

# 2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public  Private

**Cover Sheet**

Type of School  
(Check all that apply)

Elementary  Middle  High  K-12  
 Charter  Title I  Magnet  Choice

Name of Principal Mrs. Alda Annette Aldape

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Beeson Elementary School

(As it should appear in the official records)

School Mailing Address 1700 West Beeson Road

(If address is P.O. Box, also include street address.)

Dodge

City

Kansas

State

67801-1745

Zip Code+4(9 digits total)

County Ford

State School Code Number\* 6687

Telephone (620) 227-1605

Fax (620) 227-1745

Web site/URL www.usd443.org

E-mail aldape.annette@usd443.org

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date \_\_\_\_\_

Principal's Signature

Name of Superintendent Mr. Alan Cunningham

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name USD 443

Tel. (620) 227-1620

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date \_\_\_\_\_

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Dan Reichenborn

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date \_\_\_\_\_

(School Board President's/Chairperson's Signature)

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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Include this page in the school's application as page 2.

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 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. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind–Blue Ribbon Schools award in the past five years.
5. 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.
6. 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.
7. 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.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

### DISTRICT (Question 1-2 not applicable to private schools)

1. Number of schools in the district: \_\_\_\_\_ 7 Elementary schools  
 \_\_\_\_\_ 1 Middle schools  
 \_\_\_\_\_ 0 Junior High Schools  
 \_\_\_\_\_ 1 High schools  
 \_\_\_\_\_ 1 Other  
 \_\_\_\_\_ 10 TOTAL
2. District Per Pupil Expenditure: \_\_\_\_\_ 10199  
 Average State Per Pupil Expenditure: \_\_\_\_\_ 9488

### SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located  
 Urban or large central city  
 Suburban school with characteristics typical of an urban are  
 Suburban  
 Small city or town in a rural are  
 Rural
4. \_\_\_\_\_ 10 Number of years the principal has been in her/his position at this school.  
 \_\_\_\_\_ 0 If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
Pre K	0	0	0	7	0	0	0
K	29	38	67	8	0	0	0
1	35	27	62	9	0	0	0
2	37	33	70	10	0	0	0
3	33	36	69	11	0	0	0
4	31	32	63	12	0	0	0
5	0	0	0	Other	0	0	0
6	0	0	0				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							<b>331</b>

6. Racial/ethnic composition of the school:
- |    |                                    |
|----|------------------------------------|
| 0  | % American Indian or Alaska Native |
| 3  | % Asian or Pacific Islander        |
| 1  | % Black or African American        |
| 80 | % Hispanic or Latino               |
| 16 | % White                            |

**100 % TOTAL**

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year 13 %

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

<b>( 1 )</b>	Number of students who transferred to the school after October 1 until the end of the year	22
<b>( 2 )</b>	Number of students who transferred from the school after October 1 until the end of the year	17
<b>( 3 )</b>	Total of all transferred students [sum of rows (1) and (2)]	39
<b>( 4 )</b>	Total number of students in the school as of October 1	308
<b>( 5 )</b>	Total transferred students in row (3) divided by total students in row (4)	0.13
<b>( 6 )</b>	Amount in row (5) multiplied by 100	13

8. Limited English Proficient students in the school: 73 %
- |     |   |
|-----|---|
| 235 | Total Number Limited English Proficient |
|-----|---|

Number of languages represented 4

Specify languages: Spanish, Vietnamese, Quiche, Laotian

9. Students eligible for free/reduced-priced meals 83 %

Total number students who qualify: 276

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 federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 10 %  
36 Total Number of Students Serve

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>        </u>	Autism	<u>        </u>	Orthopedic Impairment
<u>        </u>	Deafness	<u>        </u>	Other Health Impairment
<u>        </u>	Deaf-Blindnes	<u>15</u>	Specific Learning Disabilit
<u>1</u>	Emotional Disturbanc	<u>11</u>	Speech or Language Impairment
<u>4</u>	Hearing Impairment	<u>        </u>	Traumatic Brain Injury
<u>        </u>	Mental Retardation	<u>        </u>	Visual Impairment Including Blindness
<u>5</u>	Multiple Disabilities	<u>        </u>	

