

U.S. Department of Education
2017 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Mrs. Julie Runksmeier

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

Official School Name North Kossuth Elementary School

(As it should appear in the official records)

School Mailing Address 203 5th Street N PO Box 567

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

City Swea City State IA Zip Code+4 (9 digits total) 50590-0567

County Kossuth

Telephone (515) 272-4361 Fax (515) 272-4391

Web site/URL http://www.nuwarriors.org E-mail julie.runksmeier@nuwarriors.org

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

Date _____

(Principal's Signature)

Name of Superintendent*Mr. Travis Schueller E-mail tschueller@northunion.k12.ia.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name North Kossuth Community School District Tel. (515) 272-4361

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

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Chris Hardt
(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, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

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

Part I – Eligibility Certification

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. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2017 in order to meet all eligibility requirements. 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 2011 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: 2012, 2013, 2014, 2015, or 2016.
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 has not been identified by the state as "persistently dangerous" within the last two years.
9. 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.
10. 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.
11. 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.
12. 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

Data should be provided for the most recent school year (2016-2017) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 1 Elementary schools (includes K-8)
 - 0 Middle/Junior high schools
 - 0 High schools
 - 0 K-12 schools
- 1 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. Number of students as of October 1, 2016 enrolled at each grade level or its equivalent in applying school:

| Grade | # of Males | # of Females | Grade Total |
|-----------------------|------------|--------------|-------------|
| PreK | 13 | 11 | 24 |
| K | 12 | 9 | 21 |
| 1 | 18 | 10 | 28 |
| 2 | 11 | 6 | 17 |
| 3 | 6 | 7 | 13 |
| 4 | 13 | 10 | 23 |
| 5 | 15 | 13 | 28 |
| 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 or higher | 0 | 0 | 0 |
| Total Students | 88 | 66 | 154 |

4. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 0 % Asian
 - 1 % Black or African American
 - 0 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 93 % White
 - 5 % 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.)

5. Student turnover, or mobility rate, during the 2015 – 2016 school year: 9%

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, 2015 until the end of the 2015-2016 school year | 13 |
| (2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year | 2 |
| (3) Total of all transferred students [sum of rows (1) and (2)] | 15 |
| (4) Total number of students in the school as of October 1, 2015 | 159 |
| (5) Total transferred students in row (3) divided by total students in row (4) | 0.094 |
| (6) Amount in row (5) multiplied by 100 | 9 |

6. English Language Learners (ELL) in the school: 1 %
2 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):

Spanish

7. Students eligible for free/reduced-priced meals: 65 %
Total number students who qualify: 104
8. Students receiving special education services: 17 %
27 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 conditions. It is possible that students may be classified in more than one condition.

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

9. Number of years the principal has been in her/his position at this school: 7
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

| | Number of Staff |
|--|------------------------|
| Administrators | 1 |
| Classroom teachers including those teaching high school specialty subjects | 8 |
| Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc. | 4 |
| Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students. | 6 |
| 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 19:1
12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

| Required Information | 2015-2016 | 2014-2015 | 2013-2014 | 2012-2013 | 2011-2012 |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 95% | 95% | 96% | 96% | 96% |
| High school graduation rate | 0% | 0% | 0% | 0% | 0% |

13. **For high schools only, that is, schools ending in grade 12 or higher.**
Show percentages to indicate the post-secondary status of students who graduated in Spring 2016.

| 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. In a couple of sentences, provide the school's mission or vision statement.

"Educating for excellence: Inspiring learners for life."

