, fourth grade) Student exhibits limited content knowledge and application skills across several standards.

Math assessment scores for third graders reveal consistently strong performance over the last five years. Three of those years, 100% of students scored “Meets Standard” or above! Subgroup scores for students receiving free/reduced meals again mirror this excellence, with 91% or more of students scoring “Meets Standard” or above for all years.

In the fall of 2007, fourth grade classrooms moved to another school within our district. Consequently, math scores for fourth graders cover only two years of requested data. Although the scores were already significantly increased from one year to the next for all students, the subgroup for students receiving free/reduced meals significantly improved. Scores for all students charted an increase of 12.5% of students scoring “Meets Standard” or above, while subgroup scores showed an increase of 17.6%.

Over the past five years, UV staff focused on increasing the percentage of students scoring at the highest level of “Exemplary” in both reading and math. Efforts in this area have resulted in some bright spots. An average of 54% of third graders scored at the “Exemplary” level on the reading assessment over the past five years, spiking to a high of 70% of students earning “Exemplary” status in 2007-2008. An average of 62% of third graders scored at the “Exemplary” level on the math assessment over the past five years, spiking to a high of 82.9% of students earning “Exemplary” status in 2006-2007.

Assessment scores resulted in UV earning the Governor’s Achievement Award in 2008, 2009, and 2010. UV earned Standard of Excellence in the years 2005-2010.

2. Using Assessment Results:

Assessment results drive instruction at Union Valley. At the beginning of each year, assessment data is analyzed and trends in achievement are noted. While third grade is the only level involved in state assessments, all staff utilize the results to formulate instruction. Areas of continuing challenge are cited, and then connected to curriculum and instruction as it spirals through all grades.

Additional baseline data are also collected at the beginning of each school year. Basic skills are assessed, using the Balanced Literacy model in reading and the NCTM strands in math. Assessment tools include the Dynamic Indicators of Basic Early Literacy Skills (DIBELS), AIMSweb, the Flynt-Cooter Individual Reading Inventory, district common assessments and curricular baseline tests. Students who do not meet entry level expectations, per assessment criteria, are targeted for additional instruction and retested for academic gains through regularly-scheduled, progress checks.

Formative tests continue to drive instruction throughout the school year. Professional Learning Community Teams (PLC) developed these power standard assessments based on essential state standards in both reading and math. Implementation of the tests began during the 2004-2005 school year. DIBELS and AIMSweb are also administered as a benchmark assessment. Results from all these assessments are examined during grade level PLCs with decisions made as to reteaching and/or remediation for individual students, small groups, and/or whole groups. In addition to these formal assessments, “real-time”

assessments are used daily to differentiate teaching and enhance mastery of learning objectives for all students.

Teachers continue to develop individual Multi-Tier System of Supports (MTSS) plans for students who show a continued pattern of failing to meet expected progress on formative and summative assessments. The MTSS shows collected data and offers a plan for interventions and/or accommodations as well as a schedule for continuing progress checks. If a student who is currently on a MTSS plan continues to show inadequate progress, the school's Student Improvement Team (SIT) reviews assessment results, offering ideas for additional supports and/or alternate instructional strategies.

3. Communicating Assessment Results:

Union Valley utilizes a variety of modes to provide students, parents, teachers, and community members with accurate and useful information concerning various assessments, the place of those assessments within the context of school improvement, and assessment results.

Students

Information about assessments is shared with students in group settings and individually. All third graders are provided information on the testing procedures and how it connects with their day-to-day instruction prior to taking state assessments. Staff members believe this meeting, led by the Union Valley principal, serves to answer questions about the process and decrease test anxiety, while building individual and “team” motivation. Teachers at all grade levels share assessment results with students. These conversations range from informal chats to scheduled, student-led, parent-teacher conferences, and provide opportunities for students to join in academic goal setting.