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>        </u>
Classroom teachers	<u>16</u>	<u>0</u>
Special resource teachers/specialist	<u>9</u>	<u>7</u>
Paraprofessionals	<u>28</u>	<u>2</u>
Support Staff	<u>3</u>	<u>1</u>
Total number	<u>57</u>	<u>10</u>

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

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	95 %	95 %	93 %	95 %	%
Daily teacher attendance	90 %	86 %	90 %	90 %	%
Teacher turnover rate	27 %	14 %	26 %	18 %	%
Student drop out rate (middle/high	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

Five teachers left Beeson School during the 2006-2007 school year for the following reasons: one for health reasons, two for promotions, and two for relocation because of family issues.

## PART III - SUMMARY

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Beeson School is one of seven elementary schools in Unified School District #443. Our school is located in Dodge City, Kansas. Dodge City's population was 25,176 in 2007. Dodge City is located in a rural setting with an economy that relies on farming and meat processing. Beeson is located at the edge of a residential area and has an enrollment of 331 students, and has a school-wide Title 1 program with 83% of our students qualifying for free or reduced lunches. When Beeson opened in 1995, it had a 50% white and 50% Hispanic population. Today, Beeson has 80% Hispanic, 1% African American, 3% Asian, 0% American Indian, and 16% white students.

When Beeson Elementary School opened, the staff wrote a mission statement that remains largely unchanged today: The purpose of Beeson School is to create a community of life-long learners who are respectful, resourceful, and responsible, in a way that inspires excellence. We display this mission statement in our newsletters and on a plaque in the entrance.

Our school has a full-time principal, aided by a full-time secretary, clerk, and English/Spanish translator. Beeson is a three section school housing all-day kindergarten through fourth grades. We have four teachers for daily vocal music and physical education classes. Beeson is supported by a full-time counselor and a full-time library media specialist. Beeson also has the shared services of a school nurse and a school psychologist. Students are assisted by six special education teachers and one Newcomers teacher. The district provides an instructional coach as a resource for each grade level. All classrooms have at least a half-time instructional paraprofessional.

A variety of support programs meet the academic and behavioral needs of students. We have the following special education programs: speech and language, hearing impaired, severely and multiply handicapped, emotionally disturbed, and interrelated. Beeson also houses the district's second and third grade Newcomers Program. This program serves students who have been in the country for less than one year and have limited or no English language proficiency.

The quality of the staff helps meet the varied and diverse needs of the students. There are thirty two certified teachers and thirty paraprofessionals. Of the certified teachers, 52% have a Master's degree, with thirteen having additional hours. The range of the teaching experience in our building is balanced; 37% of the teachers are within their first five years of teaching, with 63% being tenured. Sixteen of these teachers have more than fifteen years in education. All regular education instructional paraprofessionals are 'highly qualified'. To meet these qualifications, they must have completed a minimum of forty-eight college credit hours or have passed a state assessment of academic proficiency.

There are many parent activities held at Beeson. Families are invited to a Back to School Night every August. Then each grade level holds orientation meetings to inform parents of teacher expectations. Parent Teacher Conferences are held twice a year with a 100% attendance rate. The Beeson Bulldog Club parent group meets monthly and hosts a school carnival each spring. There are many activities for students to participate in that promote school spirit. These events include Family Thanksgiving Dinner, Read and Feed, Food Drive, Reading Incentive Program, Track and Field Day, music programs, staff and student volleyball game, and Talent Show.

Beeson has received much recognition. We have received the Confidence in Public Education Task Force's Challenge Award twice, reached the Standard of Excellence for math and reading several times, and have been presented the Governor's Achievement Award by the Kansas State Board of Education this year. We have been accredited by the North Central Association since 1998.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

Beeson Elementary is committed to improving student achievement. Teachers use the standards based Kansas Assessments in reading and math to measure success. Third and fourth graders take the Kansas State Reading and Math Assessments online each spring. Standards based assessments are prepared by the Center for Educational Testing and Evaluation (CETE) at the University of Kansas. The Kansas standards are found on the Kansas State Department of Education website, [www.ksde.org](http://www.ksde.org). All students in Kansas schools, including special education and English Language Learners (ELL), must take the assessments. Beeson has made AYP in third and fourth grades in both subjects since it began.

