

**U.S. Department of Education**  
**2013 National Blue Ribbon Schools Program**  
**A Public School - 13KS3**

	<b>Charter</b>	<b>Title 1</b>	<b>Magnet</b>	<b>Choice</b>
School Type (Public Schools):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Name of Principal: Mr. Kevin Suther

Official School Name: Chapman High School

School Mailing Address: 400 W. 4th Street  
Box 249  
Chapman, KS 67431-0249

County: Dickinson State School Code Number\*: 020

Telephone: (785) 922-6561 E-mail: ksuther@473mail.net

Fax: (785) 922-7162 Web site/URL: http://usd473.net/

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

Date \_\_\_\_\_

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

Name of Superintendent\*: Mrs. Lacey Sell Superintendent e-mail: lsell@473mail.net

District Name: Chapman District Phone: (785) 922-6521

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. Rodney Anderson

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge 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.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## **PART I - ELIGIBILITY CERTIFICATION**

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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 configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP 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 and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
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

1. Number of schools in the district   4   Elementary schools (includes K-8)  
  1   Middle/Junior high schools  
  1   High schools  
  0   K-12 schools  
  6   Total schools in district
2. District per-pupil expenditure:  13796

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

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school:   6
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	43	38	81
10	44	35	79
11	42	40	82
12	34	44	78
<b>Total in Applying School:</b>			<b>320</b>

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native  
1 % Asian  
1 % Black or African American  
1 % Hispanic or Latino  
1 % Native Hawaiian or Other Pacific Islander  
95 % White  
0 % Two or more races  
100 % Total

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

7. Student turnover, or mobility rate, during the 2011-2012 school year: 12%

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

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	18
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	22
(3)	Total of all transferred students [sum of rows (1) and (2)].	40
(4)	Total number of students in the school as of October 1, 2011	340
(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. Percent of English Language Learners in the school: 0%

Total number of ELL students in the school: 0

Number of non-English languages represented: 0

Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 32%  
 Total number of students who qualify: 100

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

10. Percent of students receiving special education services: 16%  
 Total number of students served: 49

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>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>39</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>1</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>2</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<u><b>Full-Time</b></u>	<u><b>Part-Time</b></u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>29</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>6</u>	<u>0</u>
Paraprofessionals	<u>9</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>10</u>	<u>3</u>
Total number	<u>56</u>	<u>3</u>

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

11:1

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

	<b>2011-2012</b>	<b>2010-2011</b>	<b>2009-2010</b>	<b>2008-2009</b>	<b>2007-2008</b>
Daily student attendance	95%	95%	95%	95%	95%
High school graduation rate	95%	92%	91%	93%	98%

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size:	<u>81</u>
Enrolled in a 4-year college or university	<u>54%</u>
Enrolled in a community college	<u>22%</u>
Enrolled in vocational training	<u>11%</u>
Found employment	<u>6%</u>
Military service	<u>6%</u>
Other	<u>1%</u>
<b>Total</b>	<b><u>100%</u></b>

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

No

Yes

If yes, what was the year of the award?

## PART III - SUMMARY

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Chapman High School is a medium size 4A school with the scale being from 1A to 6A located in Northeast Kansas with a student population in the low 300 range. The high school draws from a very large area of 550 square miles; our district has one of the largest bus fleets in the state of Kansas. Chapman is a town made up of approximately 1,300 citizens but a large portion of our student population is from a rural background. USD 473 has a vision to have students empowered for lifelong learning. Our mission represents excellence that creates successful, informed, and contributing members of society. Chapman High School has four main core values of focus for students and staff to use every day: respect, responsibility, motivation and tolerance. These four values are displayed just inside the front doors as a reminder to everyone who enters. Narrowing down the values involved a collaboration of teachers and students. Every quarter, staff members recognize excellence in living the core values by handing out a BN Excellent slip at anytime in the semester when they catch a student who demonstrates the chosen trait. This could include a student who helps another student on homework or something as simple as picking up trash.

