

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

[X] Public or [] Non-public

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

Name of Principal Mr. Jeff Kirby

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

Official School Name Davis Elementary School

(As it should appear in the official records)

School Mailing Address 818 Hamilton Avenue

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

City Grinnell State IA Zip Code+4 (9 digits total) 50112-2411

County Poweshiek County State School Code Number* 427

Telephone 641-236-2790 Fax 641-236-2785

Web site/URL http://www.grinnell-k12.org E-mail jeff.kirby@grinnell-k12.org

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*Mr. Todd Abrahamson

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

E-mail: todd.abrahamson@grinnell-k12.org

Other)

District Name Grinnell-Newburg Community School District Tel. 641-236-2700

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 Mrs. Barbara Brown

(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

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

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):
- 3 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 5 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. 4 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	0	0	0
1	0	0	0
2	0	0	0
3	68	51	119
4	63	56	119
5	0	0	0
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
Total Students	131	107	238

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 2 % Asian
 - 2 % Black or African American
 - 0 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 87 % White
 - 8 % 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: 10%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	8
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	14
(3) Total of all transferred students [sum of rows (1) and (2)]	22
(4) Total number of students in the school as of October 1	221
(5) Total transferred students in row (3) divided by total students in row (4)	0.100
(6) Amount in row (5) multiplied by 100	10

7. English Language Learners (ELL) in the school: 1 %
2 Total number ELL
 Number of non-English languages represented: 2
 Specify non-English languages: Spanish, Chinese
8. Students eligible for free/reduced-priced meals: 42 %
 Total number students who qualify: 100

Information for Public Schools Only - Data Provided by the State

The state has reported that 41 % 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: 14 %
33 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>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>0</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>0</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>0</u> Speech or Language Impairment |
| <u>0</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:

	Number of Staff
Administrators	1
Classroom teachers	12
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	3
Paraprofessionals	8
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 20:1

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

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	97%	97%	97%	96%	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

Post-Secondary Status	
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: Every student is achieving at his or her maximum potential in an engaging,, inspiring and challenging learning environment.

PART III – SUMMARY

Grinnell-Newburg Community School District is a unique district set in rural Iowa, 45 miles from Des Moines and 60 miles from Iowa City. Grinnell is the home of Grinnell College, and school-aged students from the families of the college community come from highly educated backgrounds. These students, blended with a 42% free and reduced lunch population, offers a unique challenge for staff to provide learning opportunities that are demanding for students at all levels. Currently Davis Elementary houses third and fourth grades, with six sections per grade level and approximately twenty students per class.

In 2005, Davis Elementary and the Grinnell-Newburg School District was awarded the “Breaking Barriers” award, a state recognition that recognized the district for “outstanding academic improvement”. In 2014, Davis Elementary was once again awarded the “Breaking Barriers” award for “Reading and Math proficiencies for students on individualized education plans”. This award represented four years of work that the staff at Davis Elementary had completed, addressing the learning needs of students that were free and reduced lunch and/or on individualized education plans. Through this journey, the staff at Davis have grown, not limiting our discussions and actions to just students in a particular sub-group, but working to address what is best for all students in our building.

Davis Elementary has always been strong at addressing the variety of needs that students exhibit. However, Davis continues to grow and implement new strategies while reinforcing past practices. Building leadership is crucial to this growth and has been a positive influence in our building. A strong core of building leaders that represent both grade levels and special education have been influential in leading change. Monthly, all day meetings, have been paramount in giving the team time to initiate change and, develop initiatives and common practices in our building. Our building leadership provides direction and guidance for our grade level and special education Professional Learning Communities. These grade level teams do the day to day work and have been the catalyst for change that has positively influenced student outcomes in our building.

The leadership has influenced changes to curriculum and programming. They have influenced the increase in our reading and math block times; the adoption of new reading, writing, and math programs; institute the workshop model; and provided ongoing alignment of our curriculum, along with implementing standards-based grading. There has also been an increase in the amount of print that students have access to during the course of a school day and an increase in the amount of time that students spend writing. This year Davis implemented a new math program that has provided more rigor and has had a positive influence on our students to think mathematically.

