

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. Blair Taylor

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

Official School Name Sunnyside Elementary School

(As it should appear in the official records)

School Mailing Address 2700 South Maple Street

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

City Sioux City State IA Zip Code+4 (9 digits total) 51106-4127

County Woodbury County State School Code Number* 0607

Telephone 712-274-4047 Fax 712-274-4680

Web site/URL http://www.siouxcityschools.org E-mail taylorb@live.siouxcityschools.com

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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

Date _____

(Principal's Signature)

Name of Superintendent*Dr. Paul Gausman

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

E-mail:

gausmap@live.siouxcityschools.com

Other)

District Name Sioux City Community School District Tel. 712-279-6667

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. Mike Krysl

(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):
- 17 Elementary schools (includes K-8)
 - 3 Middle/Junior high schools
 - 3 High schools
 - 0 K-12 schools
- 23 TOTAL

SCHOOL (To be completed by all schools)

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

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	43	35	78
4	39	34	73
5	47	41	88
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	129	110	239

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 2 % Asian
 - 4 % Black or African American
 - 6 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 87 % White
 - 0 % Two or more races
 - 100 % Total**

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

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

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

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	5
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	2
(3) Total of all transferred students [sum of rows (1) and (2)]	7
(4) Total number of students in the school as of October 1	230
(5) Total transferred students in row (3) divided by total students in row (4)	0.030
(6) Amount in row (5) multiplied by 100	3

7. English Language Learners (ELL) in the school: 0 %
0 Total number ELL
 Number of non-English languages represented: 0
 Specify non-English languages:
8. Students eligible for free/reduced-priced meals: 21 %
 Total number students who qualify: 50

Information for Public Schools Only - Data Provided by the State

The state has reported that 29 % 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: 16 %
39 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>12</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>0</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>15</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>7</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>1</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>1</u> Visual Impairment Including Blindness |
| <u>2</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	9
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	10
Paraprofessionals	11
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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 27:1

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%	96%	96%	96%
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: Sunnyside Elementary School challenges students through differentiated instruction based on individual needs and high expectations for all to be lifelong learners and leaders supported in a safe, nurturing community.

PART III – SUMMARY

A supportive and caring community surrounds Sunnyside Elementary School. In addition, this community has high expectations of the staff and students of Sunnyside. We are a smaller elementary school nestled in a typical middle-class Iowa neighborhood. As a true neighborhood school, Sunnyside has the opportunity to meet individual needs and develop a strong sense of community.

Many Sunnyside parents have college degrees. Our students have had the importance of an education, and more importantly their education, set before them from the very beginning. Our students have had many life experiences and exposure to learning opportunities that others never encounter. This wide experience base allows for a dynamic foundation for us to build upon, multiply, and sustain over the three years we have to positively impact their lives at Sunnyside. Although parents with college degrees raise many of our students, Sunnyside has the great responsibility of effectively serving a growing subgroup: our low SES subgroup.

Upon the conception of Sunnyside in 1957, this neighborhood school served students in grades K-6. When sixth grade moved into middle school, Sunnyside became a K-5 campus. Within the last 11 years, Sunnyside has transitioned into a third through fifth grade campus in order to meet the needs of our surrounding population. We are a “sister” school to Nodland Elementary School, less than one mile away, which serves students in grades transitional kindergarten (TK) -2. Separating the campuses has enabled this dynamic, small team of educators the opportunity to develop an intense focus on third through fifth grade curriculum and skills. In addition, this separation of schools encourages our students to rise up as leaders for not only this campus but also our sister campus.

Students develop with breadth and complexity by utilizing empirical teaching strategies, 21st century technology, Positive Behavior Interventions and Support, Second Step curriculum, and access to dynamic staff. This creates opportunities for students to assume leadership roles within our school. We have a Student Council that assists in beautifying the campus, gathering canned food items for a local food pantry, and awarding scholarships to former Sunnyside students through fundraisers led by students. The band and orchestra students perform on different occasions by showing their skills and talents through concerts for all to enjoy and to contagiously ignite a passion within our students to join one of our spectacular musical groups. In addition, all students participate in our music program which gives them the opportunity to demonstrate their talents in class as well as through concerts.

