

**U.S. Department of Education**  
**2015 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I [ ] Charter [ ] Magnet [X] Choice

Name of Principal Mrs. Jane Hannemann

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

Official School Name All City Elementary School

(As it should appear in the official records)

School Mailing Address 2511 West Brookings Street

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

City Sioux Falls State SD Zip Code+4 (9 digits total) 57104-1426

County Minnehaha County State School Code Number\* 49-5

Telephone 605-367-6120 Fax 605-367-6063

Web site/URL http://allcitypto.org/ E-mail jane.hannemann@k12.sd.us

Twitter Handle \_\_\_\_\_ Facebook Page \_\_\_\_\_ Google+ \_\_\_\_\_

YouTube/URL \_\_\_\_\_ Blog \_\_\_\_\_ Other Social Media Link \_\_\_\_\_

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date \_\_\_\_\_  
\_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\*Dr. Pam Homan E-mail: pam.homan@k12.sd.us  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Sioux Falls Public School Tel. 605-367-7900

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date \_\_\_\_\_  
\_\_\_\_\_  
(Superintendent's Signature)

Name of School Board  
President/Chairperson Mr. Kent Alberty  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date \_\_\_\_\_  
\_\_\_\_\_  
(School Board President's/Chairperson's Signature)

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

## **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 (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) 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, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be 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.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The 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.
10. 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.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

**DISTRICT** (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 24 Elementary schools (includes K-8)
  - 5 Middle/Junior high schools
  - 5 High schools
  - 0 K-12 schools
- 34 TOTAL

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

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban with characteristics typical of an urban area
  - Suburban
  - Small city or town in a rural area
  - Rural
3. 3 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	16	10	26
1	17	9	26
2	15	10	25
3	4	11	15
4	3	16	19
5	11	15	26
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
<b>Total Students</b>	66	71	137

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 3 % Asian
  - 0 % Black or African American
  - 2 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 92 % White
  - 3 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report 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.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 3%

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	1
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	3
(3) Total of all transferred students [sum of rows (1) and (2)]	4
(4) Total number of students in the school as of October 1	143
(5) Total transferred students in row (3) divided by total students in row (4)	0.028
(6) Amount in row (5) multiplied by 100	3

7. English Language Learners (ELL) in the school: 0 %  
0 Total number ELL  
 Number of non-English languages represented: 0  
 Specify non-English languages:
8. Students eligible for free/reduced-priced meals: 16 %  
 Total number students who qualify: 22

**Information for Public Schools Only - Data Provided by the State**

The state has reported that 23 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 6 %  
8 Total number of students served

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>0</u> Autism                | <u>1</u> Orthopedic Impairment                 |
| <u>0</u> Deafness              | <u>1</u> Other Health Impaired                 |
| <u>0</u> Deaf-Blindness        | <u>2</u> Specific Learning Disability          |
| <u>0</u> Emotional Disturbance | <u>3</u> Speech or Language Impairment         |
| <u>1</u> Hearing Impairment    | <u>0</u> Traumatic Brain Injury                |
| <u>0</u> Mental Retardation    | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed               |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	<b>Number of Staff</b>
Administrators	1
Classroom teachers	6
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	2
Paraprofessionals	1
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 23:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	97%	96%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

<b>Post-Secondary Status</b>	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes  No

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: Create a community of learners: children, teachers, and parents/guardians, working cooperatively to maximize individual growth and success in a changing world.

## **PART III – SUMMARY**

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All City Elementary (ACE) is a speciality school within the Sioux Falls School District that requires substantial parental involvement. It has been part of the Sioux Falls School District since 1974 and was originally called the Alternative Program. Two basic principles underpin the philosophy of All City Elementary:

1. Parents are actively involved in their child's education.
2. The classroom is an extension of the community and the world at large.

In the beginning, All City Elementary started with just two classrooms. Currently, ACE is a single-section K-5 school. It is the longest running "specialty school" in the Sioux Falls School District. During its existence, All City has been housed in four different locations: Irving School, Emerson School, Garfield School, and it's current location, Jane Addams School. Regardless of the location, the school's philosophy has remained strong.

The school's mission statement says that ACE is "dedicated to creating a community of learners: children, teachers, parents, and other adults working together to maximize individual success in a changing world." Commitment is at the heart of our school. For each child who attends, parents must commit a half-day each week to volunteer in their child's classroom. The reasons parents choose ACE over traditional schools may vary, but parents seek to play an active role in their child's education and see the benefits of having their child in a small school environment. Having two or three parents in each classroom at any given time enables the school to offer active, experiential learning, as well as many opportunities for children to work in small groups at various levels. With daily home-school communication, as well as parent assistance within the classrooms and other settings, children are successful academically. Parents take an active role in school governance and enable the school to provide excellent enrichment opportunities for children.