On June 11, 2008, Chapman had an F3 major tornado that destroyed all three of the schools in town: the elementary, middle, and high school. Our superintendent's first comments were that Chapman would start school on time in August, which did occur. Our students went through three years of not having a building, instead they attended class in nine modular units. The weather in Kansas included many days of rain, snow, and cold, along with the sounds of construction to rebuild our school building. Students had no hallways so they did not worry about the latest fashions but focused instead on necessities like rain boots, heavy backpacks and umbrellas. As a trailer school, we had only our cafeteria to host games and perform plays. The students renamed this room as the "cafegymatorium." Our student body did not leave to attend another school; instead, they stayed at CHS and became a closer and stronger student body in the long run. They learned what it means to lose something and bounced back even stronger.

I am proud to say that the Chapman High School students did not make excuses and maintained the standard of excellence in math and reading every year. We have achieved the standard of excellence seven years in a row, along with receiving the Governor's Academic Excellence Award in both 2009-10 and 2011-12. This award is given to schools in the top 5% in the state of Kansas for their achievements in math and reading. We were also honored with the Bronze Award from *U.S. News and World Report*, which is only given to 13% of the schools in the nation. Science has been a strong area also with Chapman achieving 100% of the students meeting the proficient level in 2010-11 and then reached the standard of excellence in 2011-12.

Our school is known for a well-rounded education with real-life opportunities to succeed after high school. This includes many businesses incorporated into our classes, such as Irish Ink for design and printing of business cards, wedding invitations, and much more; T-Works tee-shirt design, printing, and sales to businesses inside and outside the school; and Irish Photography, responsible for taking all of the school yearbook portraits along with all of the sports pictures. We also offer a Construction Technology pathway, which, along with Cabinetmaking class where students make custom cabinets, gets students involved with building a house from top to bottom. The journalism department has received the All-Kansan Award for the top newspaper the last 7 out of 10 years, All-Kansan Yearbook, and the top school in the state for broadcast in 2012. As a rural school, we have an active FFA organization that was awarded the most prestigious honor in 2012 with the Triple Crown Award as the top FFA program in the state of Kansas. All of these classes are part of the state of Kansas Pathway Program that Chapman takes advantage of to offer students a certificate such as restaurant management, OSHA training, Adobe Certification, and others to make them employable in the future.

The National Blue Ribbon School award is given to a school that reaches the highest levels of academic success in multiple areas which is shown in our core curriculum successes. Chapman goes beyond test scores and has created a curriculum that allows students to gain experiences in the school building with actual working businesses. All of these accomplishments have come during a tragic event involving Mother Nature. Chapman is a school that shows that resilience and a belief in a never quit attitude can lead you to great heights.



## **PART IV - INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results:**

The goal every year is to truly embrace the No Child Left Behind philosophy of getting every student to the proficient level. Many students have this ability but need to have teachers who are positive, optimistic, and challenge them to step out of their comfort zone even if it means failing the first time. Chapman created a math and reading strategies class for those students who did not reach the proficient level the first time, because we know they are all capable. We have turned these classes into a very hands-on curriculum, monitoring their progress weekly. Students who may have seen a lot of failure need to see small increments of success along with finding a way to enjoy math and reading. Some of our best and most experienced teachers have taken on the challenge of teaching our lowest students who need that extra time and caring approach.

In the last three years, approximately 16 to 20 students have not reached the proficient level the first time in math; however, after a semester of the strategies class only one student each year did not make the level. This is outstanding, especially when one realizes most students may not think of math as their favorite subject. Teachers look for new ways to reach students and organize our curriculum to best reach students. For example, our math teachers will be striving to implement the Multi-Tier System of Supports, which helps to create better basic skills with new math lab classes. It will also create a math system that will challenge the upper level students with a new dual high school and college credit Algebra and Trigonometry class plus start all students at a higher level of math to reach the different style and in-depth expectations of our new common core.

