

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 Mr. Eric Reid

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

Official School Name Ellsworth Elementary School

(As it should appear in the official records)

School Mailing Address 110 East 3rd Street

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

Ellsworth

City

Kansas

State

67439-3308

Zip Code+4(9 digits total)

County Ellsworth

State School Code Number* 3594

Telephone (785) 472-5554

Fax (785) 472-8188

Web site/URL http://www.usd327.org/EES/index.htm E-mail ereid@usd327.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. Ken Arnhold

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

District Name USD #327 Ellsworth/Kanopolis/Geneseo Tel. (785) 472-5561

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 Mrs. Peggy Svaty

(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

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: _____ 1 Elementary schools
 _____ 1 Middle schools
 _____ Junior High Schools
 _____ 1 High schools
 _____ 1 Other
 _____ 4 TOTAL
2. District Per Pupil Expenditure: _____ 10235
 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. _____ 2 Number of years the principal has been in her/his position at this school.
 _____ 3 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	7			0
K	27	19	46	8			0
1	19	25	44	9			0
2	25	22	47	10			0
3	30	25	55	11			0
4	20	14	34	12			0
5	18	18	36	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							262

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 2 | % American Indian or Alaska Native |
| 2 | % Asian or Pacific Islander |
| 3 | % Black or African American |
| 93 | % Hispanic or Latino |
| 93 | % 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 12 %

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

(1)	Number of students who transferred to the school after October 1 until the end of the year	21
(2)	Number of students who transferred from the school after October 1 until the end of the year	10
(3)	Total of all transferred students [sum of rows (1) and (2)]	31
(4)	Total number of students in the school as of October 1	251
(5)	Total transferred students in row (3) divided by total students in row (4)	0.12
(6)	Amount in row (5) multiplied by 100	12

8. Limited English Proficient students in the school: 1 %
- | | |
|---|---|
| 3 | Total Number Limited English Proficient |
|---|---|

Number of languages represented 2

Specify languages: Hindi, Spanish

9. Students eligible for free/reduced-priced meals 39 %

Total number students who qualify: 101

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: 12 %
32 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>2</u>	Autism	<u> </u>	Orthopedic Impairment
<u> </u>	Deafness	<u>2</u>	Other Health Impairment
<u> </u>	Deaf-Blindnes	<u>15</u>	Specific Learning Disabilit
<u>1</u>	Emotional Disturbanc	<u>12</u>	Speech or Language Impairment
<u> </u>	Hearing Impairment	<u> </u>	Traumatic Brain Injury
<u> </u>	Mental Retardation	<u> </u>	Visual Impairment Including Blindness
<u> </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>15</u>	<u> </u>
Special resource teachers/specialist	<u>4</u>	<u>7</u>
Paraprofessionals	<u>6</u>	<u> </u>
Support Staff	<u>8</u>	<u>6</u>
Total number	<u>34</u>	<u>13</u>

12. Average school student-classroom teacher ratio, that is, the number of 17 : 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 %	96 %	95 %	94 %	95 %
Daily teacher attendance	94 %	94 %	94 %	95 %	93 %
Teacher turnover rate	15 %	8 %	5 %	15 %	0 %
Student drop out rate (middle/hig	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

PART III - SUMMARY

Ellsworth Elementary School is located in Ellsworth, in Central Kansas, and is part of USD #327 Schools. Three communities make up our district: Ellsworth, Kanopolis, and Geneseo, along with rural residents. Our school is in a rural community setting with approximately 3,800 residents within the three communities. The economy relies heavily on agriculture but includes some small industry. Ellsworth is also home to Ellsworth Correctional Facility, which affects our communities greatly. The elementary school opened in 1952 serving students in grades K-6. In the following years, EES has ranged from the original K-6 to a K-4 and currently exists as a K-5 building. We included full day kindergarten with the 2005-2006 school year. Our community hosts a Head Start program for early childhood and special education. We also have an exceptional private pre-school available in Ellsworth. USD #327 is a member of the Central Kansas Cooperative in Education which supports our efforts in working with exceptional children.