Challenging the 16% of students identified as talented and gifted occurs through extension activities. These gifted students, are encouraged to “go deeper” and expand paradigms to add depth to their knowledge base expressed in numerous modalities.

Sunnyside's Walking School Bus program links staff, students, parents and community volunteers together before the school day begins by meeting at designated spots around our neighborhood and walking to school together. This program emphasizes not only the physically healthy component of each student's life but also enhances social and emotional safety.

To better serve the students and families of Sunnyside, a before and after school program has been developed to ensure the safety and well-being of all students. This service, Beyond the Bell, provides academic tutoring as well as social opportunities in a highly structured environment. Sunnyside staff is committed to fully developing students academically, emotionally, physically, socially and culturally. The majority of our certified staff has or will have earned a Master's Degree by December 2015. This commitment to grow as professionals, in addition to the daily dedication given to their students at Sunnyside, directly results in more fully developed students on this campus, in our neighborhoods and in our community.

The staff of Sunnyside welcomes and encourages new, aspiring educators to complete practicums and student teaching on our campus. Each semester brings vibrant future educators to partner with experienced

teachers to learn not only the science of teaching, but the art of teaching. The relationships formed during these experiences provide a network of ongoing professional collaboration.

Our thriving Parent Teacher Organization (PTO) is devoted to supplying and supporting our school with necessary materials and resources to ensure students have opportunities available for high-quality extension and enrichment. This organization is extremely generous by funding projects and purchasing materials to enhance learning. The PTO also provides field trip opportunities for students to enrich their lives and create activities for families to come together outside of school hours to experience fun-filled activities securing safe, secure relationships between home and school. A strong relationship between the PTO and Sunnyside staff makes the bond between school and home an invaluable asset. The benefits of this bond are mutually beneficial resulting in a caring and contributing community of all ages.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Iowa adopted the Common Core in 2008. At that time, Sioux City Community School District (SCCSD) began to study the new academic standards which identified the essential knowledge, skills and dispositions for students in grades kindergarten through twelve. The Iowa Core contains standards in English language arts, math, science and social studies. The Iowa Core also includes vital 21st Century Skills such as employability, financial, health, civic and technology literacy. The Iowa Core is not a curriculum—it is a set of grade-level expectations which help both students and teachers to set learning goals. The SCCSD has embraced the Iowa Core's purpose, appropriate, consistent expectations for all learners.

In the years immediately following the adoption of the Iowa Core (2008-2010), the SCCSD engaged in professional development designed to begin the process of a close examination of the Core Standards in each content area. In partnership with our regional Area Education Agency, the district participated in the “Investigations” training designed to educate teachers in the structure and content of the Iowa Core. This training provided a framework for a new approach to deliver and utilize curriculum in the SCCSD. Then educators began their curriculum work at the standard level.

Over the past five years, all curriculum adoptions in the district included a careful analysis of the standards by teams of classroom teachers. Training occurs based on Larry Ainsworth’s approach to “unwrap” standards in order to facilitate a deeper understanding of the rigor and cognitive demand of each standard. The curriculum process continues as teachers access resources which aligning to the identified power standards. These resources may include textbooks, digital resources, or other teacher-constructed lessons. Curriculum adoption includes a review of resources through the lens of equity and cultural sensitivity. The availability of English Language Learner (ELL) supplements, differentiated, and authentic materials is a vital component of this adoption process.

The interface between the intended curriculum and the implemented curriculum occurs as Sioux City educators leverage the expertise, talent and skills of district staff within the context of professional learning communities (PLC). Curriculum development in Sioux City schools is a collaborative effort that begins in the classroom yet extends district-wide via a network of curriculum focused teams, the PLC.