Parents who desire to have their child attend ACE must complete the "indication of interest" form. Some send it in years in advance for future kindergarten classes. Currently, there is a waiting list for classrooms through the year 2020. All students are welcome at All City. Children are enrolled on a first-come, first-served basis by the date the form was returned to the school office; however, siblings of current students do have priority. Open enrollment applications are accepted only if there are no Sioux Falls students on the waiting list.

While the school has no academic test score requirements for admission, our overall test scores in the district are typically in the top 10%. We are the only school with an alternative daily schedule. Our school day runs from 8:00 am to 3:15 pm on four days of the week. On Wednesday, students are dismissed at 1:00 pm, providing for extended time for teacher collaboration. The teachers and principal work closely with an instructional coach to plan for the best instruction needed for academic growth. This collaboration time allows for 'vertical team' planning. Teachers are well-aware of standards taught before and after their grade level. They strive to use a common language in their instruction and to push students to achieve their goals.

A unique part of our school is the ability to gather students in several multi-grade level experiences. One such example is our weekly 'Family' time. At the beginning of the school year, students are assigned to a multi-grade level group. This group meets three times a week, creating a strong sense of family among all ages. This family time, which focuses on both academic and social activities, allows students to connect with those in other grade levels. Another multi-grade level experience is our monthly Choice Day. Because All City believes that parents have much to offer in the education of our students and that learning can take place beyond our classroom walls, students are offered 'Choice Day' once a month. Choice Days are special learning experiences provided by All City Elementary parents. The goals of Choice Day are:

- to provide parent-developed, enriched learning experiences with a community focus.
- to provide multi-aged cooperative learning groups enabling students to develop and practice social and communication skills.
- to provide a reinforcement for completing academic goals or positive reinforcement for behavior expectations.

Choice Days may be field trips, craft projects, guest speakers, sports, or many other activities chosen with learning as the guiding force. Each activity allows for space for at least two children from every grade.

Community Service is another strong component of the education at All City Elementary. Once a month, students in Grades 4 and 5 are a part of a community service activity. The goals of this program are:

- to provide children with the opportunity to become involved in their community.
- to encourage children to become lifelong participants in their community, learning how they can make a difference and how others can benefit from them; to give willingly of oneself without expectations; to receive personal satisfaction.
- to promote leadership within our school and community.
- to provide a language experience (oral and written).

Students are divided up between seven different locations, including, but not limited to, a retirement center, food pantry, school for children with special needs, outdoor learning center, daycare and a hospital for Veterans. In addition, ACE third grade students visit a nursing home on a monthly basis, meeting with residents, decorating their doors, playing games and having conversations. These experiences provide our students with an education about life that many would not experience.

All City Elementary is a unique, parent involvement program in which students thrive. A strong sense of family is created by providing several opportunities for multi-grade level experiences. The support parents can provide students not only support school academics, but help students to find purpose and learning in the greater community.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum:**

All City core curriculum is designed to provide comprehensive and appropriate instruction to all kindergarten through fifth grade students. All core subjects are aligned to the Common Core learning standards. Elementary teachers provide instruction in reading/language arts, mathematics, science/health and social studies. Weekly collaboration is focused on using the results of formative assessments to plan for instruction. An instructional coach works closely with teachers as they plan for instruction and implement it in their classroom. Regular classroom drop-ins are conducted by the principal, with the goal of providing specific and immediate feedback on instruction. The principal also meets with the teacher following a drop-in visit to discuss the instruction.

All teachers provide sound instruction to students in all subject areas. Many research-based strategies and a variety of tools including technology, are used to actively engage students. 21st Century life skills are stressed in all classrooms. Students need to think analytically, problem solve, find and evaluate information, communicate effectively, and collaborate with one another in order to succeed in the world today and in the future.

Balanced Literacy is the heart of All City's Language Arts instruction and is based on the English Language Arts Common Core Standards. Students engage in both large and small group instruction, along with individual conferencing. To determine the needs of students, the Diagnostic Reading Assessment (DRA) is given to each student at the start and end of the school year. A Running Record is used throughout the year as a formative assessment to monitor student growth. The use of small group instruction allows teachers to meet individual needs of students at their level of reading. Book Clubs promote higher level thinking in all first through fifth grade classrooms. Through these book clubs, students are able to respond to their reading through written and verbal discussions.