The mission of USD #327 is to provide an educational environment in which all children: 1) Learn to the maximum of their capabilities 2) Demonstrate positive personal character 3) Develop into responsible citizens. USD #327 will challenge every learner through programs that demand excellence. This requires a cooperative effort from patrons, faculty, administrators, staff, Board of Education, and students. The Ellsworth Elementary staff works hard to provide a solid foundation that students can build toward success. This is accomplished through building basic skills that are necessary for the future. A strong Title I program helps to meet student needs as does an after school program to help struggling students with homework. Many of our teachers volunteer time helping students with after school math and reading clubs that give more individual attention to each student. A Jump Start Summer School works three weeks during the summer on reviewing skills that give some students a refresher before school begins. We have had great participation in these programs and wonderful people helping with them. Our staff prides themselves in collaboration and cooperation, understanding that we are much stronger together as a whole than as individuals.

Students take great pride in our school, and they work very hard with their teachers. Our Parent/Teacher Organization (PTO) is a strong supporter in providing incentives for reading and snacks for afterschool as well as bringing in quality, educationally sound assemblies. The PTO is also the major sponsor of our Spring Carnival and supports our annual Theme Day which provides a day of fun activities around a central theme. Classroom teachers use creative positive rewards for their classes, and the entire staff works toward a positive school climate. Our students attend music and physical education each day and have art and library class once a week. Students in grades 3-5 attend the computer lab two times per week to work on keyboarding and computer skills. Our computer lab was recently upgraded allowing us to bring entire classes into the lab for multiple learning opportunities. We are currently working to expand our wireless network within the building which will allow for more flexible use of laptops as learning tools.

With our district facing declining enrollment, our elementary school has grown in recent years. The number of students qualifying for free and reduced lunch has increased as well, but our standards have been set high, and the students have shown improvement on test scores. We are supported by our parents who work to remain involved in the education of their children. Working together as a team, the staff of EES has worked to build a solid foundation for our students in the future.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1 Assessment Results:

The State of Kansas administers State Assessments in reading, math, writing, social studies, and science, prepared by the Center for Educational Testing and Evaluation at the University of Kansas. These assessments are based on the State Standards. These may be found on the Kansas State Department of Education webpage, www.ksde.org. The Kansas Reading & Mathematics Assessments are administered annually to all 3rd - 8th graders, as well as in high school. All students in each grade level being tested are required to take the test. Assessments are part of the Quality Performance Accreditation (QPA) process in which each school's progress is measured before individual schools earn their accreditation in Kansas.

From 2001-05, Kansas used Unsatisfactory, Basic, Proficient, Advanced, and Exemplary as the names for its five performance level categories. In 2006, these names were changed respectively to Academic Warning, Approaches Standard, Meets Standard, Exceeds Standard and Exemplary. To meet Kansas Standards, students are expected to be at 'Meets Standard' or above in math and reading. Last year in the spring of 2007, all third, fourth, and fifth grade students took both a reading and a mathematics assessment. Last year we were able to test 100% of our students in attendance. Ellsworth Elementary takes all state assessments in the computerized format. The benefit of immediate feedback is very positive for our students and teachers.

In reading, Ellsworth Elementary has worked toward excellence and consistency. In the spring of 2004, our reading scores dropped to only 62% of students scoring at or above 'Meets Standard.' This was increased to 68% in 2005 and jumped to 100% for both 2006 and 2007. As reading tests began in fourth grade in 2006, we have increased from 83% to 100% over the two years of testing. Third grade has shown excellence in their two years of reading testing scoring at 95% or above 'Meets Standard' in both 2006 and 2007. Math has been a strong subject for Ellsworth Elementary. Our lowest result over the five year span was 82% 'Meets Standard' or above on the 2005 fourth grade math assessment. In 2007, all three grade levels had 100% at the 'Meets Standard' level or higher. These scores have kept us well above the mandated levels to meet AYP as a building, and we have been able to qualify as accredited under QPA guidelines in Kansas. Efforts have been made at Ellsworth Elementary to meet the needs of each student which has also led to an increase in the percentage of students scoring in the highest two categories. In 2006, 73% of our students scored in the 'Exceeds Standard' category or above and 43% of all students scored in the top category of 'Exemplary' on their reading assessment. For 2007, percentages increased to 84% of students in 'Exceeds Standard' or above with 46% of students in the top category 'Exemplary.' In math for 2006, 66% of our students scored in the 'Exceeds Standard' category or above and 39% of all students scored in the top category of 'Exemplary' on their math assessment. For 2007, percentages increased to 92% of students in 'Exceeds Standard' or above with 65% of students in the top category 'Exemplary.' This demonstrates a strong desire to improve efforts in both curriculum and instruction.