The primary goal of the grade-level or content-alike PLC structure is professional collaboration with an instructional focus. PLC work is the genesis of district curriculum work. Teacher leaders and building administrators partner with classroom teachers to focus on learning targets, instructional strategies, assessment, and classroom culture.

The next phase of the curriculum process includes teacher teams which create district common formative and summative assessments, directly aligned to the Iowa Core. Teams vertically aligned power standards to create a framework of skills that grow in depth and complexity over time in each content area. In each of the Iowa Core content areas, teachers have identified “power standards” which are used to guide instruction, align assessments and represent performance on our standards-based report cards.

The district utilizes an interactive and engaging approach to math, aligned to the state standards and seamlessly integrated with digital resources. Following data analysis of formative and summative math assessments, Sunnyside recognized a deficit in automaticity of all mathematical operations. A focused plan developed to provide additional resources to fortify and support our young learners. Becoming comfortable with time constraints occur in testing through weekly timed probes. Students actively monitor their learning progress through goal-setting and self-reporting. To support students across all environments, Sunnyside students are able to access a digital math resource focused on the development of well-defined math skills.

The Iowa Core drives the English language arts curriculum. Measuring students’ proficiency on the standards occurs with multiple data points including the use of FAST (Formative Assessment System for Teachers). Reading instruction occurs for at least 90 minutes each day using research-based instructional

strategies. Students not reaching targeted proficiency levels receive a variety of interventions including small group instruction, tutoring, mentoring, and skill development.

Social studies and science standards aligned to the Iowa Core. Teachers deliver instruction utilizing a variety of curriculum resources in order to achieve the Iowa Core standards at each grade level. Science is inquiry-based, hands-on learning, ensuring that all learners utilize their experience.

2. Other Curriculum Areas:

The most important educational goals in a third through fifth grade visual arts program are to bolster retention and to develop transfer. Students use higher order thinking skills such as evaluate, compose, question, experiment, and interpret. Students apply the knowledge and skills they have developed to other content areas and contextual situations. Providing one hour every week, students independently create artwork reflecting their thoughts and ideas.

Research is prolific regarding the impact that formal music education has on student achievement. Effective music education requires students to utilize all sections of the brain and crosses the curriculum to other content areas. The mechanics alone of learning to read music is intricate, considering that the student's eye not only has to track left to right, but also up and down, determine timing and pitch simultaneously, while paying attention to expressive musical elements such as dynamics, phrasing, and structure. The connections between both sides of the brain throughout this process strengthen the student's ability to read and overall cognitive function.

All students engage in effective music education two times a week for thirty minutes. Third and fourth grade students learn a musical instrument, a soprano recorder. Students spend 18 weeks in intensive music-reading and recorder study. Field trips and performances enhance the students' musical experiences. Third, fourth and fifth graders are introduced to opera, orchestral instruments, and musical theater by attending live performances.

Sunnyside students attend music assemblies throughout the year presented by surrounding area professionals. Fourth and fifth grade students have the opportunity to participate in orchestra and band. A high-quality music education program, consistently delivered, plays a direct role in young learners' overall academic achievement and their transfer of learning to other subjects, resulting in higher test scores and more mentally and aesthetically-balanced learners.

Sunnyside students (grades 3-5) participate in physical education twice a week for thirty minutes. Students in physical education access knowledge by exploring many different kinds of movements. They learn through their senses by visually seeing the skill, listening to the skill instruction, and physically applying the skill. Physical education creates the opportunity for students to interact with one another outside of the classroom. Students participate in game situations where they work together as team members, apply problem solving strategies to enhance their performance, and problem solve different perspectives. Sportsmanship is crucial in the development of a well-rounded and productive citizen. Sunnyside students use both mental and muscular abilities in all of their activities. Students learn the basic kinesiology concepts and apply those concepts to give them greater flexibility and strength. Due to the competitive nature, emotions can run from high to low in a matter of seconds depending on the outcome of the game. Students must use their emotions in a positive and mature way to deal with the situation.