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

Our core classroom teachers have taken data from many sources to analyze the direction to move in for our curriculum. The state assessments are broken down by percentages for each specific standard, which was looked at for an overall class and individual students. Teachers determined those standards that the students understood and that teachers covered well while also looking at standards where student achievement was lower to see where improvement was needed. Our district also used the MAPS testing from the Northwest Evaluation Association to verify that the state assessment was truly painting the complete picture of what a student needs to work on. Another area of evaluation data came from each teacher in the core who conducted formative testing by linking questions and answers to the standards concentrated on for that week. Each teacher writes the standard for the week on the board so both the student and teacher are working towards a common goal.

The philosophy was then to make sure to analyze each week where the class was as a whole and if anyone was falling behind. The belief is that curriculum change can come from more than just giving a quiz each week. Methods range from raising a white board in class, using the clicker response system for quick data, to class discussion. The important emphasis is not having any unexpected or surprise moments for the teacher or the student. If a school or teacher relies only on test data twice a year or even four times a year, he or she is missing valuable weekly information that should drive and change the curriculum as teaching takes place. A teacher must become versatile at adapting daily or weekly, meaning that the whole year can not be planned to the precise minute because a teacher must be willing to change. This same approach and concept is also directed at our elective classes because most have competencies that should be covered each semester.

The biggest step in the last few years has been not just looking at the data and making comparisons but teachers' using data to help each other in their professional learning communities to develop strategies to make an impact on students. Once teachers try a strategy in the classroom, they come back to their group

to discuss the positives and the negatives involved with the lesson. Then the other fellow teachers could learn from someone's experiences to perfect it in their classroom. Sharing is the key to success.

Student data are shared at parent-teacher conferences, at monthly site council and board meetings that focus on a curriculum theme lead by teachers and students, and through newsletters, and our website. A unique way that Chapman uses daily data is to help struggling students with lots of contact with parents. Students are put onto a responsibility ladder when homework is not handed in or a teacher sees that a student is behind. Step 2 in the process is always a contact by phone or e-mail with a parent. At step 3, the student is referred to a tutoring system (Irish Hub) offered during the advisory period. Instead of students trying to go back to the original teacher where the difficulty is occurring, Irish Hub provides support from three other core teachers in the area of math, English, and science. In addition, struggling students benefit from two paraprofessionals and three National Honor Society students who volunteer weekly.

All of this is kept tracked through a shared Google doc that explains the student's need and what was accomplished during the Irish Hub. Having a concept explained from another perspective one-on-one can give that struggling student a boost to get back on track. If a student reaches step 5, our school offers a more intense approach in a class called Opportunity Room. A student will switch to this class for daily help during a full class period of 48 minutes to catch up in their studies and take the extra time needed to understand the material. This systematic approach creates help for students when data show a student needs a different means of learning. The idea is to bring in multiple people to help and create a strong communication among teachers, students, and parents with the same goal.

### **3. Sharing Lessons Learned:**

Chapman started with professional learning communities three years ago and this practice has evolved into a district-wide initiative. To create a sharing environment means building in time for discussion, analyzing data, and developing open minds. The high school shares curriculum ideas and strategies by using in-service days for vertical team meetings among K-12 teachers. Two years ago, our staff started to meet in subject base teams once a month for an hour, which has expanded into meeting every week of the year for approximately 30 minutes. It is true that multiple minds work better than one and sharing ideas across grade levels has helped our staff. Teachers decide what should be covered, how it is covered, and maybe more important what a teacher should do when the students do not get the concepts or materials presented.

Our league schools have now met quarterly with all the different academic subjects besides just sports. Hearing positive and negative outcomes from another school can help us decide what might work or be worth trying in our own school. It has created more contacts and our teachers now confer daily or weekly with other teachers by e-mail, twitter, or blogs. Our math teachers now are part of a blog community that shares strategies and has grown into a professional development day.