Parents

Assessment results are shared with parents in multiple ways. Each fall, the staff clearly defines how assessments will be used to drive instruction. This information is shared at back to school events, Site Council, and PTO meetings. Standards-based report cards, with letters concerning test data from formal assessments are distributed. Student-led, parent-teacher conferences are held twice annually with an average participation rate of 98%. In addition, teachers communicate regularly with parents through home-school folders, e-mail, phone calls, blogs, and classroom newsletters. The principal distributes a weekly school newsletter, in print and online, which regularly includes information about student achievement as evidenced through formal and informal assessments. The district website offers access to the most recent assessment results and a listing of awards received for academic success.

Teachers

Teachers analyze and share assessment results at grade level meetings during district-assigned early release and building collaboration times, and as a whole staff on professional learning days. They review assessment data, and determine how those results reflect strengths and needs in current curriculum and instruction.

Community

Assessment results are shared with a broader audience: the district, local community, and beyond. UV staff annually make presentations to the Buhler USD 313 Board of Education reviewing student achievement results on state and district assessments. Information is noted on the district's website. Local newspapers regularly cover news concerning student achievement. The school has a brochure that includes information on student achievement. It is available at UV and local businesses.

4. Sharing Lessons Learned:

UV staff recognize the power of collaboration and value the opportunity to share strategies, thus supporting excellence in schools beyond their own.

UV is fortunate to be a part of a district that exhibits a strong belief in the connection between professional learning and student achievement. UV staff join in district-wide, grade and content-specific PLCs, which meet regularly to discuss student achievement, share instructional strategies, and define common learning goals in order to insure a guaranteed curriculum across schools. UV staff serve in district leadership groups, including READ Council, Tech Cadre, and District Leadership Team. These groups share school improvement plans, intervention models, and achievement initiatives. Some teachers have traveled to other district schools to present sessions on strategies, such as workshops on character education and the Expanding Expressions model for writing.

In addition to traveling outward, teachers from other schools in the district and throughout the state, visit UV to glean ideas for program implementation. Teachers from the district come to UV to observe models of multi-sensory, systematic phonics instruction in action. Teachers from other districts, including SE of Saline, Inman, and Royal Valley, have observed or consulted concerning instruction in areas such as reading, math, and physical education. UV is also known as one of the premier training destinations in South Central Kansas for student teachers and education practicum students, hosting pre-service educators from universities including Fort Hays State, Sterling College, and Friends University.

UV staff are active in state and national professional organizations where they network and share successful strategies with colleagues. These organizations include, but are not limited to: Kansas Staff Development Council (KSDC), South Central Kansas Music Educators Association (SCKMEA), United School Administrators (USA), International Dyslexia Association, and American Alliance of Health, Physical Education, Recreation and Dance. The music teacher was honored by SCKMEA as the Elementary Music Educator of the Year in 2007. The counselor joined a team of educators from USD 313 to present a CHARACTER COUNTS! workshop at a recent USA conference. One staff member from 2005-2009 served on the executive board of KSDC as their Publications Coordinator.

Technology also allows UV staff to reach out to colleagues around the globe. Staff members and grade level PLCs have created blogs, wikis, portaportals, and podcasts. These can be readily accessed through the UV and/or USD 313 websites.

1. Curriculum:

Buhler USD 313 has a comprehensive curriculum built around the standards of rigor, relevance, and relationships. The curriculum is research-based and aligned with state and national standards. Staff members hold high expectations for all students, and aim toward the goal of building 21st Century learners and leaders. Instructional methods are steeped in the research of brain-based learning and include a mix of the nine strategies identified by McRel as most effective in student achievement. Learning occurs in both large and small groups and at the individual level.

The language arts program is a research-based approach to teaching reading in early elementary grades, incorporating all five areas of reading as identified by the National Reading Panel. The program is based on the district's Balanced Literacy model, which is designed to provide all children with explicit, systematic, multi-sensory instruction and exposure to rich literature. Students participate daily in Read Alouds, Shared, Guided and Independent Reading, Word Study, and as they progress, in Literature Circles. Throughout all, they build comprehension and fluency skills. In addition, students engage in modeled and Shared/Interactive Writing, Writer's Workshop, and Independent Writing, with instruction based around the Six-Trait Analytical Writing Model.