Students use coordination and body control in all of their fitness skills. From counting the number of repetitions for an exercise, balancing on their right or left foot, to practicing what angle your arm should be when shooting a free-throw, the skills in physical education overlap and enhance our students' academic classes. Research shows that students engaged in physical education have increased motor skills and higher levels of academic achievement.

Technology resources are a daily expectation for the delivery of instruction. By conducting classes in an empowered 21st century environment, increased student engagement and achievement result in depth and complexity. Technology tools in the classroom allow teachers to better differentiate instruction, engage

students in more meaningful ways, add richness to instructional content, and a host of other impacts when tightly integrated into the curriculum. This technology includes hardware and software with items such as interactive whiteboards, document cameras, and collaborative applications, streaming video services, websites, and others. Basic keyboarding skills through technology equip students to share ideas and thoughts. Students receive instruction three times a week for thirty minutes on keyboarding. In addition, computer time provides skill practice, research, and completion of projects. Technology skills enhance curriculum areas to transfer knowledge to different domains.

3. Instructional Methods and Interventions:

Instructional approaches, methods, and interventions meet the individual needs of each student. To achieve instructional goals, approaches, methods, and interventions are systematically determined and consistently monitored and evaluated. Differentiated Instructional approaches meet the needs of all learners. Educators present explicit instruction to address objectives and learning targets aligned with the standard. Formative and summative assessments indicate areas of strengths and concerns allowing teachers to create specially designed lessons.

Classroom Instruction That Works (CITW) includes principles and strategies used for effective instruction. While selecting the best research-based method to meet the needs of the learners, educators need to be fully knowledgeable of the standard, the purpose, the students' prior knowledge and learning styles. The choice of teaching method or methods depends largely on the information or skill taught and influenced by the skill level and enthusiasm of the students. Commonly used instructional approaches may include class demonstration, recitation, memorization, or a combination of these.

Some instructional approaches used to raise student achievement in math are Board Math, Reflex Math, and Skills Tutor. Board Math is a quick paced math strategy to preview/review math concepts taught throughout the year. Reflex Math is a highly motivating web-based program that helps students of all ability levels to develop fluency of basic facts. Reflex Math allows teachers and parents to continuously monitor each student's performance. Educators analyze performance data to determine the support needed for continued success. Skills Tutor provides students practice and review of foundational skills that support the Iowa Core.

Formative and summative data determine interventions designed to meet specific individual needs. Reliable and valid data collection insures fidelity of the intervention. To increase reading comprehension, students are assessed, evaluated and grouped to participate in Whole-to-Part Instruction designed to meet one of three skill deficits. Quick Reads software and Read Naturally address deficits in reading fluency and comprehension by providing practice on repeated passages. Students play an active role in their own learning by setting goals and monitoring/charting their performance. Imagine Learning is a tool that collects individual baseline data and designs a program to strengthen literacy deficits of the individual child. Positive Behavior Intervention Supports (PBIS) is a tiered instructional process focused on explicit instruction to individuals needing behavioral support.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Sunnyside students consistently participated in Iowa Assessments from 2009-2013 in reading. In the 2013-2014 school year, third and fifth grade students participated in Smarter Balanced. According to the Iowa Department of Education, scores remained the same as the 2012-2013 school year. Over the past five years, each class of students has demonstrated growth across the data table. Third grade students in the 2010-2011 scored 77.4% in reading, when followed through to fifth grade, or the 2012-2013 school year, these students scored 86.3% in reading on fifth grade assessments. This indicates an increase of 8.9% on skills aligned with the Iowa Core. Students participating in the fourth grade reading assessment beginning with 2009 have grown from 80.95% to 94.94% in 2014. This indicates a significant performance growth on fourth grade assessments over five years of 13.99%.