Chapman English teachers help students apply 21st century skills by requiring that every component of their research papers be paperless. All students use their own Google Docs accounts to share their paper with another student for peer review, hand in parts of the paper to the instructor to be graded online, and create dialogues inside and outside the classroom on how to improve their writing. One of our English teachers and our district librarian presented the paperless research paper process at the state conference of the Kansas Association of Teachers of English and the Association of Librarians. One of our business teachers and journalism teacher will be presenting at the Spring State Career Technical Education Conference and Mid-America Association for Computers in Education conference talking about interlinking businesses in the classroom to create a self-sufficient product.

#### **4. Engaging Families and Communities:**

The Chapman School District is considered a Tier 1 school, meaning that over 35% of the population involves students from the military. We are within 10 miles from Fort Riley and the Big Red One. To help our students succeed, we must understand and work with students whose parents are often deployed. Our district hosts monthly military family meetings focused on bringing the military perspective and ideas from parents to our school. Our high school also works cooperatively with the 5-4 Cavalry in a program known as adopt-a-school. Soldiers have worked with staff members, students, and organizations at the high school and on military courses to develop team-building skills. Creating good leadership among the students helps them to take pride in their school and their own success. Our staff wears tee-shirts with the shamrock and the American flag that say, "Chapman High School and the Military – Team Irish." We take pride in Veterans Day activities and making gestures like live-streaming graduation and prom for those deployed overseas.

Chapman uses a site council of community members, business owners, and school employees along with student council members to share important district information, including both future district plans and a review of what has worked in the past, with district stakeholders. Additional community involvement comes from our nine career pathways, each of which has a committee that meets twice a year to develop goals and includes community members from the actual fields of construction, banking, and other areas. These committees discuss what is needed to make our students desirable employees; these discussions can lead to changes in techniques, curriculum, or focus in the ever-changing world of technology. When it comes to taking the next step and students seek scholarships or financial aid, our district has developed an Irish Foundation made up of business owners and parents throughout the district that gives away over \$60,000 annually. Almost every senior who goes onto a vocational, two year college, or four year university receives some help to get started with their future education. The district and community care about what happens in high school and also know that our function is to prepare students to have a career and be successful in life. It is nice to be able to not only help academically but financially.

# **PART V - CURRICULUM AND INSTRUCTION**

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## **1. Curriculum:**

Our district formed a technology committee with representatives from teachers, administrators, and technology coordinators who were tasked with assessing our district's technology needs and ability to cover the Common Core technology standards. We also have a smaller PLC group made up of business, technology, and video production teachers, as well as our district librarian, who have linked the Common Core technology standards to what should be accomplished and incorporated from kindergarten through twelfth grade. It has become a comprehensive plan that helps teachers know what educational standards need to be met and what devices should be used. For example, a few of the math teachers have used the smart slate and iPads to record their lesson so students can not only be active in class with the presentation but then go home to look over the lecture online to see what they may have forgotten. It also works very well when a student has missed school because of illness or an organizational trip.

Chapman provides students the opportunity to obtain credits for college and challenge themselves while still in high school by offering concurrent classes, including Composition I and II, College Algebra, Sociology, Psychology, Western Civilization, College Speech and Computer Applications. We are always open to helping students explore areas to further their college opportunities with online classes, such as foreign language or advanced math and science. We offer four years of Spanish in our school but some students have advanced their language learning through online German and Korean courses. Our students also enrich themselves in the performing arts by performing in our local plays which are assisted by a great teacher along with area actors from an opera house and a professional performing arts theater, which are both within 10 miles.

Our commitment to career readiness is important to our mission because graduation may not always mean college for a student. Our nine pathways lead students to classes that develop skills that can give them a head start towards a vocational education or an immediate job. The teaching pathway allows students to build up classes that work with local daycare centers to build a curriculum and gain experience working with children, after which students actually make lesson plans to teach at one of our elementary schools or middle school. Our school also has an articulation agreement with a state university, which allows our students to earn college credit for their completion of a pathway in high school. Many of our pathway curricula involve workforce experience to help students know what to expect from a career before they spend thousands of dollars towards a college degree.