Data has been a driving force for the decisions that we make. We have developed practices for collecting and reviewing data. With this data, we determine interventions for students, measure progress and help our students establish personal goals. We have established systems to collect data and how we organize students for our RADAR time.

Our data indicates that our core is sufficient for at least eighty percent of our students. Therefore, to assist those students that require academic and social needs. Davis Elementary has successfully provided three different intervention times. RADAR (Reading at Davis Absolutely Rocks) is provided during the school day; RADAR+ is provided after school hours and a summer reading program is delivered during the month of June. RADAR was developed to provide a common intervention time for staff to administer student interventions. During RADAR time, we have eliminated grade levels and instead look at the data to determine student intervention or extension. Many times we blend third and fourth-grade students together who have common deficiencies or excel in a particular area and provide researched-based interventions or lessons that engage and challenging our students. The implementation of RADAR has supported the belief that students at Davis are "our" students, and we share in the responsibility of their progress and well-being.

Every student must receive the core curriculum, this is non-negotiable. To ensure that this happens, we follow an inclusionary model of instruction for students with individualized education plans. We meet weekly as a special education team to review student progress monitoring data; this helps us ensure that students are making gains and closing the academic achievement gap. If students are not making expected

growth, as a team we problem-solve and hold each other accountable. We maintain high expectations for all of our students and maintain the belief that all students can and will learn.

No one person is responsible for the growth of all the students that walk through the doors of our school at Davis Elementary. There is a balance of shared leadership, curriculum, data, and the central belief that the staff shares the responsibility for the well-being of our students. This snapshot is just a bit of what makes Davis Elementary great.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

To adhere to legislative requirements, the Grinnell-Newburg School District adopted and implemented the Iowa Core Curriculum. The District has committed to the implementation of the Iowa Core Curriculum, demonstrated by providing professional development, aligning both curriculum and instructional practices, and developing tools for measurement and reporting. We have also committed to the adoption of Making Meaning, Making Meaning Vocabulary, Being a Writer and Math Expressions as resources to use in the classroom. Additionally, we have purchased leveled libraries to complement our reading adoption. Furthermore, teachers all received CAFE and Daily 5 books, and professional development time was established to help teachers incorporate these structures into their classrooms. We have maintained a strong focus during our professional development on instructional practices, especially in the area of literacy instruction.

Literacy

Davis Elementary provides a minimum of 120 minutes for our literacy instruction. During this literacy block, students are engaged in a literacy workshop model where they experience a variety of instructional strategies to engage them in opportunities to develop their skills in reading and writing. Students at Davis will experience teacher read-aloud, individual daily reading, student-teacher conference, collaborative sharing, CAFE, Daily 5, vocabulary instruction and guided reading.

Reading

There is a strong emphasis on the utilization of data to help guide student instruction. Conferencing records, benchmark, and progress monitoring assessments all provide teachers with the information that help them make instructional decisions to focus on during their small group/guided reading time. Additionally, teachers utilize the Daily 5 structure to engage students in read to self and partner activities during their individualized daily reading time. Students select both fiction and nonfiction "good fit books" for use during this read to self time. Additionally, students are often assigned a task that relates to the read-aloud lesson and are typically asked to accomplish this task as they read independently. This task may look like students recognizing moments during their reading when they make inferences or when they utilize expository text features to help support their understanding, then record the location in the book where this may happen.

Writing

Students also experience the workshop model for their writing instruction. Student choice and voice are encouraged in both the reading and writing blocks. While reading, students select good fit books for individualized daily reading. Additionally, during their writing block, students write their material and then use this material so that writing instruction does not take place in isolation, but instead utilizes the students' material. As students craft their stories, they are instructed on the mechanics of writing throughout the writing process, utilizing their material. Students are repeatedly taken through the writing process of prewriting, drafting, revising, proofreading, publishing, and sharing. Rather than teaching the writing process in isolation, the workshop model was chosen to address the diverse needs that our population of students requires. Student choice promotes engagement, offers authenticity to their learning and promotes students to take control of their learning.