When analyzing third grade math scores from the 2012-2013 school year to the 2013-2014 school year, data show a 7.57% increase in math proficiency. During the same time period, math scores on the Iowa Assessment in fourth grade increased from 80.65% to 93.67%, showing an increase of 13.02%.

An analysis of data determined the appropriate interventions and enrichment activities; this allows more opportunities for students to learn at higher levels. Educators developed a tiered-level of support to allow all students to access the standards with greater depth and complexity. Individual students completed interventions designed to address specific deficient skill areas. The implementation of the tiered-level system directly impacted the growth indicated on the Iowa Assessment. Sunnyside has the honor of serving children with intellectual disabilities (formally known as severe and profound) that reside not only within our feeder zone but also the entire district. Many of the students come from smaller school districts around Sioux City. While data indicate more than 2% of our population completed alternate assessment, this assessment tool provides the most valid results of student achievement or ability.

Deficiencies identified through formative and summative assessment completed by school staff in addition to further testing completed by our Area Education Agency guide the intervention process. To address the specific needs of students in our subgroups, specifically designed instruction targeting skill deficits occurs for a minimum of thirty minutes daily in language arts and at least an additional minimum of thirty minutes daily in math.

Data from the 2013-2014 Iowa Assessment, indicates 100% of students receiving Free and Reduced-Priced Meals, achieved proficient plus advanced in reading across two grade levels, fourth and fifth grade. One hundred percent of students receiving Special Education services, achieved proficient plus advanced in fourth grade for both reading and math for the Iowa Assessment.

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

Sunnyside performs data analysis in a variety of ways – performance across a grade level, performance by educator, and performance of the individual student. Analyzing the results of Iowa Assessment identifies strengths and weaknesses in instructional practices. Quarterly professional development in grade-level PLC, focuses on quarterly disaggregation of data obtained through formative and summative assessments, to develop instruction specifically targeting areas of need for individual students.

Research-based assessment tools, such as FAST (Formative Assessment System for Teachers), are designed to make assessment highly efficient and instructionally relevant. Teachers utilize FAST three times a year. The use of technology to automate the scoring, enter data, conduct analysis, and report results enables teachers to spend less time assessing and more time engaging with instruction.

In the spring of 2013, data indicated a strong need for further intensive tiered intervention. Training and implementation of the model, Whole-to-Part (WTP), addressed the specific needs of Sunnyside students. WTP defines the silent reading comprehension process as consisting of three whole-parts, silent reading

comprehension, word identification (decoding), and print processing. Using the WTP model, Sunnyside incorporated What I Need (W.I.N.) time. To maximize effectiveness, W.I.N. is a daily, protected thirty minute block of time for the sole purpose of presenting needs-based instruction in a flex grouping format. Assessment occurs and data analyzed to monitor and evaluate growth every 10 weeks. New flex groups address identified skill deficits.

Parents learn about and review FAST data with teachers in the fall, winter and spring. Parents learn and review WTP data every ten weeks. Families receive the results of the Iowa Assessment and an interpretive guide. Opportunities are always available to discuss data further.

Part VI School Support

1. School Climate/Culture

Sunnyside Elementary School implements a Positive Behavior Intervention and Supports system to ensure a positive and motivating environment that supports our students' growth academically, socially and emotionally. Sunnyside's Positive Behavioral Intervention and Supports (PBIS) system creates and sustains a positive school climate by achieving important social and learning outcomes. Implementation of PBIS enables Sunnyside to: establish a positive behavioral culture where all students can experience success, reduce behavioral disruptions in the school, and create a safe and effective learning environment to enhance student achievement.

The purpose of PBIS is to develop and implement strategies that define and teach behaviors expected of students through purposeful modeling of expectations. The PBIS system allows for recognition and acknowledgement of appropriate behavior through intrinsic and extrinsic reinforcers. This recognition and acknowledgement permits students to receive socially appropriate feedback and bolster social and emotional growth.