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SUMMARY

North Kossuth Elementary is a small, rural school with a rich past. For many years, North Kossuth was a very prominent K-12 district in the area with numerous accolades of both athletic and academic successes. Unfortunately, due to a decline in the economy and a push of people moving to more urban areas, changes needed to occur to be able to keep the district to the prominence it once held. Over the course of the last 10-15 years, there have been various whole-grade sharing agreements with neighboring districts, name changes, and even mascot changes. Currently, North Kossuth Elementary students attend school in Swea City, Iowa at a building that also houses the North Union Middle School, grades 6-8. Students who attend the North Kossuth Elementary eventually meet up with other students who attended elementary school at North Union Elementary of Sentral Fenton. These students all eventually funnel to the North Union High School located in Armstrong, Iowa. Even with all of these changes to the structure of where kids attend school, North Kossuth continues to have its roots deep in the rich past of what our students are and how we teach them for life.

The community has always been a strong supporter of the school and the students that attend. Local businesses are willing to visit the school to speak on jobs and careers, activities and recreational opportunities available, and most importantly, coming back to the area to build a life. This is evident by the fact that at least 35% of the current teaching staff either grew up in the area or married someone from the area and chose to come back to the community to start a family. Whenever there is a need either at the school or even with an individual family, someone in the community is there to lend a helping hand because it is known that our children are an investment in our future.

The demographics of our students and families are always changing. Currently, 67% of the students qualify for free and reduced lunches. Research has shown that students who are on free and reduced lunches often can struggle with learning and academics while performing lower on standardized tests. North Kossuth Elementary does not use that statistic as an excuse but instead as an opportunity to structure teaching and learning to meet the potential of all of our students. We have had to be flexible and creative in the way we are able to support all students. We identify the current needs and allocate resources to accommodate those needs. Resources can be human, time, curriculum or other educational materials. This flexibility has allowed us to be fluid in the way we teach students and support students who may not be proficient.

Our students are our number one priority. We believe in providing opportunities for all students to be successful life learners. Some of these opportunities can appear challenging or rigorous but we are always responding to what the students show they need. All of this happens in a safe and caring environment with on-going collaboration amongst all employees. This vision is what roots us to the past while also propelling our students to be prepared for the world they will be entering.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The teachers at North Kossuth Elementary are dedicated to student learning and use all resources available to achieve this. They are currently using a literacy program that integrates phonics, vocabulary, fluency, comprehension and writing. This program incorporates whole group and small group learning to differentiate students needs. There is a very strong connection to science and social studies ideas and concepts emphasized in the series. An essential question is posed to students at the beginning of each new topic and students are then immersed in various texts related to that topic or idea so students can formulate an answer from everything read. Students are learning to read but using topics of interest for their reading practice to maximize student's time. This series is a great resource but some students require additional or different learning structures to be successful. This is why teachers will continually seek out the resources that their students need. Additional phonics routines and activities are used in small group reading for students who are multi-sensory and require various repetitions to learn. A Book Room with leveled books is available for teachers to pull books for students at their instructional level and interest level. This allows for some student choice and voice as they are demonstrating proficiency on the Iowa Core Standards. Writing is integrated into literacy time but also during content area learning times.

There has been a shift in math instruction over the last few years at North Kossuth Elementary. There has been an emphasis placed on thinking and communicating mathematical thinking. All teachers have been trained in Number Talks and work diligently to use the math series in combination with mathematical processes to push students thinking.

Instructional time is always something all teachers are looking to get more of. Many times the content areas, such as science and social studies, are the areas that can be neglected. Not at North Kossuth Elementary! Fortunately, the current reading series has a strong emphasis on science and social studies ideas, topics, and concepts. Students are able to gain information while learning to read. Many times, the concepts being read about during the literacy block are extended into the content learning block. This is an effective and efficient way to use precious instructional time. Also, during each instructional day, all teachers at North Kossuth have an hour block specifically for social studies and science instruction. The teachers have spent the past two years attending classes on the Next Generation Science Standards and have been implementing more hands-on science labs. During the social studies units the students are engaged in higher order and critical thinking activities centered around the social studies standards.

Students need to be actively engaged all day and they are at North Kossuth. From the use of essential questions that promote inquiry during the literacy block to math instruction that focuses on students explanation of mathematical processes to content area learning where information attainment is connected to real life experiences, students are thinking all day. This is what makes our students successful and knowledgeable.