Math

With our focus on literacy for the past four years, Davis is shifting its focus over to math and math instruction with a desire to provide a more balanced focus for our professional development. We are in our first year of a new math adoption, and with this the staff has focused on the increased rigor at each grade level. Therefore, conversations have revolved around the delivery of the content and the type of work that students are asked to complete. An important part of a students' math block is the use of math talk, reinforcing the eight essential mathematical practices. We are currently in the process of transitioning our instruction and tasks so that they support students thinking mathematically instead of utilizing rote memory to memorize algorithms.

Social Studies

Traditional social studies curriculum and instruction are the staples at Davis Elementary. Incorporating projects and inquiry-based task within the framework of the lessons are utilized to support learning. We have worked to incorporate more technology and project-based lessons to develop a more student-centered approach to our instruction, and increase the level of student engagement.

Science

Davis Elementary follows an inquiry-based approach to science instruction. Students actively participate at the curriculum that supports developing their skills to think, while actively engaging in the scientific process. We work to be intentional about students involvement in the process of discovery as a means for learning. This closely aligns with our vision of providing an engaging, inspiring and challenging learning environment.

2. Other Curriculum Areas:

The Third and Fourth-Grade Students at Davis Elementary experience a six-day rotation of courses which include: physical education, art, and music, guidance, and media center. Also added to our students experience at Davis for Fourth-Grade students is a three days, two nights Y-Camp experience.

Music

The organization of Music learning at Davis is built around the National Standards for Music Education. Five categories include singing, playing instruments, listening, constructing, and reading and writing music notation. Just as reading, writing, and listening appear in the Common Core's English Language Arts Standards, these skills are taught in the context of music at Davis. Essential learnings at the 4th-grade level build on 3rd-grade essential learnings. An example is that 3rd-grade students read and write Kodaly rhythm and pitch notation (an iconic system), while 4th-grade students begin to read and write standard music notation.

The National Coalition for Core Arts Standards published a new arrangement of music standards in 2014, organized into the three artistic processes of Creating, Performing, and Responding. The essential learnings in music at Davis fit nicely within these categories, as well.

Art

The organization of Art at Davis is built around the national art standards in the development of the Art curriculum. At Davis Elementary, big ideas are stressed, and the fundamentals of art blended with art history are implemented. Students create art utilizing a variety of mediums, with a strong connection to art history connected to the mediums used and the theme of the projects. Linking the core curriculum to the art curriculum, students experience intentional connections to literacy, math, science and social studies. For example, students are asked to write about their artwork, expressing in written form about the conceptualization of their art. Linking art and math, students create tessellations and make connections to the math curriculum. Lessons are built around students communicating about, connecting to, living with, creating, using the language of, and developing the skills to produce art.

Physical Education

Third and Fourth-Grade students experience physical exercise and healthy living as life-long habits, with the development of routines reinforced in their lessons. During the course of the year, students experience activities that promote developing and honing their motor skills and movement patterns. They infuse regular routines to participate in physical activity and, to understand and develop skills to work in team situations and promotes problem-solving.

Lessons that Davis Elementary students engaged in, fit a whole range of activities. To promote social and physical skills, Students engage in a wide variety of individual and group games. For gross motor skills, students utilize quick foot ladders, speed stack, rock climbing wall, jump rope games. Students are stressed to value a physical lifestyle and maintain a healthy and strong body.

Y-Camp

21st-Century skills and cross-curricular activities area part of a three-day, two-night trip that students in fourth-grade at Davis get to experience. The trip is designed to reconnect children to nature and to educate them by offering outdoor classes that focus on conservation and environmental issues. Fourth-grade students learn about nature while building relationships with their classmates and, taking part in hands-on connections with nature and history. Students take part in observing organisms in the surrounding waters to determine water quality. They construct a traditional teepee the way the Native Americans would have and learn the historical significance of the process. Students observe a living falcon, learning about its journey, being nursed back to health, but unable to be reintroduced into the wild because it is no longer able to fly. They learn Native American games that they get to play. Students go on hikes with the purpose of observing birds in their natural habitat. They experience blind hikes that require students to use their senses to understand the world around them beyond the use of sight. Students experience in every activity the connection with nature and ramifications that their decisions affect the world around them.