Math instruction is based on the Common Core Standards and the 8 Standards of Mathematical practices. Investigations curriculum is used to instruct students. Training in Cognitively Guided Instruction (CGI) has increased teacher knowledge of how students understand math. All teachers use their training in Advantage Math Recovery (AVMR) to diagnose strengths and weaknesses in the areas of number word sequences, numeral identification, structuring, addition and subtraction, place value and multiplication and division. After identifying specific needs, teachers use the information to design interventions to fill gaps or provide challenges to students to help them move beyond their current level of understanding. These research-based strategies allow teachers to differentiate instruction based on the needs of their students and dig into their thinking to encourage conceptual understanding.

Science instruction is guided by the South Dakota state standards. These standards define for all students what they must know in the following strands: life science, earth/space science, physical science and the nature of science. The curriculum provides students with the opportunity to participate in science inquiry using the 5e's learning cycle. This learning cycle guides students as they explore, engage, explain their learning, evaluate and extend their learning. Science concepts are incorporated into literacy instruction whenever possible by using current articles, guided readers, or other pieces of short text that support scientific understanding.

Social Studies instruction is also guided by the South Dakota state standards. These standards define for all students what they must know in the following strands: US history, world history, geography, civics (government), and economics. The curriculum integrates a text with literature and other resources to make learning more relevant and meaningful. Teachers integrate Social Studies concepts in their small group reading instruction, utilizing texts from a book room to teach Social Studies concepts, along with reading strategies.

## **2. Other Curriculum Areas:**

Curriculum in all areas of Fine Arts is aligned to national standards. Instruction in the areas of visual arts and vocal music provides developmentally appropriate methods of exploring, creating, and learning about the arts. In these classes, students learn self-expression, creativity, aesthetic awareness, teamwork, self-discipline, and develop critical thinking and problem solving skills.

Students use their expressive skills in a variety of ways at All City. Each year, students have the opportunity to create a design for a school t-shirt. Students work together to discuss a theme for the shirt, along with a message they want to convey. A final design is chosen and printed for purchase by the students and staff. Another yearly activity includes creating artwork to be printed on cards and sold to family and friends. Students take much pride in seeing their artwork in published form.

In addition to these visual art activities, students present an all-school musical each year. This unique opportunity is made possible with the help of parents, who direct, make costumes, build the set, and do the make-up for each production. Students also have the opportunity to express themselves through performance at an all school Talent Show. This is a widely attended event, which allows for all types of talent. Parents are allowed to participate with their child in an act. All of these activities at All City provide students with multiple opportunities for presenting their art to an audience.

The elementary physical education curriculum at All City is guided by national and state standards in physical education. These standards outline for students what they must demonstrate, value and maintain in order to lead a physically active lifestyle. Students at All City participate in physical education class twice a week and have the opportunity to earn tokens by walking laps on the track. In addition to this class, students are involved in Jump Rope for Heart, raising money for the American Heart Association. Several of our students have been directly affected by heart disease in their families. As a result, this event has special meaning. We have been privileged to be a part of The Girls on the Run program since 2006 when we were one of the very first schools in our city to implement this program. In Grades 3, 4 and 5, 45% of our girls participate in this running club. Exercise outside of school is encouraged through our monthly Choice Days. With the expertise and connections that parents have to offer, students are able to experience a variety of physical activities, including basketball, soccer, volleyball, Taekwondo, and dance. Some sessions take students off-campus to experience community locations for child-appropriate exercise. Other sessions encourage healthy eating by teaching students how to make healthy shakes, along with other nutritious food. These opportunities expose our students to a wide variety of healthy living.

## **3. Instructional Methods and Interventions:**

The elementary education program at All City is designed to provide comprehensive and appropriate instruction to all kindergarten through fifth grade students. All core subjects are aligned to State and District learning standards. Elementary teachers provide instruction in reading/language arts, mathematics, science/health and social studies.

Special education offers additional services for elementary students. Individual Education Plans (IEPs) are written for students identified for instructional support in core areas and are served primarily through a push-in approach. This method allows classroom teachers and the resource teacher to work together to assess the needs of the student and provide more consistent instruction to promote student learning. The Elementary Gifted Program provides enrichment and acceleration in math and science for identified students in grades one through five. All City serves eleven students in this program.