The importance of the ACT test has grown for students entering into a regents university. Our ACT Prep class that aids students in reaching the required score or reaching the highest score possible for scholarships. The class is taught with two teachers who switch the students after nine weeks because one covers math and science while the other concentrates on reading. At the beginning of the class, teachers use the Cambridge Curriculum to give pretests that reveal what areas needed to be worked on most along with a future score prediction. Our school has also decided to become an actual ACT testing site in the fall and spring to make the actual testing day a more familiar and comfortable experience.

## **2. Reading/English:**

Chapman has used the accelerated reading program to create a culture of reading throughout the school. This program is incorporated into the classroom but mainly during our advisory group. Every teacher has a small group of 10 to 12 students that meets every day; the main focus is for students to read a book of their choosing for 25 minutes. Students are required to get 25 points every nine weeks by taking tests over the books they read, and these points are counted towards their English grade. We set aside this time for reading because we believe the more a student reads the better they become at English, vocabulary and comprehension. We have stayed with the program because we love having a student body of readers

who get out their AR book when they have free time after finishing their assignment in class or even during lunch when done eating. It's also exciting to hear students discussing favorite books as opposed to texting or gaming. The district committed to making the new library a focal point in the building with plenty of soft seating and invested in current books to catch students' interest. We collect the data to see what the top books are, and try to let the students lead the trend on what to focus on when ordering new materials.

Students who do not reach proficiency on the state assessment take a reading strategies class as Juniors for a full semester, which gives students who may not be organized or may not learn at the same pace to work with students at similar levels. The curriculum is developed by the teachers to focus on a more hands-on and discussion format that sometimes can be limited in a classroom with over 20 students. The class creates more one-on-one situations, with weekly checks on the progress of each student for each standard.

### **3. Mathematics:**

The mathematics teachers have addressed the needs of students who are not proficient on the state assessment with a math strategies class similar to the English strategies class. We found a hands-on curriculum with a student-based approach. Student improvement has been amazing! Of the 16 to 20 students taking the class, we average only one not passing the state assessment the second time around. It has been great to see students enjoy the class's different approach, even though it is another math class. It shows that setting a student in front of a computer to learn lost skills is not always the greatest approach, and that having high-quality teachers and a small group working together to problem solve creates a more personal and rewarding experience. Even with this success, our math teachers are looking into the immediate future to make changes in our curriculum in accord with the Common Core standards. This includes the idea of our math strategies class changing into a math lab to teach basic strategies, which should help prevent students from becoming frustrated with algebra and geometry because they have not made it past the basics.

All our students take a universal screener administered as a computer adaptive test. The data show if students are struggling in the bottom 25% and need extra help. The math lab class allows the teacher to evaluate the skills that a student improves on each month by progress monitoring with the same adaptive test to see if a more skills-based curriculum is needed. This approach has allowed our school to drop pre-algebra and expect every student to start at algebra or higher, which at the end of the cycle puts every student at the pre-calculus or AP calculus level. Starting at an upper level and having high expectations shows students and teacher that every student needs a challenge: being satisfied with just getting by is not an option. The aim is to have as many students as possible take four years of mathematics instead of just the state required three years. Having a yearlong gap in math can really put a student who wants to attend college at a disadvantage.

### **4. Additional Curriculum Area:**

Our science teachers led the charge when it came to intertwining our curriculum with technology by using online textbooks and iPads. Each classroom has a set of iPads that they have students take notes on, watch and create labs, and develop projects to display to the rest of the class. A lot of homework is turned in paperless with E-backpack. One of the projects involved students drawing, typing, and talking through the steps of the mitosis process. The students connected wirelessly to the TV to display their final projects. It truly gave the meaning to multiple intelligences of learning within one project. The science teachers have worked diligently to raise expectations, and in the last three years the percentage of students reaching proficient was 98% in 2010, 100% in 2011, and 98% in 2012. The last year was especially rewarding because we had enough students in the exemplary level to reach the Standard of Excellence.