Media Center

Third and fourth-grade students learn to use the media center to locate books for research and personal use, but also learn other skills useful in the educational setting. Students are exposed to a variety of web 2.0 tools, and they are given opportunities to use these tools in the media center setting and beyond. The Media Specialist takes time to assist staff with the use of these tools on upcoming projects to support the integration of technology in the general education setting.

Guidance

A variety of lessons that support the social and emotional and academic progress. A few topics that students are exposed to are anti-bullying, goal setting, mental health topics, problem-solving strategies, conflict resolution strategies, and test taking strategies. On a six-day rotation students in third and fourth grades are provided Guidance lessons one time a rotation.

3. Instructional Methods and Interventions:

At Davis Elementary, students within the classroom setting are provided a strong blend of direct instruction, whole group lessons, and small group lessons to address student needs. Students experience the Iowa Core Curriculum and are measured based on the established grade level standards. Students in many of the content areas will experience on a daily basis the workshop model that allows them to practice skills and the teachers to administer guided instruction in the classroom setting.

The Davis Elementary community practices a multitiered approach to intervention, with the first level and the least intrusive level being provided in the general education setting by the teacher. The teacher provides support to the student based on formative assessment, common grade level assessment, observations and progress monitoring. Interventions at this level are meant to support the student's progress toward the Iowa Core grade level standards and is intended not to last for a long duration.

The entire staff at Davis has engaged in a whole school approach to providing intervention and extension of the curriculum. Thirty minutes a day, four times a week, students take advantage of a common intervention/extension time named RADAR (Reading At Davis Absolutely Rocks). The Davis leadership team engages in organizing students in intervention/extension groups based on various sets of data. The group spends time looking at the most current data and assigns students to groups organized by student needs, associated with their academic low areas or areas of strength needing extension.

When forming intervention/extension groups, the Leadership Team takes great care about the size of the intervention and extension group, the skills taught and the amount of time interventions last. Interventions are small groups and have a much more focused level of intervention. Students that require extension activities take part in much larger groups with a broader focus that engages and challenges students. These activities are more hands on and work to extend either reading, writing or math knowledge.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

The trend line for assessment results at Davis Elementary is favorable, with test scores maintaining a steady trend upward over the past five years on the Iowa Assessment and Iowa Test of Basic Skills. Literacy instruction has been a theme for our professional development in the past four years. However, the district just purchased, for the 2014-2015 school year, a new math program to help us meet the Iowa Core. Scores in the third grade indicate that there was a growing need for this adoption, and yet scores in the fourth grade have maintained a strong, consistent trend.

Reading

Iowa Assessment reading scores in the past five years (2010-2011 through 2013-2014) have shown substantial improvement. Scores in third grade have improved from 76 percent proficient to 94 percent proficient. In fourth grade, scores have increased from 82 percent proficient to 90 percent proficient. Professional development, increasing our reading block time, data review, the workshop model, and adoption of Making Meaning and Being a Writer programs are just a few examples of what has been done to bolster student learning.

Math

On the math assessment in the past five years (2010-2011 through 2013-2014) scores in the third grade have maintained in the 80th percentile range, but showed a dip in 2013-2014. This decline attributes to a transitional change in math programming, and math scores reflect this change. Fourth grade math assessments have improved from 85 percent proficient to 92 percent proficient but has hovered around the 90 percent proficient range for the past four years.

Special Education

Our most recent Iowa Assessment scores indicate that 80 percent of our third-grade students in reading were proficient and 73 percent in math were proficient. In fourth-grade, 69 percent were proficient in reading and 100 percent were in math. Davis has undergone some significant changes in how we provide services for our special education students, ensuring that all students receive core in the least restrictive environment. Davis has spent a considerable amount of time developing schedules and providing resources to support an inclusionary environment for our special education students to succeed in the general education setting.

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

At Davis Elementary, we administer to all students the Iowa Assessment, MAP (Measure of Academic Progress), aReading and the CBM-R to all our students. Other assessments administered include the Fountas and Pinnell Benchmark Assessment and Dibels, although these assessments are administered only when necessary.