The math curriculum spirals instruction through four strands: number sense, algebra, geometry, and data analysis. Problem-solving stands as an integral piece for each strand, deepening understanding and providing the relevance of real-world applications. Math vocabulary is essential to understanding, with a common vocabulary at each grade level. Concepts and skills grow over time with concrete modeling serving as a pathway to abstract understanding. Teachers' professional learning in Cognitively Guided Instruction (CGI) helps shape instruction. Resources, such as computation fluency checks, calendar math, and hands-on manipulatives, supplement the Harcourt math series.

An inquiry-based science curriculum integrates with reading, writing, and math, and is built around seven, state-based standards. These standards address core areas of science, as well as delve into scientific inquiry, science history, and technology. Students explore concepts through lab and project-based learning and exposure to real-world applications. Understanding by Design units were developed by teachers to address key concepts. Field visits to Dillon Nature Center and the Kansas Cosmosphere and an annual, school-wide Discovery Day, enhance studies.

Civics, government, economics, geography, and history are the strands that build the social studies curriculum. Technology, fine arts, and library/media are integrated with the Houghton Mifflin text to enable students to explore and understand these concepts as citizens of a world beyond UV. A second grade unit on disabilities and participation by third grade in an annual International Fair also enable students to experience concepts from a broader perspective.

The music curriculum develops skills for life-long musical participation and enjoyment. Skill development relates to vocal and instrumental performance and appreciation of music. Students learn piano technique, plus explore rhythm through use of percussion instruments. Fine arts assemblies, featuring performances from jazz bands to show choirs, build musical literacy and awareness of concert etiquette. Each grade level K-3 provides a performance for the community each year.

Physical Education curriculum aligns with state standards and links with the school wellness plan and the Coordinated School Health Plan. A district-wide grant from the Carol M White PEP program provides support for the integration of interactive, multi-media instruction. Students learn concepts of teamwork and goal setting and acquire the knowledge, skills, and attitudes to maintain a physically active, healthy lifestyle. Resources, such as pedometers, heart rate watches, and a climbing wall, bring real-world health tools into the classroom. Activities, such as an onsite walking trail and Fruit and Vegetable Survivor

game, promote health and nutrition for everyday living. PE Family Nights and Field Days involve parents and the community in fitness learning.

The visual arts program involves learning the elements and principles of art and making two- and three-dimensional designs. Connections to other curricular areas build an awareness of how art permeates throughout everyday living. Student projects are showcased in numerous venues, including the Kansas State Fair.

The Library/Media Center is a hub for all learning at UV. A life-long appreciation of literature is promoted as well as the development of literacy skills. The library provides curriculum support through collaborative lesson plans and maintains a collection that is aligned with the district's mission and state standards.

The Guidance curriculum is built around CHARACTER COUNTS!, a framework centered on six basic pillars: Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship. Lessons, activities, and service opportunities are centered around each of these traits.

The UV Preschool, a part of the Reno County Headstart program, employs a developmentally appropriate, research-based curriculum based in active learning and focused on developing early readiness skills. Students join in individual and group experiences to enhance physical, social-emotional, and cognitive development. Development of a supportive relationship with each student's family is integral to achievement.

2. Reading/English:

The USD 313 reading curriculum demands academic rigor and seeks to inspire a passion for reading. The program has evolved over several years and is consistent with current research. Teachers from USD 313 worked in grade level teams to examine research, such as the publication "Preventing Reading Difficulties in Young Children." K-1 teachers gave special focus to instruction in the area of phonemic awareness and phonics. Observations of instruction at other schools, analysis of data, and reviews of materials were all part of the work. This study resulted in the development of the district's Balanced Literacy model, the adoption of a literature-rich core text published by Scott Foresman, and the addition of a systematic, multi-sensory supplement for K-2 phonics, a resource called Pathways which presents instruction through a blend of the Orton-Gillingham and Lindamood Bell philosophies.