Students are expected to perform at meets standard or above levels in math and reading. To achieve the state standard of excellence, schools must have at least 25% scoring at the exemplary level and no more than 5% scoring in the academic warning level. Beeson fourth graders earned the Standard of Excellence in 2004, 2005, and 2007 in math and in 2007 in reading. Third graders received the Standard of Excellence in math and reading in 2007. Beeson received the building level standard of excellence in reading and math for third and fourth grades in 2007. We were presented the Governor's Achievement Award in 2007 for achieving Building Level Standards of Excellence in both reading and math, meeting AYP requirements, and being in the top 5% of all elementary schools in Kansas. Beeson received the Kansas Challenge Award presented by the Confidence in Public Education Task Force in 2004 and 2005. In 2007 students were given revised assessments creating a new baseline with new performance category names and cut scores.

Performance level ranges for the Kansas Reading Assessments are:

Exemplary (89-100%)  
Exceeds Standard (80-88%)  
Meets Standard (67-79%)  
Approaches Standard (55-66%)  
Academic Warning (0-54%)

Performance levels ranges for Kansas Math Assessments are:

Exemplary (89-100%)  
Exceeds Standard (80-88%)  
Meets Standard (63-79%)  
Approaches Standard (54-62%)  
Academic Warning (0-53%)

In math, fourth grade students scoring in the meets standard or above levels increased from 79% in 2003 to 98% in 2007. Third grade scores on the meets standards or above level increased from 90% in 2006 to 100% in 2007. In the fourth grade 49% and in the third grade 55% scored in the exemplary category in 2007.

In reading, fourth grade students who attained the meets standards or above level increased from 84% in 2006 to 98% in 2007.

Third grade students increased their scores from 88% in 2006 to 100% in 2007 in the meets standards or above category. It should be noted that the format and content of the third grade reading test changed significantly in 2006, thus making it impossible to compare prior years' scores. In 2007 the fourth grade scored 30% in the exemplary category in reading and third grade scored 68% in the exemplary level.

All sub groups at Beeson have scored in the upper performance levels despite increases in the school's poverty level and Hispanic student population. In 2007 fourth grade low socio-economic students scored 97%, English Language Learners scored 100%, and Hispanic students scored 98% in the meets standard or above categories in reading. In 2007 third grade low socio-economic students scored 100%, English Language Learners scored 100%, and Hispanic students scored 100% in reading. In 2007 fourth grade low socio-economic students scored 97%, English Language Learners scored 97%, and Hispanic students scored 98% in the meets standard or above categories in math. In 2007 third grade low socio-economic students scored 91%, English Language Learners scored 85%, and Hispanic students scored 87% in math.

## **2. Using Assessment Results:**

Beeson School uses building, district, and state data to plan instruction for the year. At the beginning of school, the staff reviews test scores from the previous year and determines the three lowest standards in reading and math. Grade level teams and school improvement curriculum committees research effective instructional strategies to be added to the Beeson School Improvement Plan (SIP). The SIP contains target area goals in reading and math, researched interventions, staff responsibilities, and timelines. Staff development sessions are planned to assure the proper implementation of the interventions. All staff members, both certified and classified, are placed on a math, reading, or writing (SIP) committee. SIP curriculum committee chairs solicit input from team members and monitor the plan's implementation. Additionally, grade level teachers work together in professional learning communities (PLC's) during their common planning times and on early release meeting days to analyze why students have not mastered targeted standards. Teachers select the standards of concentration for the month in reading and math, make remediation plans for struggling students, and design assessments to measure student progress.

In order to address the particular needs of individual students, Beeson uses the Student Intervention Team (SIT). The SIT team meets monthly with teachers to offer collaborative input and support for students needing academic remediation or enrichment. The team includes: the principal, counselor, and several teachers. Information is gathered and an intervention plan is set up, monitored, and intervention success is determined at the next meeting. This team approach often helps students become more successful in school.