In 2014, the state of Iowa, as part of state legislation, mandated a battery of reading assessments to benchmark and progress monitor students in the area of reading. This legislation replaced Davis's process of collecting Fountas and Pinnell benchmarking data with the CBM-R and aReading assessments. These assessments are administered three times a year to benchmark all students. The CBM-R is used more frequently as a progress monitoring tool for diagnosed students.

Davis also administers the Iowa Assessment one time a year and the Measure of Academic Progress or MAP test three times a year. These assessments along with the CMB-R and aReading assessments are used in the building, PLC, and individual teacher level to make instructional decisions. The Davis building leadership team created a system for housing and sharing this student data to help make instructional decisions. The development of a comprehensive data form, which is used by individual teachers to record their student's data, is accessible by individual teachers, PLCs and building leadership to make instructional and program decisions. As part of our building leadership team tasks, we review the data every six weeks to determine progress and placement of students into both intervention and extension activities.

Individual teachers use this data in the general education setting to determine small group instruction along with interventions and extension activities throughout the day. It is also used to develop our student, teacher and building goals. With the guidance of their homeroom teacher and the guidance counselor, Davis students also use the data from both the MAP Assessment and the Iowa Assessment to establish growth goals. The results are shared at least three times a year with parents and are communicated in terms of student growth, describing the specific areas of growth and also ways that parents can help their child. This communication happens face-to-face during our parent-teacher conferences and with letters home.

Part VI School Support

1. School Climate/Culture

There are many factors that have contributed to the development of Davis Elementary School's DNA. The development of shared leadership, the PLC model, and our RADAR Intervention time have all been strong influences.

Shared leadership is a strong influence on Davis, and the effect that it has had on Davis Elementary has been transformative. At Davis, our building leadership team meets each week, one time a week for 60 minutes and one time a month all day. This commitment to working together has been influential in developing a mindset of working together to implement programs, initiatives and processes to help our students succeed. State initiatives such as multi-tiered systems of support or Early Literacy Implementation have been big focuses and have required the expertise of both administration and teacher leaders to implement effectively. Shared leadership has helped manage the second order change that so many of our staff experience with these initiatives.

The PLC model has been effective in eliminating the teachers working in isolation. The Building Leadership Team helps drive the implementation and problem solving on a building level, but the PLCs are important, coming up with how it looks at their grade level. Instead of focusing on just management task, teachers take ownership in the implementation and planning with student success in mind. PLCs has decreased the need for as much top-down decision-making and gives teachers the power to influence how things get done.

We have developed a sense that the students that attend Davis Elementary are "our students" and this comes from a lot of factors, but our shared intervention time has been very influential. Students are shared between grade levels in mixed grade level groups based on ongoing student data. Not only will you find a staff addressing academic needs, you will also find the social and emotional needs of the students being cared for. You will find teachers may have a blend of third and fourth grade students together at the same time, focused on student needs. We have also experienced a strong push to ensure that our special education students are provided instruction in the least restrictive environment. Inclusion of these students has created an "all hands on deck" environment and a feeling that these are our students. The well-being and success of each of our students does not rest on the shoulders of one person, but instead it takes everyone from the office staff, to the cooks and custodians to the teachers.

2. Engaging Families and Community

As a way of making connections with our school families, Davis Elementary has conducted many evening family events. These events allow families to experience the school as an inviting place for both students and family. These events are built around themes such as "Camp Read-A-Lot" and "School Rocks" and they focus on providing fun, engaging, family-centered academic activities. These types of family nights rely heavily on the support of businesses, family, the Parent Teacher Organization, Grinnell College, and others. We are lucky to have averaged a 65%+ attendance rate when providing these types of events. We attribute this strong attendance to providing activities that involve everyone in the family. The local college and other organizations are a strong support for these events. They help with serving meals and serving as guest readers and promote family involvement. Davis also provides curriculum focused nights to communicate the content themes and activities that students engage in during the course of the year.

Grinnell Schools and Davis Elementary is currently working with local stakeholders to participate in "The Campaign for Grade-Level Reading." Local stakeholders including businesses, service organizations, Grinnell College, and Grinnell-Newburg School District have submitted a joint letter of intent to join the campaign and are accepted into the network in the fall of 2014. Since then, more than forty-five organizations from the Grinnell community have been invited to develop a community action plan to organize what works best for Grinnell, utilizing and organizing the resources that exist in our community.