Ellsworth Elementary students were awarded the building-wide Standard of Excellence in both subject areas and made AYP as expected by NCLB. In order to qualify for the Standard of Excellence designation, twenty-five percent of our students must score in the exemplary category, sixty percent must score at advanced and above, eighty percent must score at proficient or above, and ninety-five percent must score at basic and above.

2. Using Assessment Results:

Ellsworth Elementary uses a variety of assessments that allow us to meet the individual needs of our students. The assessments are used to measure and validate learning opportunities through whole class, small group, or individual instruction. Using data to make educational decisions has helped us focus on standards and individual student needs. In grades 3-5, MAP tests (Measures of Academic Progress) show learning levels of students which are not limited to their grade level standards, therefore we are able to track individual student growth as well as set individual learning goals and target instruction to meet needs. With the data provided, teachers are able to group students and prepare instruction within their classrooms. Data is also provided on individual classrooms as well, which can help diagnose curriculum issues.

K-2 classes assess each student on basic skills (phoneme segmentation, nonsense words, oral reading, retell/comprehension, and word use). By giving students the Dynamic Indicators of Basic Early Literacy Skills (DIBELS), we are able to group students based on individual needs that target specific skills. If

improvement is not seen, students can be referred to our Student Intervention Team (SIT), which can provide further interventions or assistance. We also give a reading diagnostic assessment in the second grade. Assessments are also given periodically to determine reading levels include MAP and STAR tests.

Teachers are able to remediate or accelerate each student based on what he/she learned. Assessment results provide data for analysis done by grade level teams, and Professional Learning Communities are able to cooperate to provide a direction and plan of action for our building. Progress shown through data also helps us provide specific targeted areas that can be addressed through Title I, after school program, and/or a Jump Start Summer School. While we are in the infancy stages of using data to guide instruction, the benefit to our building has been tremendous.

3. Communicating Assessment Results:

Ellsworth Elementary communicates student performance to students, parents, and community in a variety of ways. Student results on MAP, STAR, and State Assessments are shared with students by the teachers. The MAP scores allow an opportunity for goal setting and clarifications, and the State Assessments provide feedback on overall scores. The students are eager to see how they scored, and because of that, the students devote effort on these tests. STAR results are also shared with each individual student each time the test is taken. This is also used for goal setting conferences with students.

Parents are provided with computerized printouts of MAP, STAR, and/or DIBELS assessments. These printouts can show baselines or performance over time as well as targeted areas. This is done at fall and spring conferences because the results can be explained if needed. We have a high percentage of our parents attend these conferences, 98%. Parents are also mailed CETE provided reports that summarize performance on state assessment tests. These printouts are available for the school to download in September we mail them out as quickly as possible after scores are finalized with the state of Kansas.

The Board of Education is provided a summary of state assessment results as is our building SITE council. Information is also provided to local newspapers as it becomes public. Our school also adds a web link to our Building Report Card, which contains a summary of testing, to our school website. We have an assembly to recognize students who scored in the exemplary range on their assessments in which students, parents, and the public are invited to attend. Classes who reach the standard of excellence have their certificates posted in the main hallway as well as a photograph of the class and their achievements for the public to view.

4. Sharing Success:

Ellsworth Elementary recognizes that success should be celebrated and shared. We have worked very hard to recognize students who reach learning goals, work hard, achieve what they are capable of, and are productive citizens. We have monthly student celebrations that recognize the many positive accomplishments our students achieve. The teachers share success through our Professional Learning Communities. These groups meet on their grade level each week and as a whole staff each month. This provides opportunities to find what works best, organize targeted instruction together, and share knowledge gained from in-service opportunities. In our Professional Learning Communities, we are able to address curriculum issues, analyze data, select target groups, select best practices, and brainstorm on individual students when needed. Ideas have also been shared across our district through leadership team meetings and collaboration between individual staff members. Our leadership team also meets with area schools who are members of Smoky Hills Education Service Center. Principals from these schools meet periodically throughout the year to share ideas and interventions. An effort is also made to involve the community in our schools as much as possible.