All teachers provide sound instruction to students in all subject areas. Many research-based strategies and a variety of tools including technology, are used to actively engage students. 21st Century life skills are stressed in all classrooms. Students need to think analytically, problem solve, find and evaluate information, communicate effectively, and collaborate with one another in order to succeed in the world today and in the future. A focus is placed on instructional strategies that are most likely to improve student achievement across all content areas and across all grade levels, presented in the book Classroom Instruction That Works by Robert Marzano, Debra Pickering, and Jane Pollock. Teachers also study the work of John Hattie, whose

research interests include performance indicators, models of measurement and evaluation of teaching and learning. Guided Reading is used in all classrooms to meet students individual needs in the area of reading. Teachers use Literature Circles to encourage small group discussions, written responses to reading, and a love of good texts.

Through weekly collaboration, monthly staff meetings, regular communication with an instructional coach, and building and district inservice four times a year, teachers are continually learning what it means to be an effective teacher. Because of our small school size, with just one section of each grade level, teachers are able to work as a vertical team, to ensure that student learning is consistent through the grade levels. Teachers use a common language to help build learning from year to year. Students are able to make more connections in their learning because of the strong effort made by teachers to be consistent from year to year.

## **PART V – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results Narrative Summary:**

Assessment data for All City is documented in the application tables using the Dakota STEP Reading and Math test data from 2009 through 2013. During the 2013-14 school year, students were assessed with the Smarter Balanced Assessment as a Field Test. Those results are not available to us.

Over the five-year period of 2009-2013, students in the third grade increased the number of proficient students in both Reading and Math by 4%, eventually reaching 100% proficiency rate. Advanced student percentages ranged from 52-75%. Over those five years, only one of ten Special Education students were not proficient in either math or reading. While the majority of those students had a disability in either reading, math or both, they were able to score proficient on the State assessment.

During this same five-year period, fourth grade students improved their proficiency in Reading by 12%, reaching 100% proficiency in the most recent year. Advanced student percentages ranged from 35-83%. In the area of Math, classes were at either 92% or 96% proficient. Advanced percentages ranged from 27-46%. Fifth grade data reveals approximately a 10% increase in both Reading and Math. Advanced rates in Math range from 27-58%, while in Reading the range was 32-74%.

All City Elementary has consistently shown high achievement in our school district, typically scoring second only to the Challenge Center, as school who has academic entrance criteria. According to the most recent report from the South Dakota Department of Education Report Card, All City received a school classification of Exemplary High Performance. While there are no test score requirements to qualify for enrollment in our school, the commitment of parents, along with good instruction, contributes greatly to student success. Teachers' weekly collaboration about student achievement and their ability to plan vertically for student success makes a difference on test scores. Parents are able to view instruction weekly to more fully understand how to help their child at home. Even students with reading, writing and math disabilities are able to perform well on standardized tests. A joint effort between school and home is a strong factor in student achievement.

### **2. Assessment for Instruction and Learning and Sharing Assessment Results:**

At All City Elementary, assessment is an important part of determining how we instruct our students. Teachers use weekly formative assessments to help guide instruction. These assessments include observation, checklists, discussions, hand signals, exit slips, and written responses. In the area of reading, students are assessed two times a year, using the Developmental Reading Assessment (DRA) to determine a reading level. They are also assessed monthly with a Running Record to determine growth throughout the school year. In math, teachers assess using daily observations and discussions, daily written work, end of unit assessments, and district quarterly assessments. Advantage Math Recover (AVMR) tests are given twice a year with appropriate students. A district writing rubric is used in each classroom. All of these assessments are used to drive discussions at weekly collaboration. Teachers are continually asking, "What do we want students to Know, Understand, and be able to Do?" During those collaborative discussions, teachers attempt to create assessments that will give us that information.

A school Leadership Team also meets together yearly to discuss school data and put together a School Improvement Plan (SIP). This plan is focused on overall District Performance Targets, along with School Performance Targets. Data from school, district and state assessments are used to create goals for improvement in the areas of student achievement, student personal growth skills, staff development, and community relations. The team looks for trends by grade level and across grade levels to ensure students are achieving at high levels and to target areas for improvement. This plan is made available to parents and the community on the All City page of the school district's website.

After a plan is created, the team shares the new goals with teachers at ACE. Each grade level writes

benchmark goals that match the overall goals for our building. Twice a year, teachers have an individual meeting with the principal to discuss the progress of their students based on these benchmarks.