Davis Elementary partners with community and family in a variety of other ways. Fourth-grade students at Davis attend an annual Y-Camp that last three days and two nights. Students engage in cross-curricular activities that rely heavily on parent involvement and support. Strong community support is reflected by the financial donations from our local businesses and individuals. Furthermore, students experience frequent trips to work with our local care center on projects to assist the elderly residents of that facility. We also involve family members as celebrity readers that come and read to our students every Friday in every classroom. We partner with our local BigBrother/Big Sister program and have community and college personnel that are in our building daily to meet with their little brothers/sisters. We also continue to work with our local college to utilize them as an asset for our students. They help expose our students to opportunities beyond the walls of our school, with programs such as IGNITE, where students can enroll and take mini-courses that are created and taught by Grinnell College students.

3. Professional Development

Three years ago the Grinnell-Newburg School District, scheduled into its district calendar all-day professional development, consequently increasing the number of hours of professional development during the school year. The move allows staff to dig deeper into the professional development content and gives them time to work with Professional Learning Communities on professional development implementation and understanding. At Davis, the staff has had a strong focus on literacy instruction, and our professional development has supported this through the years. Staff have engaged on topics that support the workshop model, data administration and analysis, guided reading strategies, Making Meaning implementation, Being a Writer implementation, and Digging Deeper into the Iowa Core and much more. With this focus, we have seen a transformation in our reading instruction, focusing more on an individualized approach to teaching reading by utilizing student data, built on a strong core foundation. As a result, we have seen an improvement in our reading data especially with our special education and low socioeconomic students.

In 2011, the Grinnell-Newburg School District committed to Professional Learning Communities. In the time since 2011, teachers and staff have moved from working in isolation towards a community of learners, which has reshaped the way we do business in our district. At Davis Elementary, staff meet three days a week every week and for an extended time on professional development days. The focus of our PLCs is always on students and student learning. However, each PLC groups continues to progress and improve. Beginning in 2014, PLCs took on the task of horizontally and vertically aligning our curriculums along with the implementation of standards-based report cards at the kindergarten through fifth grades. Rubrics to support the use of standards-based report cards have been developed by grade level PLC's to guide teachers to report on individual students' learning progression.

The mixture of formal professional development and PLCs has shifted work in our district towards the four Professional Learning Community questions: 1. What do we expect students to learn? 2. How will we know they are learning? 3. How will we respond when they don't learn? 4. How will we respond if they already know it? No longer are teachers working in isolation and as we continue to progress, no longer does it matter which teacher a student has. We are much more systematic in our approach towards content and instruction.

4. School Leadership

The leadership model at Davis Elementary is structured around shared leadership, which begins with the principal. The building principal ensures the day-to-day functions of the school and adheres to laws and policies. Equally important, the principal functions as an instructional leader utilizing data, staying in tune with research-based strategies and supporting staff with the implementation of instructional strategies with fidelity.

The principal shares the instructional leader role with others in the building. Davis Elementary utilizes teacher leaders to collect Instructional Practices Inventory (IPI) data within our building to measure student engagement. Three times a year, IPI data is collected, with the results shared with staff by the teacher

leaders. The outcome of this process allows teachers to self-reflect on the data and determine areas of concern and action plans for improvement. Teacher leaders drive this process of data collection and professional development, and the principal's job is a supporting role.

As a function of leadership support at Davis, a Building Leadership Team (BLT) meets 60 minutes a week and an entire day, one time a month. The short list activities that take place at these meetings include: develop and oversee implementation of initiatives, routinely monitor student data, develop intervention groups for RADAR, strategic planning, goal setting, and develop building communication. Many times the BLT acts as a link to PLCs and the activities that take place during their scheduled after school meetings. During the summer of each year, the BLT convenes to determine if we met our building goals for the previous year. At this time, we determine areas of deficiency. The team then decides on the root-cause and an action plan to improve. The team also spends time in the late summer looking at the data to determine if our core was sufficient. If it the data says that it is not, we once again determine root-cause and action plans. In the past, this has influenced the adoption of reading and writing programs, along with the implementation and the bolstering of our PLC model.