As a result of this work, a standards-based curriculum, rich with resources, is in place at UV. Essential curriculum indicators are outlined at each grade level in the areas of phonics and/or phonemic awareness, vocabulary, comprehension, and fluency. Teachers accommodate students' learning styles during a daily language arts block of 90-120 minutes. Given results from assessments and teacher observation, each student is placed into small, flexible groups where instructional materials and differentiated instruction match student ability. Three certified reading teachers offer another 30 minutes of intensive assistance daily for students whose needs are outside the norm. Paraprofessionals, Youth Friends, parent volunteers, and after-school care staff also assist by reading with students who are having difficulty meeting standards.

Instructional strategies are taught explicitly and help students become purposeful, active readers. Strategies for phonics and word structure include: word sorts, Making Words, and reading decodable texts. Strategies for vocabulary range from semantic webbing to word analogies. Strategies for comprehension include: graphic organizers, recognizing story structure, Question-Answer Relationship (QAR), and summarizing. Strategies for fluency range from singing songs to reader's theatre. Resources to support instruction include the library/media center, a guided reading library, and online activities such as Education City and Brain POP.

Time for independent reading is also allotted daily. Students track progress toward meeting goals using Accelerated Reader.

DIBELS is utilized as a universal screener, K-2, three times each year. Third grade measures fluency and comprehension, using AIMSweb. The Flynt-Cooter IRI is administered to all second graders, and common assessments are administered K-3. Preschool and Kindergarten students complete readiness screening prior to the school year.

3. Mathematics:

The USD 313 math curriculum is based on state standards and aligned with the principles of the National Council of Teachers of Mathematics (NCTM). The spiraling curriculum organizes content into four strands: number sense and computation, algebra, geometry/measurement, and data analysis.

UV staff formulate instruction as a balance between content and process, with opportunities for both discovery and direct modeling and a mix of “skill and drill” and real-world application. Hands-on instruction with manipulatives is an essential as it lays a foundation of concrete understanding and aids in the development of abstract learning. Teachers guide students as they explore math in their day-to-day routines and address problem solving in real-world terms. For example, students learn about the units of measurement as they portion out ingredients for making cookies. They use addition, subtraction, and fractions as a part of deciphering the rhythm in musical notation, and they calculate cost and change as they take on roles of customers and employees at a classroom store.

Communication is also seen as key to sharing ideas and clarifying understanding. Curriculum includes a set of math vocabulary that engages students in building a common language for talking about the world of numbers. Students also utilize math journals or quick-writes to demonstrate their understanding of mathematical concepts and/or problems.

Along with the Harcourt text, technology is a significant resource for instruction. The online websites Education City, IXL Math, and Brain POP are sources for class instruction, individual practice, and home/school connections.

Teachers administer ongoing formal and informal assessments to guide instruction. Students K-3 complete district common assessments. Each spring, third grade students take the Kansas state assessment. Other assessments include unit tests and computation fluency checks. A “Principal’s 100 Club” celebrates Kindergarteners’ achievements in building number sense.

Teachers work in vertical, cross-grade level PLCs to utilize the results of assessments, identifying areas of strength and need. They examine the indicators at each grade level that relate to areas of need, then determine instruction PreK-3 to address knowledge and application of those skills.

Data is also used to identify specific students who are performing below grade level. Interventions for these students include: small group tutoring with a paraeducator, individualized teacher-directed instruction using a different modality and strategy, modified assignments and tests, study time with a staff member after school, and opportunities for continued practice through math centers and technology.

4. Additional Curriculum Area:

Technology is a portal to a world rich in new learning opportunities and increased student achievement. The academic basics remain essential, but students need to be equipped with more than the knowledge that $2+2=4$ in order to be ready to meet the challenges of a 21st Century world. They need to think critically and learn in “real world” situations. They need to work collaboratively and be self-motivated. UV staff recognize this and see the use of technology across all disciplines as a component in implementing the school’s mission that “all students and staff will excel in a safe, caring, and collaborative environment.”

The district's technology plan, aligned with the National Educational Technology Standards, frames technology through the lens of the 3 Rs of rigor, relevance, and relationships. In accordance, staff utilize technology as a tool for equipping students with the skills they need to succeed in an ever-changing technological world, including but not limited to: higher order thinking skills, collaboration, interpersonal skills and global awareness.