Ellsworth Elementary has been a resource for many schools. Our staff has presented at outside conferences especially in the area of using technology in instruction. We are willing to open our doors to share with other schools what we do for our students. It is our desire to share ideas with other schools to help them improve and to help us improve as well. We understand that a large part of this process is helping other schools find what works for them, and Ellsworth Elementary is willing to share our successes in order to help others. Helping all students achieve at high levels is a monumental task that demands constant communication and cooperation between all available and willing parties.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Ellsworth Elementary's curriculum in each content area is heavily influenced by the Kansas State Standards. Our district staff works together in reviewing curriculum as a team and blending the provided standards with our expectations and points of emphasis. Our district also employs a half-time curriculum coach who oversees curriculum writing and is able to spread information among staff members.

Reading instruction is based on leveled Guided Reading groups that provide students with the opportunity to receive instruction at their reading level and to interact with peers at the same level. In the K-2 grade levels, students receive targeted instruction based on needs found through assessments. Students are led to enhance reading accuracy, fluency, and comprehension on a level that challenges them but allows them to achieve success. In grades 3-5, we begin to move toward literacy circles that provide leveled opportunities through literature. Challenging questions during this time help students develop higher order thinking skills and processing as well.

Teachers follow Kansas State Standards for math, which breaks down into four categories: numbers and computation, algebra, geometry, and data. An emphasis is also made in pattern development and consistently reviewing basic skills. Manipulatives are readily available to use as a teaching tool in order to make learning as visual and hands-on as possible. Computer programs are also available for skills practice which also provides us with data on student progress.

Writing curriculum is based on the Six-Trait Writing Model that involves six components: ideas, organization, voice, word choice, sentence fluency, and conventions. Through this process students learn to write using narrative, expository, technical, and persuasive essays. Writing is used across the content areas. Language arts skills work to develop fundamental understanding of the English language. An emphasis in grammar, parts of speech, identification of patterns, as well as usage rules help build a foundation for writing success.

The social studies curriculum sets a foundation for citizenship, communities, geography regions, history, and government. A concerted effort is given to blend social studies curriculum into the literacy standards, as well as relating social studies to other content areas such as writing and science. Formal social studies instruction begins in third grade.

Science instruction also begins in the third grade and works to make science meaningful and engaging. Opportunities for discovery are amply given as students practice problem solving, increase scientific vocabulary, and cooperate with each other. An effort is made to develop curiosity within the individual, and students have the opportunity for enrichment as well.

The fine arts curriculum includes art class and music. In our general music classes, students receive instruction of music that re-enforces another curricular area. Students receive basic piano instruction which studies show to have a positive correlation on reading. Band is offered beginning in the fifth grade. Concerts allow the opportunity for our students to perform in front of an audience and demonstrate their skills and talents. Art projects are typically seasonal or tied to a unit of instruction in the classroom. Art allows many of our students the chance to show creativity and enrich their learning. Student work is displayed throughout the building. We also seek opportunities for our students to attend dramatic performances when possible.

The physical education curriculum encourages all students to participate and have success in living a healthy lifestyle. Our efforts strive to develop motor skills, fitness levels, and healthy choices. Sportsmanship is an important component along with development of social skills and teambuilding.

Our counselor provides weekly classroom instruction targeting a specific topic. Those topics relate to treatment of others, bullying behavior, choices, strangers, and developing manners. The counselor is also available for individual and group support as needed.

2a. (Elementary Schools) Reading:

Ellsworth Elementary committed to a comprehensive reading curriculum in 1998. It was chosen to increase the continuity within the building in addressing reading

instruction at and between grade levels. Our staff has continued to develop the curriculum and work toward expanding resources. A significant portion of each school day is devoted to developing reading skills in whole class, small group, or individual settings.

In K-2 reading, we work to develop the basic reading skills. In recent years, we have worked to incorporate different learning styles into learning basic skills. Currently, our K-2 staff organizes activities that include movement and actions, songs, art, and sound manipulation. These skills can be extended into blending and fluency. An emphasis is placed on phonics and fundamental rules. Data is kept on skill development in phoneme segmentation, nonsense word, oral reading, retelling (comprehension), and word use.

In grades 3-5, reading builds on the foundation by using guided reading groups to level instruction times as much as possible. A considerable amount of effort is expended on cooperation between the grade level teachers in forming and instructing the groups. Skill development is still possible at these ages when appropriate. These groups function as literacy circles that are moderated by an adult who asks questions and prompts students to think deeply about the issues found in the literature.