2. Other Curriculum Areas:

North Kossuth Elementary wants all students to be successful in all areas of curriculum, not just the core subjects of literacy, math, science, and social studies. All students attend physical education class 2 times a week where they are not only exercising, but also learning about being a healthy person. Research has shown that students who do well in academic areas during school are also generally healthy as well. And the opposite is also true, students who struggle are often considered unhealthy. That is a reality for many of the students who attend North Kossuth. We want to take advantage of this time as learning opportunities as well. We believe students can learn through play so activities that promote sportsmanship, teamwork, team playing, body image, skill development and nutrition are planned to engage while educating. What the students are learning often carries over into their home life and other community recreational opportunities.

Music in another special curriculum area students attend twice a week. In music students are not only learning about the elements of music and singing but also connecting what they learn in literacy to music

concepts. Every composer is like an author and is communicating a message through the lyrics they write and the rhythm they choose. Units and themes are developed to expose students to various cultures and how they use the elements of music in their everyday life. Many traditions and customs originated through music and that is a focal point of music instruction. Students learn to interpret how the mood and tone are sending a message to those who are listening or learning to sing it. This is another opportunity our students have to practice what they learn in other academic areas and make connections to their own life.

Our students are living in an ever-changing world and technology is at the growing center of that. Technology is integrated into core and classroom instruction as much as possible but students also have instruction around the use of technology once a week. Students are learning the "computer basics" such as typing, sharing writing with others, navigating search engines to be able to find information on a topic, and how to be part of an on-line group. There is also a large emphasis put on what it means to be a digital citizen and the responsibility that comes with that. We want to encourage students to use technology for learning but to do so in a safe way.

We are fortunate to be able to continue to have Guidance as a curriculum area. Many schools have had to eliminate that instruction as the role of the guidance counselor is ever-changing. Our students have instruction one time a week and topics vary by classroom and age level. Some topics include bullying, listening skills, friendship building, conflict resolution, decision making model, career exploration, making healthy choices, mental and emotional building activities, self-worth, and self-motivation. Our guidance program includes an extensive unit on careers at all levels in the elementary. The students have the opportunity to research careers they are interested and share their interests with the entire school. There is a general framework for what topics at each grade level may be but those can change depending on the needs of the current students. If a problem is arising across a classroom, than guidance activities and instruction are created to help eliminate that problem. This is another way we make instructional decisions based on students needs.

Our students are also engaged in civic literacy through our many community service projects throughout the year. North Kossuth holds a food drive during the Christmas season and identifies families in need. The students also visit local nursing homes to sing and interact with the residents during the Christmas season. The 3rd grade students make tie blankets for newborns in our local hospital.

3. Instructional Methods, Interventions, and Assessments:

Research has shown that students are most successful when they receive support at various different levels; including during core reading instruction and support instruction. Multi-tiered system of support (MTSS) is what the staff at North Kossuth Elementary is making a primary focus. The key part of a functioning MTSS is the use of data. Teachers have been actively using data from various assessments to create action plans for students who are at-risk of not learning to read. The action plan synthesizes multiple pieces of data to determine what areas of need the student is struggling with. From there, an intervention is selected and instruction is planned. Progress monitoring happens frequently to determine if that instruction is helpful for the student. If it is not, a new intervention or instructional routine may be implemented and the process continues.

fluency, comprehension, and word work. The students progress through these lessons and if they begin to struggle, an email is sent to the teacher stating areas the student needs re-teaching in. Teachers then meet with these students and provide instruction on that area of need. This program can also be used as enrichment for high achieving students.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

North Kossuth Elementary is in the 6th year of implementing PBIS (Positive Behavioral Interventions of Support). The entire staff has committed and believes in using a positive approach in order to change the climate and culture of the school. At the beginning of each year the students are taught the expectations of each areas of the school building. Throughout the day the expectations are reinforced by not only the teachers but the custodial staff, cooks, and bus drivers. Everyone is vested in making North Kossuth a great place to come to every day. In the past 6 years North Kossuth has seen a dramatic drop in student office referrals which has a direct impact on student achievement. If the students are in the classroom, they are learning.