Through PBIS, reinforcement of appropriate behavior increases the future frequency of appropriate behaviors. When target behaviors are reinforced, inappropriate behavior decreases. With a reduction in inappropriate behavior, students receive more quality instruction committed to maximizing academic growth. This paradigm shift directly impacts student achievement.

For students requiring a more individualized intervention, systematic data collection helps guide decision-making. In addition, our PBIS system allows Sunnyside to establish consequences for undesirable behaviors consistently across school settings.

Sunnyside strives to create a safe and effective learning environment to enhance student achievement. The establishment of a well-defined positive behavior system, affords students the opportunity to engage in an educational experience which teaches and expects students to be respectful, responsible and ready to learn. These attributes are the heartbeat of our PBIS system. The PBIS culture inspires individuals to transform into dedicated, self-governed, contributing members of Sunnyside and the world in which they live.

Professional Learning Communities (PLCs) have made a concentrated effort to equip, encourage and empower staff to lead as effective professionals. Team building develops a safe, authentic culture, promoting the value of listening to and respecting one another. Opportunities exist for teachers to take on responsibilities and be leaders within a supportive and trusting environment.

The academic, social, and emotional growth and development of our students is the responsibility of all staff, regardless of title. United by a common belief that every student is the most important customer we serve, daily we come together as a whole community to positively impact our future leaders.

2. Engaging Families and Community

Sunnyside enhances and deepens the learning experiences of all students by bringing the community into our building. Businesses and non-profit organizations bring a variety of experiences to Sunnyside students and staff. Five pillars that support the engagement of families and community at Sunnyside are: social, academic, education, cultural, and impact.

Our social pillar allows for a wide variety of opportunities for community members/parents to connect utilizing their own strengths and interests. Events such as Family Fun Night, Soup Supper, Zumba, Southwest Day, Rollerama, Texas Roadhouse and Chick-Fil-A Spirit Nights bring people together to support a common cause. Parents create activities for students during celebrations and share laughter and time with students and staff. A recent Parent Climate Survey revealed 94% of the survey participants feel welcome in Sunnyside and 97% feel their child is safe at Sunnyside.

Many strategies focus on the academic pillar, such as math facts and test prep specifically target skills that grade-level data indicate are areas of concern. Grade level activity nights focus on academic goals where teachers model how parents can support and have fun with their child while reinforcing the specific learning target. This focus has created a deeper partnership between school and home to enhance overall scores.

As a member of the Sioux City community, Sunnyside opens our doors to area college students. Students complete many hours of practicums and student teaching experiences under the direction of experienced teachers willing to sharpen the teaching skills of future educators.

The community at-large offers many opportunities for cultural enrichment. Students participate in experiential learning opportunities through the one-room schoolhouse day where they travel back in time, students walk in the footprints of Lewis & Clark along the Missouri River Interpretative Center and gaze up at Jackson Pollack's works of art. The community of Sunnyside strives to develop a sense of giving back/paying forward in every child. Students can invest in making a difference in the life of someone else. Students gather coats and jackets, bring canned goods for our local homeless shelter and raise money for Juvenile Diabetes. Money raised by student generated fundraisers, allow students to present two one-thousand dollar college scholarships to graduating seniors, Sunnyside alum.

The community, including businesses, non-profit organizations, parents, community members, staff and students have join in one common vision, engaging family and community for the safety and success of all students. Our five pillars provide the support and framework for Sunnyside students to develop into contributing members of our community that are critical-thinkers and self-governed.

3. Professional Development

The approach to professional development at Sunnyside Elementary stems from a strong belief that deepening the educator's capacity to effectively deliver instruction directly impacts not only student learning and achievement but also expands the depth of the individual educator. Learning opportunities are specific to the needs of our students and teachers.

The Sioux City Community School District has established high quality professional development, including the use of collaboration, focused on the implementation of differentiated instruction and the Iowa Core throughout the District. A summer leadership academy offers all stakeholders the opportunity to receive key training and become better leaders. The District also supports this by securing high-quality presenters, scheduling the leadership academy without the loss of instructional time and by financially compensating professionals.