The principal, grade level teams, and instructional coaches monitor the reading progress of all students by reviewing individual reading inventory (IRI) results at quarterly Progress Notebook Meetings. Special attention is given to students who are not reading on grade level. Interventions are decided upon and implemented.

## **3. Communicating Assessment Results:**

Beeson Elementary uses numerous methods to share student performance results with students, parents, and the community.

Teachers communicate performance information with students allowing them to monitor their own progress and inspiring them to do their personal best. Students receive certificates at quarterly awards assemblies for academic achievement, good behavior, and attendance. Selected students, who display the character trait of the month, are added to the 'Wall of Fame.'

Parents and students attend 'Back to School Night' the evening before school starts. They locate the new classroom, meet the teacher, get a handout explaining class rules, and bring their school supplies. This event starts the year off in a positive way and calms any apprehensions. Additionally, each grade level hosts a parent orientation meeting in English and Spanish. Teachers explain their expectations and procedures for the coming year and answer questions. Beeson conducts two Title 1 Family Math and Reading Nights yearly. Teachers share and discuss standards, review resources, and direct fun activities.

Every effort is made to communicate student progress to parents. Report cards are supplied each quarter, and on the first and third quarters formal parent-teacher conferences are held. Translators are available as needed and 100% participation is the norm. Teachers communicate with parents via phone calls, email, classroom newsletters, and home visits. Beeson shares data with the community regularly. Beeson distributes a monthly bilingual newsletter. Data is shared with the Beeson Site Council and member feedback is solicited. The principal annually reports on the state of the school at a Board of Education meeting, which is televised for the public. Also, the Kansas State Department of Education publishes a Building Report Card showing student performance data. This report is sent home to parents, published in the newspaper, and posted on the district and Department of Education web sites.

## **4. Sharing Success:**

Beeson Elementary staff has assimilated much knowledge and gained a great deal of skill in effectively teaching students the state standards. Through these experiences we have implemented many instructional techniques and strategies. We have adapted and fine-tuned them to meet the needs of our students.

The success teachers have experienced has given them the desire to share what they have learned with other teachers and schools. Beeson shares its success with other schools in various ways which include giving presentations, professional collaborations, hosting school visits, sharing at grade level meetings, principal shares, and writing articles for professional publications. Teachers share their expertise by giving presentations at local, state, and national meetings. Twice our teachers have made presentations for the Kansas State North Central Association (NCA) conference on school improvement. This March the Beeson NCA Team, for the second time, will present at the national NCA-CASI Annual Conference in Chicago. Beeson teachers share successful strategies and activities at district grade level meetings.

Teachers from district and surrounding area schools ask to visit the school, observe teachers, and collaborate with the staff regarding successful ways to help students learn. Last year, third grade teachers partnered after school for several weeks with another district school, helping them plan lessons around the standards.

The principal often receives telephone calls from other Kansas schools needing information about what we are doing to achieve higher levels of success. The principal has written articles explaining reasons Beeson has accomplished dramatic achievement despite many challenges.

We added a narrative on strategies to a state collection of best practices in Kansas schools when we received the Kansas Challenge Award. Moreover, Beeson was asked to contribute an article to the AdvancEd world-wide newsletter on school improvement. Through support and sharing with colleagues we all can learn, grow, and achieve together.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

Beeson Elementary School staff works as a team keeping students at the heart of all decisions, offering a quality researched-based education program for all students, regardless of their instructional level. In order to accomplish this, a comprehensive curriculum has been developed. Curriculum is aligned with Kansas State Standards to increase achievement and improve instruction for all students.

A balanced, comprehensive approach to teaching reading/literacy and language arts at Beeson emphasizes phonemic awareness, phonics, word study, fluency, vocabulary, and comprehension. Literacy is the key to participating and succeeding in a democratic society and global economy. Literacy includes listening, speaking, reading, writing, oral language conventions and the analytical acts involved in communication. Student progress is monitored using running records as well as formal and informal assessments. Writing is integrated into the various curricular areas by using the 6-Trait writing model. Library curriculum is designed to work in tandem with the classroom's reading and language arts curriculum.