Students will try harder if they believe in the teacher. Our Physical Science teacher was honored by the University of Kansas for the Education Excellence award and is currently nominated for the Presidential

Award for Mathematics and Science Teaching. She instructs the freshman class, which is a vital stage in the success of high school. Having an energetic and creative teacher makes our freshmen want to excel. Physical science activities have included: building boats out of cardboard for competitions at the local pool, egg drops from inside the greenhouse, and car races where groups of students built cars. Students continue the hands-on approach in Biology with multiple dissections, DNA models, and experiments on each topic covered weekly.

The science department has gone above and beyond by not only teaching the curriculum, but coordinating with the English department to incorporate more non-fiction readings, which helps cover the Common Core Standards requirement. More emphasis has been put on writing so labs and assignments now involve answers with full sentences writing lab results and data analyses in in paragraph form. Teachers must rely not only on colleague in their own field but be willing to cooperatively plan lessons with colleagues in all subject areas.

## **5. Instructional Methods:**

One of our subgroups is students with special needs. The paraprofessionals who work with our special education students are at the frontline of helping students better understand the curriculum. In order to facilitate this process, the paras and special education teachers meet before school every week to discuss strategies, adaptations, and positive approaches that have worked. We try to include a member from a different PLC in the Core Content areas to discuss the links between the regular and special education classrooms and what can help these students. This has created an open conversation on what can work when students are struggling.

Our goal is to provide students with multiple avenues to learn content by using various instructional enrichment techniques. In our science classrooms, we enable students to discover how they learn best, whether auditory, visual, tactile, or kinesthetic, etc., through laboratory exercises and other collaborative work. Classroom information is given using Powerpoints displayed by an LCD, Moodle, iPads, and Apple TV for student-led presentations as well as a variety of websites to engage students in learning. We provide many accommodations to our students such as skeleton notes & shortened assignments geared to individual needs. Students are also allowed to use iPods when working on a project to minimize distraction due to classroom noise or excessive movement. Students who fall behind in other content areas are also given the opportunity to take a study skills class, which not only helps students catch up on work, but has evolved to review basic reading skills, especially fluency and comprehension. Organization and text structures are emphasized in order to increase their ability to process information. In addition, we use our top 10% of students as peer mentors and tutors. Students who do fail a class have the opportunity to take a Credit Recovery class on the computer through an Internet-based program.

## **6. Professional Development:**

The Chapman philosophy of professional development stems from the belief that teachers need to "pass it on". Just as you were told in kindergarten that sharing is important, the same approach should be demonstrated by adults when teaching. After having a weak professional development approach for many years, the last few years have seen big strides made by our high school and district. Allocating more money to this area has been important to make teachers and administrators feel like they should venture out of their own isolated classroom to find new ideas by attending workshops. After one or two teachers go to a conference related to Common Core standards, technology, or strategies in the classroom, they come back to share that with their professional learning community group. Expanding the PLC time to every week has created time for teachers to break down the walls and move from coming up with answers in isolation. Teachers have commented that time flies and ask when they can meet again for even longer, which may occur by having an administrator fill in for a classroom or using assembly time. This commitment was not only to core classes but schedules were aligned in the whole district so areas like art, physical education, music, and more could meet. Some teachers connect by using technology to video conference.

Another area has been to allow PLC groups to take in-service days to arrange visits to other schools to see ideas in action or visit a technical college in the area. Our science teachers organized a presentation about the new standards from the state department for our whole league. Giving teachers control of their learning makes them want to follow through more and be committed to making changes needed.

Our technology committee aligned our school standards to the Common Core Standards, creating a curriculum that will address all 21st century learning skills. This was shared at a state level at the Kansas Association of School Librarians Conference by our District Librarian. Many schools are now using the technology standards we designed in their schools.