Teachers share goals with students through individual conferences. The goals and progress of each student are also shared with parents at Parent/Student/Teacher conferences. On a daily basis, teachers share their lesson goals with students through "I can..." statements. At the end of each lesson, teachers review the goals and ask students to determine their own understanding of the goal. All City teachers recognize that it is not enough just to state goals, but it is also necessary to make sure that students understand those goals. The principal looks for this sharing of goals and a summary of those goals at the end of every lesson during drop-in visits in the classroom. Conversations between principal and teachers follow those visits to discuss how students are meeting the goals that are being set. These conversations have heightened the awareness of teachers on the impact of those goals.

## **Part VI School Support**

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### **1. School Climate/Culture**

Students are supported academically, socially, and emotionally through close communication of parents and staff. Because parents are in the building every week, communication is not limited to newsletters, emails, Facebook posts, or phone calls. Personal face-to-face conversations happen weekly. Teachers and administration attempt to educate parents on 'how we do school.' Parents attempt to help us more fully understand the needs of their child. At All City, we repeatedly tell parents that we all have the same goal, which is to help their child be successful. With that as the goal, we can work together to create a meaningful learning environment for each student.

The school and classroom “atmosphere” are both a crucial part of All City's learning program. Parents who enter our school are considered a valuable part of our learning program. They are welcomed in the front office by our friendly clerical staff, who encourage them to ask any questions during their day at ACE. The office staff makes an effort to get to know families. When a child is sick, or parents are on vacations, this personal connection makes it easier to know who to contact in the event there is an issue at school. If a family emergency occurs, the staff at All City is quick to step in and help.

This is also true of parents dealing with staff emergencies. When a staff member experienced a death in her immediate family, parents stepped forward to offer condolences through email, Facebook posts, personal notes, and gifts. The teacher's family commented, "You can never leave that school." She agreed that the support was overwhelming. When teachers are expecting a baby or are getting married, parents have hosted showers to celebrate these milestones in a teacher's life. Recently, parents bonded together to nominate a teacher for "Teacher of the Year." They celebrated in the classroom with a cake and special words of encouragement for the teacher. Teachers recognize that they are well-supported by the students and families they serve.

Parents also step in to support teachers in other ways. At the start of the school year, parents volunteer to bring in a breakfast meal on the first day of school. Throughout the school year, they continue to provide meals during conference evenings twice a year. Small groups of parents have provided lunches for teachers at random times during the year. All of these efforts are a message to staff that parents care about their well-being.

At All City, we believe that the relationships formed between school and home have an influence on student learning. Our students see the connections between all of the people who care about them. They receive encouragement for hard work from both the school and their home. Growth Mindset is a focus of our staff. Parents who send their children to All City generally come with the same mindset, having high expectations for their child's learning. As a result, students are motivated to work hard to succeed.

### **2. Engaging Families and Community**

ACE is a school offering a program in which parents commit a half-day each week working in their child's classroom. Parents typically choose ACE because they want to be actively involved in their child's education and want a small school environment. Other parents choose ACE because of their reputation for high test scores. Regardless of the reasons for choosing All City, most parents would say that the strong relationships formed during their child's years at ACE was a component that they did not expect. These relationships between parents and students continue long after the children leave All City. One parent said, "After my children completed All City, they had little connections with many of their ACE classmates, due to different interests and school activities. Regardless, the parents continued to follow the activities of my children. It was not uncommon to receive a note in the mail offering congratulations for a recent success, or to have a family attend an event in which my child was involved, just because they were still interested in my child's life. Just knowing that all of these people cared about their future had a great impact on the motivation of my children to put forth their best effort in all that they did." While it is difficult to measure

the impact of relationships, the families and staff at All City believe those relationships make a difference in student achievement.

Having two or three parents in each All City classroom at any given time enables the school to offer active, experiential learning and opportunities for children to work in small groups at various levels. With close home school communication and parent assistance within classrooms and in other settings, children are successful academically. Scaffolding instruction and ensuring student learning is possible because of the parent assistance and involvement they have each day. Parent involvement benefits the student in all areas because they are all getting more academic and real life learning opportunities than they would in a normal school setting. More personal attention is possible because there are more adults, and parents get to know students and how to best support them. Because parents are a part of the learning process, extensions into the home occur naturally, which also supports student learning in the classroom. In addition, students who are absent or struggling, have many opportunities for one to one or small group support as needed. Parent strengths and talents are utilized by increasing both classroom experiences and bringing outside experiences into the classroom. A social benefit is that children have many opportunities to clarify and explain their thinking with adults, giving them advantage in future learning.