The mathematics curriculum is based on a spiraling, standards-based program building mathematical knowledge through problem solving. Hands-on applications in numbers and computation, algebraic concepts, measurement, geometry, and data are used. A common mathematical vocabulary is taught in all grades and is used for communication.

The social studies curriculum includes events of culture, economics, geography, civics, government, and history. The content areas are continually changing and developing. Students learn about the world, country, and community through the integration of media, technology, visual arts, and music. Reading expository text is emphasized during social studies lessons.

The science curriculum is a hands-on, active process that develops the skills of scientific inquiry in the areas of physical, life, and earth science. Students learn the scientific method by asking questions, using higher level thinking, planning investigations, analyzing evidence, recording data, and communicating results. Reading continues during science lessons using expository text.

A comprehensive physical education program promotes life-long physical fitness, sports activities, and a health curriculum. Students participate in activities that promote sportsmanship and self confidence.

The music education curriculum provides students with a wide variety of experiences to build a life-long appreciation and enjoyment of music. Students use various instruments to make music, learn about rhythms, pitch and intervals, sing, and learn to perform.

The library program instills an appreciation of literacy and encourages students to become life-long readers. Students learn to become independent library users, develop library research skills, and are introduced to different book genres.

The school counseling program is an integral part of the educational program of the school, working with whole group lessons, small discussion groups, and individuals in counseling sessions. The program promotes and facilitates the development of students personally, socially, and emotionally.

Visual Arts curriculum allows students to be creative and produce imaginative, original artwork. The work is displayed for others to view. Art is integrated in the other subject areas and extends into the core curriculum.

The district has established curriculum committees for each content area headed by a principal and comprised of representatives from each grade level and school. The curriculum committee's task is to periodically revise, update, and align the curriculum to state and national standards. The committees have created pacing guides to assist teachers in teaching the standards. Resources and activities are correlated to the standards. The committees meet in the summer and are paid a stipend to accomplish this task. District-wide grade level meetings are conducted quarterly to review the standards and to share ideas and resources regarding the curriculum with teachers. Instructional coaches and a building principal facilitate the meeting. Teachers are encouraged to share successful ideas and to give feedback to the district on any curricular issues.

## **2a. (Elementary Schools) Reading:**

Beeson Elementary School utilizes a balanced, comprehensive approach to teaching reading and language arts. The approach includes the acquisition of skills and strategies in reading, writing, oral communication and comprehension. Explicit teaching of phonemic awareness, phonics, fluency, vocabulary, and comprehension are emphasized as essential components to learning reading. Our goal for every child is to read on or above grade level by the end of the third grade and to continue to develop into life-long readers. To achieve this we have increased the use of researched-based practices in reading, writing, and oral language, used on-going assessments to drive instruction, and increased parental involvement in reading and writing instruction.

Beeson Elementary utilizes the district adopted Houghton/Mifflin reading series and its supplemental materials as the main resource for teaching reading because it correlates well with the state standards. The language rich Animated Literacy Program is used in kindergarten to teach phonemic awareness and phonics effectively to our English language learners.

Reading blocks consisting of 90-120 minutes of daily literacy instruction are in place with frequent monitoring of student progress. Individual reading inventories are administered quarterly to determine reading levels and instructional needs of students. Grade level planning meetings are conducted to develop instructional activities for areas that need reteaching. The principal, teachers, and grade level instructional coach meet quarterly for Progress Notebook meetings to track student progress and to recommend additional reading strategies for struggling students. An Extended Day Program is provided for students needing small group assistance.

A variety of resources and interventions are used for students who are below grade level in reading. Beeson uses the Reading Buddies tutoring program, high frequency word study groups, SuccessMaker computer program, and one-on-one instruction with paraprofessionals. All students reading on, below, or above grade level are challenged to become life-long readers and writers.