It is the function of the entire building to provide support and leadership for the children that we serve. From the custodial staff and cooks to the paraprofessionals and the teachers to the secretarial staff and the principal, the entire staff has the well-being of our students in mind.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Iowa Assessment</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>Riverside</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Feb	Feb	Feb	Feb	Feb
SCHOOL SCORES*					
Proficient and above	79	87	87	87	90
High	42	27	24	31	19
Number of students tested	110	119	131	127	137
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	1	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	88	78	74	83	70
High	25	15	9	19	16
Number of students tested	51	53	47	59	37
2. Students receiving Special Education					
Proficient and above	73	35	69	65	58
High	18	0	6	0	0
Number of students tested	17	26	17	19	18
3. English Language Learner Students					
Proficient and above					
High					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
High					
Number of students tested					
5. African- American Students					
Proficient and above					
High					
Number of students tested					
6. Asian Students					
Proficient and above					
High					
Number of students tested					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
7. American Indian or Alaska Native Students					
Proficient and above					
High					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
High					
Number of students tested					
9. White Students					
Proficient and above					
High					
Number of students tested					
10. Two or More Races identified Students					
Proficient and above					
High					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
High					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
High					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
High					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Iowa Assessment</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>Riverside</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Feb	Feb	Feb	Feb	Feb
SCHOOL SCORES*					
Proficient and above	92	91	94	94	85
High	51	45	38	48	35
Number of students tested	105	127	132	140	129
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	84	84	91	93	75
High	34	20	19	35	4
Number of students tested	44	49	47	60	48
2. Students receiving Special Education					
Proficient and above	100	82	95	83	69
High	38	23	20	17	14
Number of students tested	13	22	20	29	29
3. English Language Learner Students					
Proficient and above					
High					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
High					
Number of students tested					
5. African- American Students					
Proficient and above					
High					
Number of students tested					
6. Asian Students					
Proficient and above					
High					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
High					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
High					
Number of students tested					
9. White Students					
Proficient and above					
High					
Number of students tested					
10. Two or More Races identified Students					
Proficient and above					
High					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
High					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
High					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
High					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Iowa Assessment</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>Riverside</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Feb	Feb	Feb	Feb	Feb
SCHOOL SCORES*					
Proficient and above	94	84	82	88	76
High	41	27	27	24	22
Number of students tested	110	118	131	127	138
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	1	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	91	75	70	78	61
High	33	20	9	13	8
Number of students tested	43	51	53	47	61
2. Students receiving Special Education					
Proficient and above	80	18	46	64	47
High	27	0	8	6	5
Number of students tested	15	17	26	17	21
3. English Language Learner Students					
Proficient and above					
High					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
High					
Number of students tested					
5. African- American Students					
Proficient and above					
High					
Number of students tested					
6. Asian Students					
Proficient and above					
High					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
High					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
High					
Number of students tested					
9. White Students					
Proficient and above					
High					
Number of students tested					
10. Two or More Races identified Students					
Proficient and above					
High					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
High					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
High					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
High					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Iowa Assessment</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>Riverside</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Feb	Feb	Feb	Feb	Feb
SCHOOL SCORES*					
Proficient and above	90	90	83	93	82
High	42	32	27	36	26
Number of students tested	105	127	132	140	129
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	84	84	68	90	71
High	30	14	6	27	4
Number of students tested	44	49	47	60	48
2. Students receiving Special Education					
Proficient and above	69	73	60	80	55
High	31	5	5	14	14
Number of students tested	13	22	20	29	29
3. English Language Learner Students					
Proficient and above					
High					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
High					
Number of students tested					
5. African- American Students					
Proficient and above					
High					
Number of students tested					
6. Asian Students					
Proficient and above					
High					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
High					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
High					
Number of students tested					
9. White Students					
Proficient and above					
High					
Number of students tested					
10. Two or More Races identified Students					
Proficient and above					
High					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
High					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
High					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
High					
Number of students tested					

NOTES: