

Revised – 3/10/06

2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) Elementary Middle High K-12 Charter

Name of Principal Mr. Greg E. Oborny
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Regency Place Elementary
(As it should appear in the official records)

School Mailing Address 13250 South Greenwood
(If address is P.O. Box, also include street address)

Olathe Kansas 66062-8866
City State Zip Code+4 (9 digits total)

County Johnson State School Code Number* 0846

Telephone (913) 780-7620 Fax (913) 780-7629

Website/URL http://schools.olatheschools.com/regencyplace/ E-mail gobornyrp@olatheschools.com

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date January 19, 2006

Name of Superintendent* Dr. Patricia All
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Olathe District Schools Tel. (913) 780-7000

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

(Superintendent's Signature) Date _____

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

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

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

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. 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 the OCR has accepted a corrective action plan from the district to remedy the violation.
7. 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.
8. 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 (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 31 Elementary schools
 0 Middle schools
 8 Junior high schools
 4 High schools
 _____ Other

 43 TOTAL
2. District Per Pupil Expenditure: \$8,103

 Average State Per Pupil Expenditure: \$8,157

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 7 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	2	0	2	7			
K	36	54	90	8			
1	57	45	102	9			
2	61	54	115	10			
3	40	50	90	11			
4	50	48	98	12			
5	43	49	92	Other			
6	43	42	85				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							674

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- | | | |
|--|-------------------|--------------------------------|
| | 86 % | White |
| | 2 % | Black or African American |
| | 2 % | Hispanic or Latino |
| | 9 % | Asian/Pacific Islander |
| | 1 % | American Indian/Alaskan Native |
| | 100% Total | |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 3 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	20
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	1
(3)	Total of all transferred students [sum of rows (1) and (2)]	21
(4)	Total number of students in the school as of October 1	652
(5)	Total transferred students in row (3) divided by total students in row (4)	.03
(6)	Amount in row (5) multiplied by 100	3

8. Limited English Proficient students in the school: 2 %
11 Total Number Limited English Proficient
 Number of languages represented: 8
 Specify languages: Dinka, Korean, Lao, Vietnamese, Punjabi, Russian, Chinese, Spanish

9. Students eligible for free/reduced-priced meals: 3 %
 Total number students who qualify: 22

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 7 %
50 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>2</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>5</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>19</u> Specific Learning Disability
<u>5</u> Emotional Disturbance	<u>11</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u>2</u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	<u>2</u> Developmentally Delayed
	<u>4</u> Early Childhood

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>1</u>
Classroom teachers	<u>28</u>	<u>1</u>
Special resource teachers/specialists	<u>10</u>	<u>8</u>
Paraprofessionals	<u>7</u>	<u>3</u>
Support staff	<u>10</u>	<u>1</u>
Total number	<u>56</u>	<u>14</u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 23:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	97%	97%	97%	97%	97%
Daily teacher attendance	95%	93%	96%	95%	94%
Teacher turnover rate	3%	17%	6%	3%	14%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III - SUMMARY

Regency Place Elementary is located in Johnson County and is part of USD 233, Olathe District Schools. Olathe is a suburban city in Southern Johnson County, approximately twenty miles from downtown Kansas City, Missouri. Olathe's current population exceeds 100,000 and the city has experienced steady growth over the years, making USD 233 the third largest school district in the state of Kansas. Our district student enrollment is approximately 25,000 students.

Regency Place Elementary School, within walking distance of California Trail Junior High and Olathe East High School, first opened its doors to 400 students during the 1999/2000 school year. Fall 2005 enrollment numbers included 674 students! At building capacity, the Board of Education approved the construction of 4 new classrooms, and a multi-flex space to accommodate our current and predicted student growth.

Children attending Regency Place primarily reside in single family homes, with the student population being composed of middle and upper middle class families. Three percent of Regency Place students qualify for free and reduced lunch. Students learn in self-contained kindergarten through sixth grade classrooms, located in three pod areas; first and fourth, second and fifth, and sixth and third. This grade level grouping allows older students to model the lifeskills and be positive role models for younger students. We have seen strong classroom bonds develop as classrooms "buddy" and support one another. Regency also housed a Lifeskills classroom for developmentally delayed students from 2001-2004. The Care Center, a day treatment program for severely emotionally disturbed K-6 students, has been a part of our school since we opened in 1999.

While student growth has steadily increased since 1999, several constants have remained...

- A supportive parent base with 200 weekly volunteers
- Active PTO – 16 committees in action
- Highly qualified staff – 60 % with Master's Degree
- Results Based Staff Development Plan
- Consistently high student achievement

Principal Greg Oborny opened the building in 1999, selecting all staff members, which he nicknamed the "Dream Team," as they represented high levels of effectiveness and professionalism. Together they worked with students and the community in establishing their school culture. The Regency Place Lions adopted their mission statement, "Take Risks, Take Action, Take Pride" during the fall of 1999. While students came from predominantly two overcrowded elementary schools, establishing new traditions and the "Regency Way" soon took shape! Families look forward to the Lion Stampede, First Grade Parent Reading Seminars, Kindergarten Parent Nights, Young Author Celebrations, Third Grade Fire Buddies, Fifth Grade Exchange City, Sixth Grade Cosmosphere Trip, Talent Show, Book Buddies, Sixth Grade Service League, All School Community Service Project, Second Grade Science City, Principal Oborny's Personal Best Crew, Fourth Grade Earthworks, and yearly assessment student goal setting.

Above all, students have continued to apply the lifeskills through daily modeling. They are very

aware of the high expectations – and strive to meet them. They take pride in their school and know that achieving their personal best is crucial. They are very much aware of our high academic achievement and strive for continuous improvement. They know that that every adult on the Regency Place Elementary team is there to support and provide the best learning environment for them. They live our mission statement every day... “Take Risks, Take Action, Take Pride!”

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results: The Kansas Assessments are integrated with the state Quality Performance Accreditation (QPA) process and determine individual school accreditation. This process also determines Adequate Yearly Progress (AYP). Each spring, students are given state assessments. Tested areas include reading, math, science, social studies, and writing. Prior to this year, Reading and Math Assessments were administered yearly to fifth and fourth graders, while Science, Social Studies, and Writing Assessments were given in alternating years. This year, all students in grades three through six will be administered assessments in reading and math. All students currently enrolled, including special education and English Language Learning (ELL) students take the assessments.

Student achievement data for the Kansas Reading Assessment is reported using the following performance levels and cut points:

- Exemplary (93-100) – consistently performs at a high level with all text types.
- Advanced (87-92) – frequently performs at a high level with all text types.
- Proficient (80-86) –demonstrates a literal understanding of text, performing at an adequate level with all text types.
- Basic (68-79) –requires extensive support in decoding text.
- Unsatisfactory (0-67) – student does not meet any of the preceding criteria.

Student achievement data for the Kansas Math Assessment is reported using the following performance levels and cut points measuring understanding in number sense, algebraic concepts, geometry, and data.

- Exemplary (75-100) –demonstrates superior knowledge and a comprehensive understanding of all four standards.
- Advanced (60-74) –demonstrates effective knowledge of content and applies to real-life .
- Proficient (48-59) –demonstrates sufficient knowledge of content and applies to real-life.
- Basic (35-47) –demonstrates limited knowledge of content and ability to apply to real-life .
- Unsatisfactory (0-34) –demonstrates no understanding of facts, concepts, or math knowledge.

When eighty percent of tested students score in Proficient, Advanced, and Exemplary level AND five percent or fewer students score in the Unsatisfactory level, the school achieves the State

Standard of Excellence.

Regency Place students have consistently demonstrated high achievement on state assessments, earning the state Standard of Excellence repeatedly. In the 2001/02 school year, 92% of fifth grade students scored at the Proficient level or higher. This percent steadily improved with 2004/05 data yielding 99% of tested fifth graders scoring at the proficient level or higher. Actually, 63% scored at the Exemplary level, while 28% scored in the Advanced level. One hundred percent of the fifth graders were tested. Regency Place surpassed the state target of 63% (scoring Proficient or above) by a margin of 35%.

Fourth grade math scores showed the most dramatic growth in student achievement. In 2001/02, 89% of fourth grade students scored at the Proficient level or above. By 2004/05, 100% of our students scored Proficient or better. In reality, 65% scored in the Exemplary category, while 28% scored in the Advanced category. One hundred percent of Regency Place fourth graders were tested. Regency surpassed the state target of 60% (scoring Proficient or above) by a margin of 40%.

These consistently high scores may be attributed to several factors: comprehensive and strategic curriculum alignment, effective teaching, data analysis, student buy-in and desire for their personal best, strong home and community emphasis on learning, and consistently high expectations in a culture of continuous improvement. Regency Place has established a tradition of excellence, focusing on data and expecting everyone's personal best. With this team approach, we look forward to new learning each year.

2. Using Assessment Results: Regency Place uses building, district, and state assessment data to guide classroom instruction. Data highlights and trends determine targeted areas in the Regency Place School Improvement Plan. This document indicates instructional strategies, frequency of implementation and achievement targets. The building School Improvement Plan (SIP) is dynamic and fluid, as it can change from year to year, based on student data. The Building Staff Development Plan is designed yearly by the Building Level Leadership Team (composed of grade level representatives and specialists) and is directly aligned to the SIP. Each grade level, working within the professional learning community format, regularly looks at their grade level data, modifying and assessing instruction. Also, during two staff development sessions each year, staff members meet with the grade level above and below to share assessment trends. Teachers have found this time highly beneficial, to know how effectively they prepared their students and to provide feedback to the previous grade. Every Regency Place student has a student data card indicating achievement performance over time. Teachers are able to quickly scan the card and examine student achievement information as well as intervention strategies and anecdotal records. This information allows teachers to provide differentiated instruction through enrichment or remediation interventions. Students also set personal performance goals on assessments. They base goals on practice assessments and set realistic "SMART" goals – specific, measurable, attainable and results-based. These goals and their action plan are shared at home and re-visited regularly. The Regency Place Student Intervention Team (SIT) meets weekly to offer assistance and intervention support for students needing remediation or enrichment based on their classroom performance. This process involving teachers, principal, parents and often students, facilitates an individual student intervention plan that promotes student growth.

3. Communicating Assessment Results: Student, school, and district assessment data are shared with all stakeholders. Students at Regency Place are motivated to apply their “personal best” on assessment tasks. This is a core belief that is modeled by staff as well as students. Students know their individual performance levels, set goals to improve, monitor their progress and then set new targets. This is ongoing throughout the instructional year. Teachers have educated our parent community about curriculum content, indicators, and assessment timelines. This information is shared during Back to School Night in August and reinforced in monthly teacher and principal newsletters. Following classroom visits from the principal, every student taking a state assessment creates an action plan with performance targets. These goals are posted at home. When assessment data is returned, every student receives a personal conference with their teacher. A communication note is individually sent home so families know final performance levels and if goals were attained. Students often share their success tips on the morning announcements. A link on our school website shows yearly assessment data so that prospective parents know of our high expectations. Students look forward to our end of the year awards assembly where grade levels meeting the state Standard of Excellence are honored. EVERY student receives recognition as everyone’s personal best contributes to the successful goal. On the last day of school, we celebrate our learning with a “Community Achievement Parade”. We create banners and parade around the neighborhood. Parents and community members line the street, cheering on as students proudly walk by. Younger students see the pride and accomplishments of older role models, and the expectation to do your personal best. This sends a strong message that learning is a responsibility for all students and assessments are an opportunity to show what you know and demonstrate continuous improvement.

4. Sharing Success: Regency Place’s tradition of high student achievement has been part of its school culture since its opening in 1999. The Regency Place staff feels a strong commitment to continuous improvement and networking with other schools. Sharing successes with fellow schools allows Regency Place to share “what works” as well as identify successful strategies from other schools that align with Regency Place’s school improvement plan. Regency Place has teamed with other elementary schools for building staff development and grade level shares, discussing math problem solving strategies, reading vocabulary and comprehension strategies. Regency Place also shared their achievement success on the “School Yard Spotlight” video series, airing on the local cable network. Students were excited about sharing their success at the 2003 Olathe Board of Education meeting, demonstrating to Board of Education members the variety of tasks they mastered on the Kansas assessments. Regency Place staff have also presented at district staff development presentations. Primary teachers have presented on parent reading seminars, interactive writing, and science activities. Regency Place Staff members maintain classroom websites and classroom newsletters to keep stakeholders informed. In addition, several Regency Place staff members have received state and local teaching awards (Horizon New Teacher, Emporia State Master Teacher, Olathe Public Schools Foundation Excellence in Education Award) in which they’ve networked with colleagues across the state. Many staff members are also active in professional organizations where they network and share successful strategies with colleagues across the state and nation. The building principal has also presented to fellow principal colleagues on “The Regency Place Strategic Plan – Standard of Excellence.” The entire Regency Place learning community recognizes its responsibility to share strategies that work, as well as being receptive to new ideas that may improve our student learning.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum: The vision statement of the Olathe School District is, “Students prepared for THEIR future.” With this in mind, the district has developed a comprehensive curriculum where students learn rigorous and relevant skills through the district’s research-based program. Curriculum is aligned with Kansas Standards and National Standards, and is designed to give students a solid foundation for future, lifelong learning.