Through the PBIS program, North Kossuth also identifies "Kind Kids" on a weekly basis. The students are identified by their teachers for going the extra mile to show kindness to others, or be willing to help someone in need. The students receive a certificate and their picture goes on the board outside the office and in the local newspaper. North Kossuth believes in the importance of celebrating kids and adults that go the extra mile.

North Kossuth has implemented Check in/Check out with the students that need extra support that they might not be getting at home. It is a type of mentoring program that allows a student to meet with a caring adult before they start their day and again at the end of the day. This is a great program that focuses on positive adult interaction whenever they are at school. The North Kossuth staff and administration understands the importance that every child has at least one adult they can go to for the support that they need. It is our reality that children may not always have this person at home so we want to provide it for them so each student can have an equal chance at success, regardless of what happens after 3:30.

Teachers and administration meet on a regular basis to discuss the academic needs of all students. Data is analyzed and instructional decisions are made based student achievement data. North Kossuth is committed to implementing programs to support students academically, socially, and emotionally. In the past 2 years we have added an at-risk program at the elementary level to help struggling students succeed in the educational setting. We also are proud of our North Kossuth MTSS system which encompasses collaboration between our special education teachers, title 1 teachers, general education teachers, at-risk, and administration. This happens through scheduled, collaborative conversations twice a month to discuss the progress and instructional plans for students who need multiple layers of support.

Along with ensuring that students feel safe at North Kossuth; the North Kossuth administration and school board are committed to making teachers feel valued and supported. Communication and collaboration are two areas that North Kossuth values in order to make everyone feel apart of the team. Weekly staff meetings, PLC meetings, and in-services are opportunities for teachers share ideas, concerns, and make action plans based on needs of the district. The staff also participates in monthly pot lucks and a winter weight loss challenge which ignites a camaraderie among the staff.

2. Engaging Families and Community:

All staff at North Kossuth Elementary know that school is only a small portion of their day. Family and community support is vital for students to be successful outside of the school day. We offer many opportunities for family connections during the school year. There is "Donuts for Dads" and "Muffins for Moms" days to promote healthy relationships between students and their parents or guardians. We also have a Family Literacy Night to remind family members that they are an important piece of their child's academic success and offer suggestions and activities that can be done at home to connect with school instruction.

We do not only want our students to be college and career ready upon graduation but also ready to be a productive citizen in whatever community they chose to call home. We promote community service

projects such as "Filling Santa's Sleigh" during the holiday season to gather goods for families in need. The students also visit the local nursing homes and care facilities to sing and interact with the residents there since it brings such a smile to their faces!

Our local community church is involved and committed to the students of North Kossuth Elementary. We partner with them to give each child a free book once a year. They provide daycare for parents of small children so they can attend their student's parent-teacher conference with limited interruptions. They offer all students the opportunity to attend an after school program called Explorer's Club. They take care of getting the students from school to the church so parents don't have to worry about a safe way to get their kids someplace after school. This is a great opportunity for students to continue to interact with their peers and continue to learn in a safe environment.

We are always looking for ways to connect to the community and to build the families of our students. Our school webpage stays current with events, activities, learning tips, and any other information parents may need. It is important for parents and families to know how to connect with school and that we want them to be an active part of their child's school life.

3. Professional Development:

North Kossuth Elementary has a professional learning goal of enhancing quality instructional practices among teachers to meet a range of learners. To meet this goal, the staff is focusing on the following areas: a mind set of high expectations for all learners emphasizing student strengths and weaknesses; deep knowledge of curriculum and how to use assessments to drive instruction; and excellent classroom teaching techniques focused on clear learning targets.