Parents take an active role in school governance and enable the school to provide excellent enrichment opportunities for children. Our active PTO hosts monthly meetings, at which members gather to hear concerns and celebrate successes in the classroom. The PTO has funded books, both hard copy and online, in our library. Currently they are working on promoting a Rock Wall in our gymnasium, funded by the PTO and an outside grant. Conversations at PTO meetings often lead to new ideas.

Parents are always excited and willing to step up and offer their expertise to make learning accessible to all students. Our monthly Choice Days allow parents the opportunity to use their expertise, passion, and connections in our community to create new learning experiences that do not happen at other schools. Students are able to choose an activity based on their interests. Along with these special days, parents also plan evening or weekend events, including the Fall Festival and Snowflake Shuffle. These events offer game and craft booths for a family friendly atmosphere for All City students. A yearly Sock Hop is also a favorite activity run by parents and improved each year.

Our third, fourth and fifth grade students interact with a number of local non-profit organizations and other businesses through a monthly community service activity that we call Kids Care. Students go out to a variety of places in our community to perform some type of community service. At All City, we want our students to learn how to give back to the community. However, ACE students talk about how much the people they serve give to them. This is life-long lesson that we want all of our students to learn.

### **3. Professional Development**

The Sioux Falls School District has a systematic approach in delivering professional development for all staff. District performance targets are developed using data from state and district assessments. At the school level, a Leadership Team consisting of a primary and intermediate teacher, instructional coach, and principal, develop school performance targets. Using those targeted goals, a School Improvement Plan (SIP) is created. All staff development for the year is focused around those goals, both at the district and school level.

Collaboration is an essential part of professional development at All City. In an effort to improve student achievement, teachers, principal and an instructional coach meet weekly as a vertical team to discuss what students know, understand and can do. When questions arise, or teachers have questions about their own instruction, the instructional coach is able to provide personal professional development in the classroom through planning with the teacher, observing instruction, and modeling lessons. This approach has allowed us to provide teachers with meaningful professional development in an on-going manner.

Along with collaboration and work with an instructional coach, our staff receives monthly professional development from the instructional coach and principal focused on best teaching practices. Teachers read

articles on current research, view teaching videos, and engage in meaningful conversations about instruction. During the school year, teachers also attend district led inservices. At these types of meetings, teachers are given choices on sessions that will meet their learning needs. Special building inservice days are also a part of the plan. These inservices are tailored to meet the specific needs of the building. The instructional coach, administration and teachers all have input into these sessions.

Professional development is also offered as Red Apple classes that can be taken for college credit through our local universities. These offerings give teachers a chance to take courses on a variety of topics at reduced prices. Teachers do not need to travel outside of the city in order to receive the required credits needed for teacher certification renewal.

Teachers also have the opportunity to attend professional development outside of the district through School Improvement and teacher travel funds. All of these opportunities give teachers a wealth of knowledge to equip them to meet the academic needs of their students.

#### **4. School Leadership**

At All City Elementary we have many strong leaders. Those leaders include the school principal, teachers, parents, and students. The principal is the instructional leader of All City. All decisions made are centered around what is best for students. As the instructional leader for teachers, the principal conducts daily walk-throughs into classrooms, along with yearly evaluations of all staff. The focus of the walk-throughs and evaluation is based on student learning. All feedback on instruction is provided to staff with that focus in mind.

As instructional leader for parents, the principal conducts training at the start of the school year for each parent who commits time at our school. This training includes guidelines on school procedures, supervision of lunchroom and playground, instructional tips, and how to deal with difficult children. The principal also plans a mandatory parent training night, where more in-depth training is given in the area of understanding instruction and how to talk to children in an appropriate manner. When parents at All City begin to understand not just what we do but why we do it, they become much more effective at what they do.

As instructional leader for students, the principal is focused on teaching behavior lessons. Some of this is done through conversations in the classroom with large groups, along with individual conversations with students when problems arise. The principal understands that all students come to school with different skills. Rather than saying, "That child does not have that skill," we say, "That child does not have that skill YET." Clear expectations are set to help students be successful in school. When they make mistakes, the principal works with the parents to develop a plan to help them succeed in the future.

Each teacher is a leader in their own classroom. They determine their own routines, structure, and guidelines for learning. Parents look to the teacher for leadership during their commitment time in the classroom. Teachers also have the opportunity to serve on a school leadership team, and other various planning committees for special events. Fourth and Fifth grade teachers serve as leaders of our Safety Patrol and Student Government. Teachers are meant to be the leaders in their weekly collaboration, determining the needs of the students and how to meet those needs through conversations with their peers. In our small school, all teachers must be strong leaders in order to make things run smoothly on a daily basis.