In language arts, instruction is centered around a commitment to the continuing development of students’ communication skills based on the belief that reading, writing, speaking, listening and viewing provide the foundation for all learning and empower students to become critical thinkers. Ongoing assessment allows students to make continuous progress. Writing is integrated throughout the various curricular areas, and teachers reinforce the components of quality writing at all levels.

The mathematics curriculum is based on a set of clearly defined objectives focused on the following standards: number sense, algebra, geometry/measurement and data analysis. Regency Place students are expected to be problem solvers who appropriately apply mathematics in a variety of situations and appreciate the importance of mathematics in the everyday world. Enrichment opportunities are encouraged and available through Math Wings Competition and sixth grade Pre-Algebra coursework. Additional extended learning opportunities include Regency’s Math Club, providing students with strategic instruction in preparation for the Kansas Assessments.

Civics, government, economics, geography, history, critical thinking and information processing are the seven distinct strands which spiral through the social studies curriculum. Integration of technology, the visual arts, music and library media enables students to explore and understand these concepts from a broader perspective. Our sixth grade culminates their learning with a semester long “Country/Culture Report” research project integrating all content areas.

In science, the purpose of the curriculum is to develop and apply the skills of scientific inquiry, apply scientific processes and principles to everyday experiences, and to experience the richness and excitement of knowing about and understanding the natural world. Action kits aligned to standards are used to encourage hands-on discovery. Learning options in science are enhanced through special events such as trips to Science City, fourth grade Earthworks, and the “Hands-On Minds-On Science Museum.”

The library is an inviting place where Regency Place students are encouraged to become lifelong readers. The library media program empowers students to become successful, independent users of information by promoting literacy and the enjoyment of reading and learning. Children of all grade levels come to acquire research skills, utilize technological resources, and develop an appreciation for literature.

The music curriculum supports the development of the whole child. Instruction is designed to provide students with opportunities to develop the essential skills for lifelong musical participation and enjoyment. Skills related to singing, performing on instruments, listening to,

analyzing and evaluating music are enriched through field trips to fine arts performances. Students at all grade level are given opportunities to further develop performance skills by participating in programs performed for school mates, parents and community members.

Physical education contributes to the development of student competency in motor and locomotor skills. Students participate in physical activities that promote sportsmanship, self confidence, skills and attitudes that lead toward lifetime fitness and health. Regency Place created an after school Sports Club, enriching the curriculum with teambuilding and fitness endurance activities.

In visual arts, the mission is for students to develop skills in visual communication, original thinking, and creative self-expression. Weekly classes include experiences designed to strengthen students' abilities to perform, perceive, appreciate and criticize art. Regency Place's Curriculum and Art Fair integrates all content areas into one night of learning as parents celebrate classroom projects completed throughout the year.

2. Reading: Simply stated, reading is considered the cornerstone of the entire curriculum. Explicit reading instruction is provided along with direct teaching and use of active reading strategies before, during and after reading. Students need to read a variety of types of text and learn about different genre at all grade levels. Students also need to read the best literature possible and make connections with real world reading through technical, persuasive, narrative and expository text. Instructional materials used at Regency Place are selected for alignment with the district curriculum document. A comprehensive framework based on reading TO, WITH, and BY students is practiced at Regency Place. Students will be read "TO" and, receive explicit reading instruction; they will read "WITH" the whole group and in small group lessons; and students will also read material independently at their appropriate instructional level (reading "BY" students). A standards-based model of teaching for learning is in place at each grade level, with essential curriculum indicators outlined in the benchmark areas of comprehension, vocabulary, fluency, phonemic awareness, phonics, word study and literary concepts. Teachers utilize the curriculum pacing guide to ensure that the reading curriculum is taught, practiced and assessed. Results are analyzed to determine which students need re-teaching and enrichment. Benchmark and common assessments are consistent throughout the building and district. Students receive instruction using a variety of resources throughout the grades – reading anthology, guided reading and leveled books using the Kansas Accelerated Literacy Learning (KALL) model from the University of Kansas, the Fountas and Pinnell Guided Reading model, intervention readers, early reading intervention kits, and SOAR to Success (Houghton Mifflin). Teachers know every students' instructional reading level, and all students are expected to select books and read books during and beyond the school day. Regency Place strives to create life-long readers who apply literacy.