## **3. Additional Curriculum Area:**

The math curriculum at Beeson Elementary School aligns with the Kansas State Mathematics Standards that correlate with the National Council of Teachers of Mathematics Standards (NCTM). These standards guide daily instruction from concrete to conceptual in the areas of numbers and computation, algebra, geometry, and data.

Various forms of data collected from the Kansas State Math Assessment and building mini-assessments are reviewed at grade level planning meetings and regular Professional Learning Communities (PLC's). This information drives the needed instruction for students in mathematics. The development of a common mathematical vocabulary across all grade levels is used for continuity of instruction. Problem solving activities teach vocabulary with students involved in reading, writing, and speaking in the language of mathematics. A four-step problem-solving model is used to help students understand the steps in solving problems. Students are also taught several different strategies to use in solving problems within the model framework. They learn that problems can be solved using different methods. Teachers use various resources including hands-on manipulatives and cooperative learning structures to teach math lessons. We want to involve students in practical lessons that bridge the gap from concrete to abstract learning and that help students apply what they learn.

Fluency with the basic math facts in all operations is stressed. Automaticity regarding the math facts is expected. Students are expected to master the math facts for the operations assigned to their grade level. We believe that when students master these facts they have the foundation and self-confidence to be better math students in the higher grades.

In addition to the scheduled math instruction time, students work outside the period using math software programs for remediation and/or acceleration at individual student levels. After school and summer school tutoring is available for further attention on individual targeted math indicators for identified students.

## **4. Instructional Methods:**

Beeson teachers use a variety of instructional methods to make certain that students reach their greatest

learning potential. As our staff prepared our North Central Association School Improvement Plan (NCA-SIP), which includes goals in reading, writing, and math, we looked for specific research-based instructional practices that we felt would have the most impact on student achievement. The staff selected strategies that focused on reading comprehension, 6-Trait writing, and problem solving. The NCA team chairperson aids the staff with their implementation of the strategies for each instructional target area goal. This process solidifies the focus of our instruction. Beeson educators continually monitor learning in order to adjust lesson delivery. During instruction Beeson staff uses cooperative learning structures, hands-on learning models, flexible grouping, higher level questioning techniques, retelling, Question Answer Relationship (QAR), learning centers, and small group instruction.

The building schedule is arranged so that classroom teachers in each grade level have a daily common planning time. This enables teachers to collaborate. They share ideas and concerns, reflect on the district pacing guides, plan units, brainstorm ideas, and support each other.

Our school's expectations are high for all students. Every student's progress in reading and math is evaluated each nine weeks at Progress Notebook meetings. In these meetings, grade level teams, the principal, and instructional coaches meet to review data regarding each child.

Students who are performing below grade level expectations are noted. The group then determines additional ways to help the students catch up. These interventions include Extended Day reading and math programs, homework club, Student Instructional Team (SIT), parent conferences, individual tutoring with instructional paraprofessionals, summer school, counselor help, SuccessMaker units, high frequency word study group, Big Brother and Sister Program, and reading with a trained tutor. In these meetings, teachers focus on strategies that will increase each student's learning.

#### **5. Professional Development:**

The purpose of the staff development program at Beeson Elementary is to increase student achievement, enhance classroom instructional strategies that promote rigor and relevance throughout the curriculum, and prepare students for continuing education and the workforce.

Building professional development is created by the School Improvement Plan team working with staff members from all grade levels and special areas. Professional Learning Communities (PLC's) are utilized at Beeson. PLC's engage in planning a variety of activities, working collaboratively, and participating in shared decision making. PLC's at Beeson have reduced isolation of teachers and produced better informed teachers. This has resulted in student academic gains. The use of PLC's has been a powerful staff development approach and a potent strategy for school change and improvement.

A formalized mentor program is used for all teachers new to our district. New teachers attend staff development activities for a week before the beginning of school with tenured teachers serving as mentors and working closely with new staff during the year.

Funds are available from the district and building level for staff development activities that include curricular and research-based instructional strategies for direct instruction and specific needs for individual staff members. Staff development activities are attended within or outside the district. Staff may earn in-service points that, if approved by the district, earn them advancement on the salary schedule.