Parents also serve as leaders at All City. An active PTO board works with the principal to set guidelines for the parents in the school. They advocate for students and staff, working hard to provide children with appropriate experiences and tools. Some of this is done through PTO funding, and some of it is done through the gift of talent and time. They work hard to involve all parents and always have the goal of doing what is best for students. Along with in-classroom commitment time, parents serve as leaders of approximately 30 different school positions. Some of those positions include Musical Director, Choice Day Coordinator, Newsletter Coordinator, PTO Web Site Manager, and Community Service Manager.

Parents use their own skill sets to effectively serve in these positions.

A strong goal of All City is to develop leadership in each child. In each classroom, students are encouraged to stand up and share their ideas. Much practice and modeling is provided by the teacher to ensure that students become comfortable in this role. Student Government allows students in grades 1-5 to have a voice in the way our school is run. One student from each grade is elected to Student Government. This group is led by a teacher and a parent, meeting twice a month to plan school events, solve problems, and listen to the needs of students. At the fourth and fifth grade level, students serve as Safety Patrol leaders. Their role is make sure students are safe when leaving the school. Students meet weekly to discuss issues and learn how to handle conflict with both students and parents. Kids Care offers students in grade 3-5 to be leaders in the community at their assigned location. All of these opportunities provide students with leadership experience.

Through the leadership of administration, teachers, parents and students, All City keeps their focus on student learning.

# PART VIII - ASSESSMENT RESULTS

## STATE CRITERION--REFERENCED TESTS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Dakota Step</u>
<b>All Students Tested/Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Level 3 and above	100	96	92	88	96
Level 4	8	39	46	36	38
Number of students tested	26	26	24	25	24
Percent of total students tested	100	100	100	100	89
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	1
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Level 3 and above					
Level 4					
Number of students tested					
<b>2. Students receiving Special Education</b>					
Level 3 and above					
Level 4					
Number of students tested					
<b>3. English Language Learner Students</b>					
Level 3 and above					
Level 4					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Level 3 and above					
Level 4					
Number of students tested					
<b>5. African- American Students</b>					
Level 3 and above					
Level 4					
Number of students tested					
<b>6. Asian Students</b>					
Level 3 and above					
Level 4					
Number of students tested					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
<b>7. American Indian or Alaska Native Students</b>					
Level 3 and above					
Level 4					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Level 3 and above					
Level 4					
Number of students tested					
<b>9. White Students</b>					
Level 3 and above	100	96	95	88	96
Level 4	9	42	50	38	38
Number of students tested	23	24	20	24	24
<b>10. Two or More Races identified Students</b>					
Level 3 and above					
Level 4					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Level 3 and above					
Level 4					
Number of students tested	0	0	0	0	0
<b>12. Other 2: Other 2</b>					
Level 3 and above					
Level 4					
Number of students tested	0	0	0	0	0
<b>13. Other 3: Other 3</b>					
Level 3 and above					
Level 4					
Number of students tested	0	0	0	0	0