3. Mathematics: Our district mission statement, "Preparing Students for *their* future" permeates every curricular area. Students are coached and encouraged to take responsibility for their learning, integrating new learning and applying it to real world situations. Regency Place's mathematics program emphasizes five program goals: (1) recognize the importance of mathematics in the world in which we live, (2) choose and apply mathematical strategies to solve problems, (3) utilize reasoning and analysis, (4) communicate ideas through the use of models, technology, or verbal/written expressions, (5) connect and apply math in real life situations and

other disciplines. Our math curriculum organizes the content for instruction in four strands: numbers and computation, algebra, geometry/measurement, and data analysis. The curriculum is standards based and is in 100% alignment with the Kansas Math Standards, which in turn, are a match to the National Council of Teachers of Math (NCTM) Standards. Every grade level uses a district curriculum document developed by district teaching staff. A typical lesson includes problem solving, mental math, cyclical review of previously covered concepts/skills, vocabulary instruction for new terminology, guided practice of the objective/indicator, independent practice, and math journaling in which students communicate their understanding. Teachers follow a long range plan to pace instruction throughout the school year. Math lessons incorporate math manipulatives, a focus on math vocabulary, and cooperative learning. The use of manipulatives bridges the gap between concrete and abstract learning. Math instruction is designed for conceptual understanding and computational fluency. Benchmark and common assessments are consistent throughout the building and district, with students receiving small group instruction to provide an opportunity for the teacher to more closely observe student application of skills and support remediation/acceleration for identified students.

4. Instructional Methods: Regency Place teachers use a wide array of instructional teaching methods to insure that students learn to their highest potential. Effective strategies include thoughtful, reflective planning throughout the entire learning process; before teaching, during teaching, and after teaching. Before teaching, staff must be aware of district curriculum, pacing guides, and long range planning. Integrating the content areas promotes advanced learning and real life applications. Regency Place educators also know their students, utilizing existing assessment data (pre and post testing) to help guide and differentiate instruction. They also apply effective lesson design, (setting the stage for learning, linking new learning to previous learning, guided practice, checking for understanding, independent practice with feedback). During teaching, educators continually monitor initial learning in order to adjust lesson delivery. Including cyclic practice for long term memory and teaching “how to learn” strategies (looking for patterns, re-reading, metacognition) increase student achievement. During teaching, Regency Place staff also use cooperative learning structures, hands on learning models, active participation (every pupil response), flexible grouping, student conferencing, direct instruction, and higher level questioning techniques. A skilled educator applies these strategies across the content areas. After teaching, effective instructional strategies include classifying learning (summarizing, assimilating new learning with previous learning), learning logs, reciprocal teaching, and timely feedback of independent student work. Regency Place staff use a variety of assessment techniques, matched to the learning objective (performance, multiple mark, written response, self reflection, portfolio) to assess student growth. Based on learner responses, tutorials or enrichment opportunities may be provided through extended learning. Above all, teacher strategies should increase student retention of information and promote opportunities for student self evaluation.

5. Professional Development: Every year Regency Place creates a Building Staff Development Plan (BSDP) based on student learning data. This document links directly to the building School Improvement Plan. Staff learning is based upon research based strategies and an intense focus on classroom application. As in our classrooms, adult learning is hands on and collaboratively based. Grade level professional learning communities utilize planning time to assess student learning by looking at student data and reflectively examining best practices to guide instruction. Student learning data guides EVERY Regency Place staff member’s Professional Growth Action

Plan (PGP), a document which includes target goals focusing on professional learning, implementation strategies, assessment, and effective instruction in a content area. The individual PGP aligns with the building School Improvement Plan, which aligns with the Building Staff Development Plan (BSDP). District training supports our professional growth as learning time is built into the contract day at all levels (district, building, and individual focus). Additional in-district training opportunities are provided through substitute release days – for both new and experienced staff. New staff receive support from an Instructional Resource Teacher, providing classroom observation feedback and instructional strategy training. Olathe District Schools utilize the “trainer of trainers” model, with teachers teaching colleagues. This is a highly effective model of learning, especially when staff members are able to attend outside district learning opportunities. Regency Place has enriched its Building Staff Development Plan each year by offering staff members a variety of book clubs. Staff select a professional text and meet informally to dialogue. Book titles during the 2005/06 school year included *Revisit, Reflect, Retell* by Linda Hoyt, *One to One* by Lucy Calkins, and *How the Brain Learns*, by David Sousa. Regency Place educators realize that we, like our students, must be actively engaged life long learners.