We incorporate many other activities to promote reading. The Accelerated Reader program allows students an incentive for reading books within their targeted reading level. Rewards are given for reaching milestones, and a visual reminder is available for all students to see their progress. We bring in a book fair two times per year which is well attended. Our school has also opened our doors to authors to come and share about their books. Jump Start Summer School also places an emphasis on developing reading skills.

3. Additional Curriculum Area:

(Math) Ellsworth Elementary provides a comprehensive math program that develops continuity among staff at grade level and within the building. This program has been in place for over ten years, and the staff has had a positive experience while working with this program. The curriculum fits in well with the Kansas math standards involving number sense, algebraic concepts, geometry, and data. Components of the math curriculum spirals to relate back to prior learning on assignments and on assessments. This spiraling component allows us to monitor the retention of basic skills that are extended as the grade levels advance. A common vocabulary and structure supports our curriculum K-5 which helps students with transitions from year to year. We have also made a concerted effort to provide manipulatives as math tools in order to better understand visual and spatial processing. A blend of fundamental math facts along with an emphasis in developing thinking skills through problem solving and application completes our math program. Critical thinking skills are developed through extensive story problems and identification of patterns. Math instruction is given a priority time during the day when students are focused and ready to learn.

The math curriculum allows for whole class instruction, small group options, guided practice, individual practice, and also a homework component. Partnering with parents is an important part, and our math program includes involved adults. Computer programs are also available for mastering basic skills along with enrichment of concepts. Several teachers have also implemented positive behavior systems that center on a money system, and students are able to use their math skills on a daily and practical basis. Half of the time during the Jump Start Summer School is reserved for math instruction. The after school program which exists mostly for homework help supports math by helping students and checking their progress.

4. Instructional Methods:

Teachers at Ellsworth Elementary use research-based instructional methods as they work together to help all students learn. Within their classes, the teachers provide instruction to the whole class, targeted small groups, and individual remediation or enrichment. By working to reach students in different settings, we have adapted to reach the learning style of each student. Adaptations are made to make lessons visual, auditory, written, and active. Professional learning communities offer our staff time to get input on brain based learning as well as other research supported techniques.

One of the major methods that our staff consistently uses is the impact of modeling. Teachers provide examples of desired work based on the procedures and expectations of their class. Teachers demonstrate examples of critically thinking through a problem. Students are then more prepared to use those skills in a

group or individually. Our staff uses a variety of assessment techniques to measure learning such as MAP, DIBELS, Accelerated Reader, STAR Reading, STAR Math, grade level CRT and State Assessments. While teaching, Ellsworth Elementary staff use cooperative strategies, hands on learning models, direct instruction, flexible grouping, and higher level questioning techniques. Lessons are planned based on the needs of the students, and adjustments are constantly being made during implementation.

When a student struggles within the classroom, he/she can be referred to our Student Intervention Team (SIT). At SIT, teachers work together to form solutions for learning issues. Many times students are referred to our Title I program, which offers targeted instruction in an individual or small group level. Our Jump Start Summer School offers a different environment that emphasizes hands on learning through activities. Many of our teachers also work with students after school in order to help them reach grade level outcomes. Computer programs are also available to remediate and enrich student learning.

5. Professional Development:

Ellsworth Elementary has a Results Based Staff Development Plan in place. The Board of Education sets district goals, the buildings set goals, and each individual staff member also writes down learning goals for each school year. Goals are also linked to each staff members Individual Development Plans that are completed annually. In an effort to better serve the needs of the teachers, staff development is completed primarily on an individual basis. Teachers, along with the principal, determine which workshops they will attend during each school year. Many times these trainings and goals will match a concern realized through student assessment results. Data analysis helps show patterns of needs for our students as well as our teachers. Workshops are required to match learning goals set out by the district, building, or individual. Smoky Hill Service Center is our primary resource for staff development, but we have attended trainings at other venues as well.

Professional learning communities (PLCs) offer an opportunity for teachers to share learning with their peers. Our PLCs also provide teachers time to organize and plan based on best practices. These meetings are held on each grade level weekly, and one time per month as a building team. The impact that PLCs have had on our staff is the shift in mindset that student learning drives instruction. USD #327 employs a half time curriculum coach/assessment coordinator who is available to attend trainings and report back to staff on an individual or small group basis. There is also help for teachers in understanding data trends in adapting instruction and determining training opportunities.

A district level Professional Development Council oversees the tracking of documentation of in-service activities. This group also provides input on possible district in-services with the final decision made by the administrative team. This group meets on a monthly basis to review activities for professional development.