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Dakota Step</u>
<b>All Students Tested/Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Level 3 and above	96	92	92	92	96
Level 4	30	33	27	29	46
Number of students tested	23	24	26	24	24
Percent of total students tested	88	96	100	96	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	1	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Level 3 and above					
Level 4					
Number of students tested					
<b>2. Students receiving Special Education</b>					
Level 3 and above					
Level 4					
Number of students tested					
<b>3. English Language Learner Students</b>					
Level 3 and above					
Level 4					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Level 3 and above					
Level 4					
Number of students tested					
<b>5. African- American Students</b>					
Level 3 and above					
Level 4					
Number of students tested					
<b>6. Asian Students</b>					
Level 3 and above					
Level 4					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Level 3 and above					
Level 4					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Level 3 and above					
Level 4					
Number of students tested					
<b>9. White Students</b>					
Level 3 and above	95	100	91	96	96
Level 4	33	35	30	33	46
Number of students tested	21	20	23	24	24
<b>10. Two or More Races identified Students</b>					
Level 3 and above					
Level 4					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Level 3 and above					
Level 4					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Level 3 and above					
Level 4					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Level 3 and above					
Level 4					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Dakota Step</u>
<b>All Students Tested/Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Level 3 and above	96	92	100	91	86
Level 4	35	42	58	48	27
Number of students tested	23	26	25	21	22
Percent of total students tested	100	100	96	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	1	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Level 3 and above					
Level 4					
Number of students tested					
<b>2. Students receiving Special Education</b>					
Level 3 and above					
Level 4					
Number of students tested					
<b>3. English Language Learner Students</b>					
Level 3 and above					
Level 4					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Level 3 and above					
Level 4					
Number of students tested					
<b>5. African- American Students</b>					
Level 3 and above					
Level 4					
Number of students tested					
<b>6. Asian Students</b>					
Level 3 and above					
Level 4					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Level 3 and above					
Level 4					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Level 3 and above					
Level 4					
Number of students tested					
<b>9. White Students</b>					
Level 3 and above	100	96	100	91	85
Level 4	33	48	58	48	25
Number of students tested	21	23	24	21	20
<b>10. Two or More Races identified Students</b>					
Level 3 and above					
Level 4					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Level 3 and above					
Level 4					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Level 3 and above					
Level 4					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Level 3 and above					
Level 4					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Dakota Step</u>
<b>All Students Tested/Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Level 3 and above	100	96	96	92	96
Level 4	65	62	63	52	75
Number of students tested	26	26	24	25	24
Percent of total students tested	100	100	100	100	89
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	1
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Level 3 and above					
Level 4					
Number of students tested					
<b>2. Students receiving Special Education</b>					
Level 3 and above					
Level 4					
Number of students tested					
<b>3. English Language Learner Students</b>					
Level 3 and above					
Level 4					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Level 3 and above					
Level 4					
Number of students tested					
<b>5. African- American Students</b>					
Level 3 and above					
Level 4					
Number of students tested					
<b>6. Asian Students</b>					
Level 3 and above					
Level 4					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Level 3 and above					
Level 4					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Level 3 and above					
Level 4					
Number of students tested					
<b>9. White Students</b>					
Level 3 and above	100	96	95	92	96
Level 4	70	67	70	54	75
Number of students tested	23	24	20	24	24
<b>10. Two or More Races identified Students</b>					
Level 3 and above					
Level 4					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Level 3 and above					
Level 4					
Number of students tested	0	0	0	0	0
<b>12. Other 2: Other 2</b>					
Level 3 and above					
Level 4					
Number of students tested	0	0	0	0	0
<b>13. Other 3: Other 3</b>					
Level 3 and above					
Level 4					
Number of students tested	0	0	0	0	0

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Dakota Step</u>
<b>All Students Tested/Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Level 3 and above	100	100	88	96	88
Level 4	39	83	35	63	42
Number of students tested	23	24	26	24	24
Percent of total students tested	88	96	100	96	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	1	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Level 3 and above					
Level 4					
Number of students tested					
<b>2. Students receiving Special Education</b>					
Level 3 and above					
Level 4					
Number of students tested					
<b>3. English Language Learner Students</b>					
Level 3 and above					
Level 4					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Level 3 and above					
Level 4					
Number of students tested					
<b>5. African- American Students</b>					
Level 3 and above					
Level 4					
Number of students tested					
<b>6. Asian Students</b>					
Level 3 and above					
Level 4					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Level 3 and above					
Level 4					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Level 3 and above					
Level 4					
Number of students tested					
<b>9. White Students</b>					
Level 3 and above	100	100	87	96	88
Level 4	43	95	39	63	42
Number of students tested	21	20	23	24	24
<b>10. Two or More Races identified Students</b>					
Level 3 and above					
Level 4					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Level 3 and above					
Level 4					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Level 3 and above					
Level 4					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Level 3 and above					
Level 4					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Dakota Step</u>
<b>All Students Tested/Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Level 3 and above	100	92	96	91	91
Level 4	74	46	52	48	32
Number of students tested	23	26	25	21	22
Percent of total students tested	100	100	96	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	1	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Level 3 and above					
Level 4					
Number of students tested					
<b>2. Students receiving Special Education</b>					
Level 3 and above					
Level 4					
Number of students tested					
<b>3. English Language Learner Students</b>					
Level 3 and above					
Level 4					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Level 3 and above					
Level 4					
Number of students tested					
<b>5. African- American Students</b>					
Level 3 and above					
Level 4					
Number of students tested					
<b>6. Asian Students</b>					
Level 3 and above					
Level 4					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Level 3 and above					
Level 4					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Level 3 and above					
Level 4					
Number of students tested					
<b>9. White Students</b>					
Level 3 and above	100	96	96	91	90
Level 4	76	52	54	48	35
Number of students tested	21	23	24	21	20
<b>10. Two or More Races identified Students</b>					
Level 3 and above					
Level 4					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Level 3 and above					
Level 4					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Level 3 and above					
Level 4					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Level 3 and above					
Level 4					
Number of students tested					

**NOTES:**