## **7. School Leadership:**

USD 473 administrators work as a team on decisions concerning the district and help each other out with individual building situations. The team consists of principals from three elementary schools, one middle school, and one high school, along with the superintendent. We meet twice a month, with one of those meetings dedicated to technology, transportation and grounds coordination. Our administrative PLC tries to lead by example by its own norms, such as agreeing to speak freely without fear, and (one of the most important norms) creating a to-do list so it is not just a meeting, but a work group. This helps us know who will follow through on objectives. The district does not have curriculum, professional development or other coordinators to direct from the central office, which can be further removed from the staff and building leaders who see the results everyday. Instead, this responsibility goes to the principals and teachers of each building. This does create more work at times, but it means that decisions and changes take place at the actual implementation level that affects students.

Each staff-level PLC team has a teacher who is the team leader to keep focus and direction in the weekly meetings. Teachers are given a main focus to concentrate on, such as transition to common core, strategies in the classroom, and how to reach all students by using all means and resources possible. The teachers are then given the freedom to decide on how they reach and accomplish these tasks and at what pace. What is important is that teachers make the changes and decisions in the classroom based on the data they see weekly from the students in the classroom.

The principal and assistant principal observe the classrooms frequently by using walkthroughs to give feedback to the teachers and create dialogue among administrators and teachers. Some of the keys that are looked at during the walkthrough include student engagement, the lessons focus on student-based learning, and always trying to include a “What if?” question. Every teacher puts a weekly schedule on the board of what will be covered, along with the standard and any assignments that will be assigned. It shows that the teachers are prepared and there is no need to surprise students because truly learning the concepts is the key.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics                      Grade: 11 Test: Math State Assessment

Edition/Publication Year: 2013 Publisher: Kevin Suther

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient and Above	99	98	99	91	91
Exemplary	16	24	20	20	16
Number of students tested	83	80	74	91	84
Percent of total students tested	100	100	96	100	100
Number of students alternatively assessed	1	1	0	1	1
Percent of students alternatively assessed	1	1	0	1	1
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient and Above	100	95	100	84	96
Exemplary	21	19	17	0	8
Number of students tested	24	24	20	26	51
<b>2. African American Students</b>					
Proficient and Above					
Exemplary					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient and Above					
Exemplary					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient and Above	Masked	0	100	Masked	Masked
Exemplary	Masked	0	7	Masked	Masked
Number of students tested	8		10	8	4
<b>5. English Language Learner Students</b>					
Proficient and Above					
Exemplary					
Number of students tested					
<b>6.</b>					
Proficient and Above					
Exemplary					
Number of students tested					
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested.					
If there is a zero marked then no data is collected because of the low numbers which occurred in 2011. Chapman High School only has two subgroups to report but neither of them count in the AYP because of too low of numbers.					

13KS3



## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 11 Test: Reading

Edition/Publication Year: 2013

Publisher: Kevin Suther

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient and Above	100	95	95	94	95
Exemplary	32	35	32	19	26
Number of students tested	85	81	80	94	90
Percent of total students tested	99	100	96	100	100
Number of students alternatively assessed	0	1	0	1	1
Percent of students alternatively assessed	0	1	0	1	1
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient and Above	100	95	92	92	96
Exemplary	41	33	31	4	25
Number of students tested	24	24	20	26	51
<b>2. African American Students</b>					
Proficient and Above					
Exemplary					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient and Above					
Exemplary					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient and Above	Masked	0	86	Masked	Masked
Exemplary	Masked	0	7	Masked	Masked
Number of students tested	8		10	8	4
<b>5. English Language Learner Students</b>					
Proficient and Above					
Exemplary					
Number of students tested					
<b>6.</b>					
Proficient and Above					
Exemplary					
Number of students tested					
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested.					
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