UV staff use technology as a tool for building rigor throughout all disciplines. For example, students sharpen academic skills: recording stories on GarageBand to increase reading fluency, defining and using prefixes by creating Wordle pictures, and practicing math skills with the use of ipods.

Technology is used as a tool for bringing relevance to learning across all disciplines. For example, students join in real-world, project-based learning: using Garage Band to create original songs about Thanksgiving, creating Keynote presentations about polar animals, and working with digital photography and Comic Life software to produce visual records of classroom learning.

UV staff utilize technology as a tool for developing relationships with learners near and far. For example, students infuse technology use into classroom routines: checking out the communities where children's book authors live through Google Earth and joining in a conversation with a Peace Corps volunteer over Skype.

Wii interactive units add another layer to technology at UV. These units, available for checkout by classrooms, aid development of motor skills and social skills.

Along with student applications, staff embrace technology, modeling digital-age work and learning. Interactive whiteboards, document cameras, and classroom sound systems are used to enhance instructional presentation. Websites, such as Education City, are used as resources for pre-made, standards-based lessons and activities for interactive whiteboards. Web 2.0 tools, such as blogs, portaportals, and wikis, are created to aid in communication and collaboration.

5. Instructional Methods:

Working collaboratively to improve student achievement is customary at UV. The Building Action Plan formalizes a focus in the areas of character education, reading/writing, math, and technology education with the goal of enhancing student achievement. A culture of assessment-driven instruction and "every student achieves," means staff consider each student's process of continuous improvement: identify the current level of each student's achievement, establish a learning goal, determine a path to achieve that goal, and prove periodic evidence of progress.

The number of students within subgroups at UV is limited; however meeting diverse needs goes beyond disaggregating data. At UV, teachers employ a differentiated approach to educating all students. Students are taught in whole group, small group, pairs, and individually, based on their needs for a particular concept or skill. Differentiated learning styles are addressed through a range of instructional plans framed around the nine instructional strategies identified as most effective for student achievement by McRel. Teachers also present instruction with an awareness of multiple intelligences and differing learning styles. Ideas, materials, and strategies concerning instruction are shared as a part of grade-level PLCs as a way of further strengthening the instructional foundation of the school.

The UV Multi-Tier System of Support (MTSS) is a prevention-oriented model which identifies students who are in need of additional academic and/or behavioral supports. Once a student need is identified, a decision-making team consisting of the principal, school counselor, school psychologist, intensive assistance teacher, classroom teachers, and parents review data to determine appropriate modifications and/or interventions. The team works toward an intentional design of services and supports to match the academic or engagement needs of the individual student. Interventions are evidence-based and address areas such as motivation, instruction, environment, differentiation and social/behavior. Intensive assistance teachers and the school counselor provide individualized or small group instruction beyond the

classroom core. Paraeducators, parent volunteers, and Youth Friend volunteers also offer support for individualized or small group practice. Opportunities for support beyond the school day include tutoring as a part of the after-school care program and home/school connections involving technology. Classroom teachers facilitate the collection of data to monitor student progress and make periodic reports back to the decision-making team.

6. Professional Development:

UV staff participate in ongoing professional learning that fosters deep understanding of state standards, district curriculum, research-based instructional practices and performance assessments. The structure of Professional Development (PD) follows the research-proven fact that professional learning must be ongoing and job-embedded, and aligns with the purpose of Learning Forward, which proposes, “every educator engages in effective professional learning every day so that every student achieves.”

PD experiences are a mix of district-led, building-centered and individual learning. Over the last five years, USD 313 has dedicated at least five contract days to PD each year. USD 313 was recognized by Kansas Staff Development Council in 2009 for quality Systemic Professional Learning, and in 2010 for 21st Century Skills Professional Development.

Essential components of PD prepare teachers by providing information on research-based materials, and facilitating use of assessment data to drive instruction. Recent PD connections have covered learning in areas such as Cognitively Guided math instruction, the five essential elements of reading instruction, use of the DIBELS assessment, and the Pathways phonics program. UV staff have joined in book studies over material such as *Writing Essentials* by Routman, and cross-grade level groups were created to address areas, such as dyslexia and the integration of interactive whiteboards into instruction.