The staff has about two afternoons each month dedicated to professional learning. These times are reserved for the presentation of new learning along with time to plan and implement new learning. Along with professional development days, teachers meet in Professional Learning Communities (PLC's) each week. This time is a continuation of learning as it is time to reflect on implementation of learning and sometimes share ideas and collaborate in the interest of student achievement.

Teachers have spent considerable time analyzing data to drive instruction. Three times a year a universal screener is given to each student and this data is looked at to determine if there are changes that needed to be made to core instruction or if a class-wide intervention is needed. Individual students are then looked at and an instructional plan is developed as needed. Professional development time is used for this as it can take time to analyze all the data and plan instruction accordingly. Teachers appreciate this time and students are showing success because of what their teachers are doing.

Student success begins with impactful instruction. Teachers have been reflecting upon the instruction in their classroom and using some APL strategies. These strategies are classroom management techniques, student engagement activities, and motivational ideas. Learning targets for instruction have also been an area of focus. The reading series the school currently uses offers terrific resources, but sometimes there can be too many resources and the objective becomes unclear for both the teacher and the students! Time has been spent aligning Iowa Core Learning Standards to identify clear learning objectives and to instruct to those objectives.

4. School Leadership:

North Kossuth Elementary was one of the numerous schools in Iowa who received the Teacher Leadership and Compensation grant (TLC). This grant has allowed for many different leadership opportunities and supports previously not had. Within the school there is one instructional coach who is also a curriculum coordinator. This person has the time to be able to observe classrooms and have conversations with teachers about curriculum and instructional needs. There are also two lead teachers in the elementary school. These teachers lead the weekly Professional Learning Communities and help with scheduling peer observations. The PLC's are organized into Kindergarten-2nd grade and 3rd-5th grade. This time is spent on new learning, collaboration, and reflection on instructional implementation.

There is also a lead team that meets monthly. This is comprised of the instructional coach/curriculum coordinator, the teacher leaders, and administration. This is a time for discussion on professional development needs, classroom observation and peer observation schedules, and other topics of need that arise. This past fall and winter, the lead team met to discuss the results of the Differentiated Accountability Healthy Indicators and what those meant. The lead team spent a full day looking at the building blocks of Universal Instruction and creating an action plan of learning needed. That learning was converted into topics for professional development and professional learning communities.

Teachers are able to feel supported in the current structure of leadership. If a teacher is struggling with a student or unsure of how to implement a new piece of learning, there is a culture of support and collaboration built where they know they can come to PLC with that and they will get the guidance and advice they are seeking. This directly benefits our students because not only are their teachers seeking how to help them, and entire team of teachers is invested in their learning.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

North Kossuth Elementary is successful because of the dedicated teachers who are rooted in the district and the community. These teachers have answered the call of change across the state and have started to make the use of assessments and data a primary focus in driving instruction. Assessment and data can sometimes be in the form of observation, communication with family, and data gathered from academic and behavior sources such as office referrals as part of the PBIS system. Teachers at North Kossuth are committed to using assessment data to drive their daily instruction, plan interventions, identify students for placement in programs such as gifted and talented or Title I. Teachers can learn so much from their students, especially from looking at the mistakes they make and this is how assessments are used for learning. Students are the direct beneficiary of this mindset shift among the teachers and staff. Students are instructed in what they need and learning can occur at a rapid rate. The achievement gap continues to close because students are screened, a diagnostic administered, data analyzed, instruction planned and implemented, progress monitored throughout, and instruction altered if necessary.

A culture of learning has taken shape and lead to success not only for students but teachers as well. Teachers are willing to seek out learning they may need to be able to support students are varying levels. Learning is an on-going process and the teachers are supported and encouraged by teacher leaders/instructional coaches and administration to make this a priority. This has a direct impact on the students who attend our school. Students are provided with a safe learning environment and are allowed to take risks because that is what the teachers model and encourage as well. Parents who send their child through the doors of North Kossuth Elementary entrance can be feel confident that their child is receiving the best instruction from the best teachers who are willing to do whatever it takes. This is what makes us and our students successful!