Beeson teachers, including special education teachers, have been trained in many specialty areas, including the Kansas Reading First Academy, Cooperative Learning structures, School Improvement models, Otter Creek Math Fact mastery program, Harry Wong's philosophy of teaching, 6-Trait writing method, graphic organizers, retelling, Dr. Gonzalez's method of Sheltered English, and Professional Learning Communities. Beeson staff continuously seeks and shares learning and then implements what they learn. The goal is to enhance their effectiveness as professionals so that students benefit.

# PART VII - ASSESSMENT RESULTS

Subject Math Grade 4 Test Kansas State Math Assessments

Edition/Publication Year 2005-2006 Publisher Kansas State Department of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	November
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards	98	88	97	87	79
% "Exceeding" State Standards	85	56	81	68	60
Number of students tested	47	50	64	61	57
Percent of total students tested	100	100	98	96	96
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
1. Low Socio-economic Students					
% "Meeting" plus % "Exceeding" State Standard	97	89	96	88	80
% "Exceeding" State Standards	87	57	79	66	58
Number of students tested	44	44	48	49	50
2. English Language Learners					
% "Meeting" plus % "Exceeding" State Standard	97	87	95	94	84
% "Exceeding" State Standards	78	54	77	67	63
Number of students tested	27	33	34	41	38
3. Hispanic Students					
% "Meeting" plus % "Exceeding" State Standard	98	88	96	89	83
% "Exceeding" State Standards	83	55	76	66	61
Number of students tested	41	40		48	32
4. White Students					
% "Meeting" plus % "Exceeding" State Standard			100	100	66
% "Exceeding" State Standards			93	91	55
Number of students tested			14	11	18

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	November
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards	90	90			
% "Exceeding" State Standards	81	51			
Number of students tested	66	51			
Percent of total students tested	100	100			
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
1. Low Socio-economic Students					
% "Meeting" plus % "Exceeding" State Standard	91	89			
% "Exceeding" State Standards	79	49			
Number of students tested	52	43			
2. English Language Learners					
% "Meeting" plus % "Exceeding" State Standard	85	82			
% "Exceeding" State Standards	71	28			
Number of students tested	44	28			
3. Hispanic Students					
% "Meeting" plus % "Exceeding" State Standard	87	89			
% "Exceeding" State Standards	75	47			
Number of students tested	49	43			
4. White Students					
% "Meeting" plus % "Exceeding" State Standard	100				
% "Exceeding" State Standards	100				
Number of students tested	14				

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	November
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards	100	88			
% "Exceeding" State Standards	92	41			
Number of students tested	59	51			
Percent of total students tested	100	100			
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
1. Low Socio-economic Students					
% "Meeting" plus % "Exceeding" State Standard	100	89			
% "Exceeding" State Standards	92	33			
Number of students tested	47	43			
2. English Language Learners					
% "Meeting" plus % "Exceeding" State Standard	100	82			
% "Exceeding" State Standards	86	18			
Number of students tested	37	28			
3. Hispanic Students					
% "Meeting" plus % "Exceeding" State Standard	100	86			
% "Exceeding" State Standards	88	35			
Number of students tested	43	43			
4. White Students					
% "Meeting" plus % "Exceeding" State Standard	100				
% "Exceeding" State Standards	100				
Number of students tested	14				

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	November
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards	98	84			
% "Exceeding" State Standards	36	58			
Number of students tested	47	50			
Percent of total students tested	100	100			
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
1. Low Socio-economic Students					
% "Meeting" plus % "Exceeding" State Standard	97	84			
% "Exceeding" State Standards	64	54			
Number of students tested	39	44			
2. English Language Learners					
% "Meeting" plus % "Exceeding" State Standard	100	87			
% "Exceeding" State Standards	63	54			
Number of students tested	27	33			
3. Hispanic Students					
% "Meeting" plus % "Exceeding" State Standard	98	83			
% "Exceeding" State Standards	66	53			
Number of students tested	41	40			
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					