PART VII - ASSESSMENT RESULTS

Subject Reading (E) Grade 5 Test Kansas State Reading Assessment

Edition/Publication Year 2005 Publisher Kansas State Department of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March/April	March/April	March/April	March/April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Meets Standard (Proficient 2003-2005)	100	100	68	62	87
% "Exceeding" State Standards					
Exceeds Standard/Exemplary (Advanced 2003-2005)	85	80	53	44	50
Number of students tested	48	40	40	58	48
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	2	2	4	0
Percent of students alternatively assessed	6	5	5	7	0
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Meets Standard (Proficient 2003-2005)	100	100	64	50	72
% "Exceeding" State Standards					
Exceeding Standard/Exemplary (Advanced 2003-2005)	76	47	46	32	30
Number of students tested	20	13	14	20	14
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Meets Standard (Proficient 2003-2005)	100	89	82	98	87
% "Exceeding" State Standards					
Exceeds Standard/Exemplary (Advanced 2003-2005)	94	47	50	85	62
Number of students tested	35	47	38	41	52
Percent of total students tested	100	100	97	100	100
Number of students alternatively assessed	1	0	0	1	2
Percent of students alternatively assessed	3	0	0	2	4
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Meets Standard (Proficient 2003-2005)	100	90	83	90	100
% "Exceeding" State Standards					
Exceeding Standard/Exemplary (Advanced 2003-2005)	94	49	33	60	73
Number of students tested	15	17	13	11	14
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Meets Standard (Proficient 2003-2005)	100	89	82	98	87
% "Exceeding" State Standards					
Exceeds Standard/Exemplary (Advanced 2003-2005)	94	47	50	85	62
Number of students tested	35	47	38	41	52
Percent of total students tested	100	100	97	100	100
Number of students alternatively assessed	1	0	0	1	2
Percent of students alternatively assessed	3	0	0	2	4
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Meets Standard (Proficient 2003-2005)	100	90	83	90	100
% "Exceeding" State Standards					
Exceeding Standard/Exemplary (Advanced 2003-2005)	94	49	33	60	73
Number of students tested	15	17	13	11	14
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March/April			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Meets Standard (Proficient 2003-2005)	100	83			
% "Exceeding" State Standards					
Exceeds Standard/Exemplary (Advanced 2003-2005)	83	49			
Number of students tested	35	47			
Percent of total students tested	100	100			
Number of students alternatively assessed	2	2			
Percent of students alternatively assessed	6	4			
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Meets Standard (Proficient 2003-2005)	100	71			
% "Exceeding" State Standards					
Exceeding Standard/Exemplary (Advanced 2003-2005)	87	30			
Number of students tested	15	17			
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March/April			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Meets Standard (Proficient 2003-2005)	95	100			
% "Exceeding" State Standards					
Exceeds Standard/Exemplary (Advanced 2003-2005)	84	88			
Number of students tested	37	33			
Percent of total students tested	100	100			
Number of students alternatively assessed	2	2			
Percent of students alternatively assessed	5	6			
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Meets Standard (Proficient 2003-2005)	100	100			
% "Exceeding" State Standards					
Exceeding Standard/Exemplary (Advanced 2003-2005)	94	85			
Number of students tested	18	14			
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	March/April			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Meets Standard (Proficient 2003-2005)	100	100			
% "Exceeding" State Standards					
Exceeds Standard/Exemplary (Advanced 2003-2005)	89	75			
Number of students tested	47	40			
Percent of total students tested	100	100			
Number of students alternatively assessed	2	0			
Percent of students alternatively assessed	4	0			
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Meets Standard (Proficient 2003-2005)	100	100			
% "Exceeding" State Standards					
Exceeding Standard/Exemplary (Advanced 2003-2005)	90	75			
Number of students tested	20	13			
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	March/April			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Meets Standard (Proficient 2003-2005)	100	97			
% "Exceeding" State Standards					
Exceeds Standard/Exemplary (Advanced 2003-2005)	92	81			
Number of students tested	37	32			
Percent of total students tested	100	97			
Number of students alternatively assessed	2	1			
Percent of students alternatively assessed	5	3			
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Meets Standard (Proficient 2003-2005)	100	100			
% "Exceeding" State Standards					
Exceeding Standard/Exemplary (Advanced 2003-2005)	94	85			
Number of students tested	18	14			
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					