PD at UV extends beyond workshops to include classroom coaching. UV teachers participate in one-on-one coaching experiences with the District Integration Technology Specialist (DITS). These sessions address individual needs, including the operation of technological devices, integration strategies across all disciplines, and team teaching within the classroom.

PD includes opportunities for teachers to share knowledge and experiences with colleagues as they work together to build PLCs. Beginning in 2006, USD 313 adopted DuFour’s PLC model as a central piece in their PD plan. Teachers joined in learning about the collaborative culture of PLC, essential standards, and common assessments. District-wide, grade level PLCs were developed, and building level PLCs were nurtured through collaboration times. A building-wide book study on *How Full Is Your Bucket* by Rath expanded the collaborative culture.

In addition to group and team learning, annually UV staff formulate goals for individual professional learning on self-selected topics. They complete individual professional inquiries and participate in out-of-district workshops, including attendance at state and national conferences.

7. School Leadership:

UV’s school leadership model is one of shared vision and decision-making, dependent upon commitments from a range of stakeholders: students, parents, teachers, and administration. Interdependence, trust, professionalism, and high expectations are held as common commitments.

The UV principal upholds many leadership roles, including instructional leader, team facilitator, student “pal,” and community organizer. As instructional leader, the principal monitors teaching practice, completes walkthroughs, conducts evaluations, and holds a focus on curricular fidelity. As a team facilitator, the principal organizes the work of the Building Leadership Team (BLT) and assists grade-level PLCs with gathering the tools and materials needed to progress in their work. As a student “pal,” the principal welcomes and guides students toward excellence, reminding them that “no matter who you are,

excellence is our goal for you.” He recognizes academic milestones through special awards, such as the Principal’s 100 Club. He connects to student learning, stepping into classrooms to share a favorite children’s book. As community organizer, the principal shares information with the PTO and Site Council and works with them to identify site-based needs.

UV teachers also embrace a range of leadership roles at the district and building levels. Teachers serve as decision-makers for the district, assisting with policy and curriculum development through participation in groups, such as District Leadership Team, Technology Planning Team, Tech Cadre, and READ Council. At UV, teachers form the majority on the MTSS team and the BLT. BLT members establish the Building Action plan with input from the entire staff. This plan, which is reviewed and updated annually, frames UV’s work toward continuous achievement and improvement.

Community relationships offer opportunities for parents to exhibit leadership. The PTO supports the continued excellence of the learning environment at UV, by sponsoring book fairs, fundraisers, and a bi-annual carnival. They have funded the purchase of library books, playground equipment, 21st Century technology, and fine arts experiences. Volunteers feel welcome at UV and spend over 500 hours per month assisting in classrooms. Parents stand as partners in the learning process, assisting with home/school activities and joining in family nights.

Students, too, share a sense of leadership. Third grade students lead student involvement with “Reader’s Friends” for students in lower grades. Additionally, all students are asked to show leadership as members of the local community by joining in service projects, including “Giving Tree”, Jump Rope for Heart, and Helping Hands for Haiti.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Kansas State Math Assessment

Edition/Publication Year: 2005

Publisher: KS State Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets Standard, Exceed Standard, Exemplary	100	98	100	100	94
Exemplary	56	56	68	83	47
Number of students tested	103	117	92	109	90
Percent of total students tested	100	99	100	100	100
Number of students alternatively assessed	2	2	0	0	0
Percent of students alternatively assessed	2	2	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Standard, Exceed Standard, Exemplary	100	94	100	100	91
Exemplary	49	53	50	67	40
Number of students tested	37	35	29	25	22
2. African American Students					
Meets Standard, Exceed Standard, Exemplary					
Exemplary					
Number of students tested					
3. Hispanic or Latino Students					
Meets Standard, Exceed Standard, Exemplary					
Exemplary					
Number of students tested					
4. Special Education Students					
Meets Standard, Exceed Standard, Exemplary					
Exemplary					
Number of students tested					
5. English Language Learner Students					
Meets Standard, Exceed Standard, Exemplary					
Exemplary					
Number of students tested					
6.					
Meets Standard, Exceed Standard, Exemplary					
Exemplary					
Number of students tested					
NOTES:					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Kansas State Reading Assessment