District professional development utilizes consulting teachers to deliver a cohesive, consistent plan for teachers to visualize the relationship between Iowa Core, materials, curriculum and strategies. In the fall of 2014, presenters used enrichment curriculum materials aligned with the Iowa Core to demonstrate how to extend student learning through various technology-based activities. Attendees of that professional development left with a plethora of creative tools to more effectively address all learning styles and the individual needs of their classrooms.

Professional development at Sunnyside focuses on developing the people not the programs because they are the heart and soul of the building. The learning experience and success of the students depend on these professionals shifting their focus from just delivering instruction to student learning. A collaborative culture demonstrated by high performing teams that: work interdependently to achieve common learning goals, guarantee accountability, focus on needs, analyze data to make instructional changes, and take responsibility for the learning of all students.

A philosophy with a shared vision focused on student need, compliments the freedom of staff to incorporate, lead, and teach relevant strategies that directly impact student learning. By teachers assuming

an active role in developing strategies that directly impact their own learning, knowledge overflows into the classroom and is evident in student achievement.

In addition, Sunnyside professional development devoted an expansive amount of time to the disaggregation of data and item analysis. Iowa Assessments, FAST, reading intervention, Areader, and Skills Iowa are some of the data sources. Educators collaborated with their PLC to develop activities and lessons to strengthen and enhance individual learner specific and shared areas of concern.

4. School Leadership

The leadership philosophy and structure at Sunnyside have as an ultimate goal to improve student achievement. By establishing many layers of responsibility, all stakeholders are empowered with leadership opportunities. This empowerment breeds a shared continuum among all vested parties ensuring consistent momentum. The culture of shared leadership creates a safe environment for leadership development.

The responsibility of the principal requires a delicate balance to develop the leadership qualities of all personnel to be more than they thought they could be. The primary focus is always the safety and academic achievement of the student entrusted to their care. Along with that is the responsibility to develop leaders from within, creating a shared leadership culture where everyone works for the same goals, plus academic and personal achievement. Everything rises or falls on the leadership of the school. With a strong leadership structure in place, everyone wins.

Sunnyside's Building Leadership Team (BLT) creates an informational highway between District-Level Directors, teachers, and personnel. As a team, the BLT provides theory, demonstration, practice, and collaboration focused on quarterly content and processes. The BLT contributes support as new empirical research, strategies, and directives are refined and implemented to meet the DNA of Sunnyside. This team also monitors the implementation and the effectiveness of the strategies and directives.

Another leadership opportunity for teachers is to be a leader in their PLC. Team Leaders hold the role of pulse takers in their PLC. These leaders inspire their colleagues and provide support during times of transition. Team Leaders become a direct link between administration and the daily ambassadors that serve our students. As a team leader, their focus goes beyond the classroom. The responsibility expands across the entire grade level, maintaining a high level of student achievement.

Two of our academic leadership teams are CARE & WTP. These teams focus on students whose performance is not within the desired parameters of performance. Interventions are determined to meet the specific deficits of each learner.