PART VII – ASSESSMENT RESULTS

Subject Reading Grade 5 Test Kansas State Reading Assessment

- Kansas uses five performance level categories. Unsatisfactory, Basic, Proficient, Advanced and Exemplary.
- Subgroups that have NA reported for certain years and/or performance levels are because the state criteria for the number of students reported was not met.
- Certain subgroups were not reported at all because the state criteria for the number of students reported was not met.
- *Grade 5 reading subgroups are continued on the next page.*

	2004-05	2003-04	2002-03	2001-02	2000-01
Testing Month	April	April	April	April	April
REGENCY PLACE ELEMENTARY SCORES					
% Unsatisfactory	0	0	0	0	3
% At or Above Basic	100	100	100	100	97
% At or Above Proficient	99	96	97	92	87
% At or Above Advanced	93	86	84	75	65
% Exemplary	65	48	43	37	36
Number of students tested	81	83	63	60	75
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
STATE SCORES					
% Unsatisfactory	5	8	9	13	13
% At or Above Basic	95	92	91	87	87
% At or Above Proficient	78	72	69	63	64
% At or Above Advanced	56	50	46	40	40
% Exemplary	24	21	19	15	14
SUBGROUPS					
REGENCY PLACE ELMENTARY - WHITE					
% Unsatisfactory	0	0	0	0	1
% At or Above Basic	100	100	100	100	99
% At or Above Proficient	99	96	97	93	87
% At or Above Advanced	94	84	85	76	64
% Exemplary	67	49	43	39	37
Number of Students tested	69	76	61	59	70
STATE SCORES					
% Unsatisfactory	3	6	7	9	9
% At or Above Basic	97	95	93	91	91
% At or Above Proficient	82	77	74	69	70
% At or Above Advanced	60	54	51	45	45
% Exemplary	27	24	21	18	17

PART VII – ASSESSMENT RESULTS

Subject Math Grade 4 Test Kansas State Math Assessment

- Kansas uses five performance level categories. Unsatisfactory, Basic, Proficient, Advanced and Exemplary.
- Subgroups that have NA reported for certain years and/or performance levels are because the state criteria for the number of students reported was not met.
- Certain subgroups were not reported at all because the state criteria for the number of students reported was not met.
- *Grade 4 math subgroups are continued on the next page.*

	2004-05	2003-04	2002-03	2001-02	2000-01
Testing Month	April	April	April	April	April
REGENCY PLACE ELEMENTARY SCORES					
% Unsatisfactory	0	0	1	0	6
% At or Above Basic	100	100	99	100	94
% At or Above Proficient	100	97	97	89	78
% At or Above Advanced	93	94	87	72	55
% Exemplary	65	64	66	31	18
Number of students tested	86	72	77	61	51
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
STATE SCORES					
% Unsatisfactory	4	6	9	11	12
% At or Above Basic	96	94	91	89	88
% At or Above Proficient	85	80	74	68	67
% At or Above Advanced	69	61	52	46	42
% Exemplary	38	30	23	18	17
SUBGROUPS					
REGENCY PLACE ELMENTARY - SPED					
% Unsatisfactory	0	0	na	na	na
% At or Above Basic	100	100	na	na	na
% At or Above Proficient	100	90	na	na	na
% At or Above Advanced	86	80	na	na	na
% Exemplary	43	50	na	na	na
Number of Students tested	14	10	8	6	5
STATE SCORES					
% Unsatisfactory	9	11	17	22	27
% At or Above Basic	91	89	84	78	73
% At or Above Proficient	74	68	59	49	46
% At or Above Advanced	56	48	38	28	24
% Exemplary	26	22	15	9	8

Subject Math Grade 4 Test Kansas State Math Assessment

	2004-05	2003-04	2002-03	2001-02	2000-01
Testing Month	April	April	April	April	April
REGENCY PLACE ELEMENTARY - WHITE					
% Unsatisfactory	0	0	1	0	6
% At or Above Basic	100	100	99	100	94
% At or Above Proficient	100	98	97	90	78
% At or Above Advanced	93	97	89	75	55
% Exemplary	64	67	67	32	18
Number of Students tested	73	63	72	60	51
STATE SCORES					
% Unsatisfactory	2	4	6	8	9
% At or Above Basic	98	96	94	92	92
% At or Above Proficient	89	84	79	73	73
% At or Above Advanced	75	66	58	51	48
% Exemplary	42	35	27	21	20