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

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets Standard, Exceed Standard, Exemplary	98	98	100	99	90
Exemplary	44	57	70	60	41
Number of students tested	103	117	92	109	90
Percent of total students tested	100	99	100	100	100
Number of students alternatively assessed	2	2	0	0	0
Percent of students alternatively assessed	2	2	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Standard, Exceed Standard, Exemplary	100	97	100	96	91
Exemplary	31	44	65	54	26
Number of students tested	37	35	29	25	22
2. African American Students					
Meets Standard, Exceed Standard, Exemplary					
Exemplary					
Number of students tested					
3. Hispanic or Latino Students					
Meets Standard, Exceed Standard, Exemplary					
Exemplary					
Number of students tested					
4. Special Education Students					
Meets Standard, Exceed Standard, Exemplary					
Exemplary					
Number of students tested					
5. English Language Learner Students					
Meets Standard, Exceed Standard, Exemplary					
Exemplary					
Number of students tested					
6.					
Meets Standard, Exceed Standard, Exemplary					
Exemplary					
Number of students tested					
NOTES:					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets Standard, Exceed Standard, Exemplary	100	98	100	99	89
Exemplary	56	56	68	62	47
Number of students tested	103	117	92	208	193
Percent of total students tested	100	99	100	100	100
Number of students alternatively assessed	2	2	0	2	1
Percent of students alternatively assessed	2	2	0	1	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Standard, Exceed Standard, Exemplary	100	94	100	98	80
Exemplary	49	53	50	32	39
Number of students tested	37	35	29	49	43
2. African American Students					
Meets Standard, Exceed Standard, Exemplary					
Exemplary					
Number of students tested					
3. Hispanic or Latino Students					
Meets Standard, Exceed Standard, Exemplary					
Exemplary					
Number of students tested					
4. Special Education Students					
Meets Standard, Exceed Standard, Exemplary					
Exemplary					
Number of students tested					
5. English Language Learner Students					
Meets Standard, Exceed Standard, Exemplary					
Exemplary					
Number of students tested					
6.					
Meets Standard, Exceed Standard, Exemplary					
Exemplary					
Number of students tested					
<p>NOTES: As part of a reorganization of district resources, Grade 4 students were moved to another elementary school in the district following the 2006-07 school year. Therefore, school average for years 05-06 and 06-07 are combined results for grades three and four. School average for years 07-08, 08-09, and 09-10 are results for grade three only.</p>					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets Standard, Exceed Standard, Exemplary	98	98	100	93	88
Exemplary	44	57	70	47	41
Number of students tested	103	117	92	208	193
Percent of total students tested	100	99	100	100	100
Number of students alternatively assessed	2	2	0	2	1
Percent of students alternatively assessed	2	2	0	1	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Standard, Exceed Standard, Exemplary	100	97	100	87	83
Exemplary	31	44	65	23	26
Number of students tested	37	35	29	49	43
2. African American Students					
Meets Standard, Exceed Standard, Exemplary					
Exemplary					
Number of students tested					
3. Hispanic or Latino Students					
Meets Standard, Exceed Standard, Exemplary					
Exemplary					
Number of students tested					
4. Special Education Students					
Meets Standard, Exceed Standard, Exemplary					
Exemplary					
Number of students tested					
5. English Language Learner Students					
Meets Standard, Exceed Standard, Exemplary					
Exemplary					
Number of students tested					
6.					
Meets Standard, Exceed Standard, Exemplary					
Exemplary					
Number of students tested					
NOTES: As part of a reorganization of district resources, Grade 4 students were moved to another elementary school in the district following the 2006-07 school year. Therefore, school average for years 05-06 and 06-07 are combined results for grades three and four. School average for years 07-08, 08-09, and 09-10 are results for grade three only.					