The leadership teams aforementioned plus numerous others focus not only on academics but on the safety of each child. It is the responsibility of each team to ensure that policies, programs, relationships and resources focus on student achievement and enrichment of the whole student. Leadership development is a journey that demands knowing how to maneuver with honesty, reflection and accountability.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Iowa Assessments</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>2012</u>
Publisher: <u>Houghton Mifflin Harcourt - Riverside</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Nov
SCHOOL SCORES*					
Proficient and above	89	82	94	86	84
High	20	19	27	19	21
Number of students tested	66	77	66	70	57
Percent of total students tested	92	91	96	98	89
Number of students tested with alternative assessment					
% of students tested with alternative assessment	8	9	4	2	11
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	80	50	80	71	88
High	20	8	13	29	12
Number of students tested	15	12	15	7	8
2. Students receiving Special Education					
Proficient and above	70	83	80	63	50
High	0	17	0	0	0
Number of students tested	10	6	5	8	2
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	92	85	95	86	88
High	20	21	28	38	16
Number of students tested	61	71	57	64	49
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 Assessments</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>2012</u>
Publisher: <u>Houghton Mifflin Harcourt - Riverside</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Nov
SCHOOL SCORES*					
Proficient and above	94	81	90	93	82
High	34	18	30	35	39
Number of students tested	79	62	71	60	62
Percent of total students tested	89	97	95	88	95
Number of students tested with alternative assessment					
% of students tested with alternative assessment	11	3	5	12	5
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	92	74	88	91	64
High	31	11	25	27	18
Number of students tested	13	19	8	11	11
2. Students receiving Special Education					
Proficient and above	100	50	50	67	33
High	0	0	0	17	0
Number of students tested	6	4	8	6	3
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	95	81	89	94	85
High	33	13	31	58	36
Number of students tested	75	53	65	52	53
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 Assessments</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>2012</u>
Publisher: <u>Houghton Mifflin Harcourt - Riverside</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Nov
SCHOOL SCORES*					
Proficient and above	89	90	87	88	95
High	45	34	26	38	31
Number of students tested	65	73	61	65	65
Percent of total students tested	98	94	90	94	98
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	6	10	6	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	81	78	60	73	100
High	29	22	20	27	27
Number of students tested	21	9	10	11	11
2. Students receiving Special Education					
Proficient and above	67	63	29	50	100
High	33	12	0	0	0
Number of students tested	6	8	7	4	3
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	91	89	92	89	95
High		37	27	56	31
Number of students tested	54	65	51	57	64
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 Assessments</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>2012</u>
Publisher: <u>Houghton Mifflin Harcourt - Riverside</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Nov
SCHOOL SCORES*					
Proficient and above	79	79	83	77	88
High	18	18	14	17	21
Number of students tested	77	77	65	70	56
Percent of total students tested	92	91	96	98	89
Number of students tested with alternative assessment					
% of students tested with alternative assessment	8	9	4	2	11
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	58	58	73	86	88
High	0	0	7	0	25
Number of students tested	12	12	15	7	8
2. Students receiving Special Education					
Proficient and above	50	50	40	63	50
High	33	33	0	12	0
Number of students tested	6	6	5	8	2
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	80	80	82	78	90
High	39	20	13	27	13
Number of students tested	71	71	56	64	48
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 Assessments</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>2012</u>
Publisher: <u>Houghton Mifflin Harcourt - Riverside</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Nov
SCHOOL SCORES*					
Proficient and above	95	89	79	90	81
High	39	13	27	33	29
Number of students tested	79	62	71	60	62
Percent of total students tested	89	97	95	88	95
Number of students tested with alternative assessment					
% of students tested with alternative assessment	11	3	5	12	5
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	100	74	88	82	64
High	38	5	25	36	9
Number of students tested	13	19	8	11	11
2. Students receiving Special Education					
Proficient and above	100	50	50	33	0
High	33	0	12	0	0
Number of students tested	6	4	8	6	3
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	96	91	78	88	81
High	32	17	28	35	17
Number of students tested	75	53	65	52	54
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 Assessments</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>2012</u>
Publisher: <u>Houghton Mifflin Harcourt - Riverside</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Nov
SCHOOL SCORES*					
Proficient and above	86	86	89	89	92
High	19	19	25	29	17
Number of students tested	73	73	61	65	65
Percent of total students tested	98	94	90	94	98
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	6	10	6	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	100	100	88	91	82
High	12	12	0	9	9
Number of students tested	8	8	8	11	11
2. Students receiving Special Education					
Proficient and above	63	63	29	25	67
High	12	12	14	0	0
Number of students tested	8	8	7	4	3
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	86	86	88	91	92
High		20	27	32	8
Number of students tested	65	65	52	57	64
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: