

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

U.S. Department of Education **REVISED 3/8/06**

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

Name of Principal Mr. John C. Harriss
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

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

School Mailing Address 601 Lee Street
(If address is P.O. Box, also include street address)

Olathe Kansas 66061-4300
City State Zip Code+4 (9 digits total)

County Johnson State School Code Number* 8060

Telephone (913) 780-7750 Fax (913) 780-7759

Website/URL http://schools.olatheschools.com/westview/ E-mail jharrisswv@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 _____

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

District Name Olathe USD #233 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 _____

*Private 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 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
 0 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. 9 Number of years the principal has been in her/his position at this school.
 NA 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				7			
K	16	23	39	8			
1	15	21	36	9			
2	15	14	29	10			
3	13	15	28	11			
4	18	13	31	12			
5	24	19	43	Other			
6	16	15	31				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							237

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

6. Racial/ethnic composition of the students in the school:
- | | |
|--------------|----------------------------------|
| <u>49</u> | % White |
| <u>3</u> | % Black or African American |
| <u>46</u> | % Hispanic or Latino |
| <u><2</u> | % Asian/Pacific Islander |
| <u><1</u> | % 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: 25 %

[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.	33
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	24
(3)	Total of all transferred students [sum of rows (1) and (2)]	57
(4)	Total number of students in the school as of October 1	225
(5)	Total transferred students in row (3) divided by total students in row (4)	.253
(6)	Amount in row (5) multiplied by 100	25

8. Limited English Proficient students in the school: 28 %
67 Total Number Limited English Proficient
 Number of languages represented: 3
 Specify languages: Spanish, Danish, Laotian

9. Students eligible for free/reduced-priced meals: 60 %
 Total number students who qualify: 143

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: 22 %
53 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>4</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>3</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>10</u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u>17</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u>4</u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u>7</u> Multiple Disabilities	<u>8</u> Developmentally Delayed

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>0</u>
Classroom teachers	<u>14</u>	<u>0</u>
Special resource teachers/specialists	<u>9</u>	<u>11</u>
Paraprofessionals	<u>7</u>	<u>6</u>
Support staff	<u>8</u>	<u>6</u>
Total number	<u>39</u>	<u>23</u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 17:1

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	95%	95%	94%	95%	94%
Daily teacher attendance	94%	93%	96%	94%	91%
Teacher turnover rate	15%	19%	9%	22%	17%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III - SUMMARY

Westview, Olathe's fourth elementary school, opened its doors for the first time on September 7, 1954, welcoming approximately 210 students in kindergarten through fourth grade. Olathe is a suburban community located approximately 20 miles south of Kansas City, Missouri and is one of the fastest growing communities in the Midwest, with a population over 100,000. A progressive city known for its support for schools, Olathe has a predominantly middle to upper middle class population, with interspersed sections of poverty, primarily located in the older parts of town. With approximately 240 students in kindergarten through sixth grade, 60% of Westview's students qualify for free or reduced lunch, and 51% of our students represent minority populations. As a Title I school, Westview provides additional support in reading and math to our students. Our school is a district English Language Learner (ELL) Center, with language acquisition support for approximately 70 students. Westview also houses two district Lifeskills classes for children with severe and multiple disabilities.

Meeting the needs of a diverse student population has been challenging for our school community. Westview did not meet student achievement targets for two years, and in 2000-01 our school was placed on a Title I School Improvement Plan. The Olathe School District is well known as a progressive school district with high student achievement, so not making Adequate Yearly Progress set a strategic plan in motion.

Teachers and administrators from Westview and the district met to develop and implement a School Improvement Plan, consisting primarily of four components. First, we challenged and changed staff attitudes. It is not uncommon for staff members in schools with high levels of poverty to develop attitudes and actions that do not communicate high expectations for students. Several "heart to heart" conversations, in-services, and study groups assisted our staff in adopting a "no excuses" attitude. Consequently, we determined a course of action based on those factors related to student achievement which were within the school's control. Secondly, our district administration made a commitment to provide maximized support for classroom instruction, with involvement from the district Assessment Director, district math and language arts coordinators, the Elementary Level Director, and the school's Instructional Resource Teacher, a master teacher who works with new teachers and school improvement initiatives. The third component was the study and adoption of a process we call Instructional Focus. This school-wide model provided a framework for analyzing data and putting learning structures in place aligned with curricular standards. The fourth piece of our plan was the implementation of a 21st Century Community Learning Center program. In 2001, Westview, along with two other Title I schools in Olathe, received a federally funded 21st Century Community Learning Center Grant to provide before and after school programming for at-risk children. This program, called School Plus, focuses on providing extended learning opportunities for approximately 50 Westview students. School Plus provides academic support in reading and math, as well as enrichment and recreational opportunities. The federal grant supported four years of programming, and in 2005, the city of Olathe approved a grant to continue this successful program for another three to four years.

Guided by our mission statement, "WE will encourage a love of learning, respect for self and others, and academic achievement in a safe environment, preparing all students to meet the challenges of *their* future," our school improvement efforts have paid off. Westview has demonstrated Adequate Yearly Progress each year since 2001, has twice met the state Standard of Excellence, and has been recognized with four state Challenge Awards for making significant progress in closing the achievement gap.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results

Kansas administers State Assessments in Reading, Math, Writing, Social Studies and Science. These may be found on the Kansas State Department of Education webpage, www.ksde.org. From 2001 through 2005 the State Mathematics Assessment was administered to students in fourth grade and the State Reading Assessment was administered to students in fifth grade. All students in each grade level were expected to participate. Modified and alternate assessments were available for qualified students with Individual Education Plans and for English Language Learners. These assessments are part of the Quality Performance Accreditation (QPA) process and are also used to determine Adequate Yearly Progress (AYP) for schools across the state.

Performance levels for the Kansas Reading Assessment are: Exemplary (93-100%); Advanced (87-92%); Proficient (80-86%); Basic (68-79%); and Unsatisfactory (0-67%).

Performance levels for the Kansas Math Assessment are: Exemplary (75-100%); Advanced (60-74%); Proficient (48-59%); Basic (35-47%); and Unsatisfactory (0-34%).

To meet Kansas Standards, students are expected to be Proficient or above in math and reading. To achieve the State Standard of Excellence a school must have no more than 5% of students tested at the Unsatisfactory level, at least 25% at the Exemplary level, and at least 80% at the Proficient or above levels.

Westview students have demonstrated significant improvement on the State Reading Assessment during the past five years. With 100% of our fifth grade students participating, the percent of students scoring Proficient or above increased from 52% in 2001 to 96% in 2005. Similar improvements have been demonstrated by students in subgroups. In 2001, 53% of our students receiving free or reduced lunch scored Proficient or above. By 2004 that percent had increased to 100% of the students in that subgroup scoring Proficient or above. In both 2004 and 2005, 100% of our Hispanic students and 91% of our White students scored Proficient or above.

Westview Elementary School received the inaugural Challenge Award Certificate of Merit for Reading Achievement from the Confidence in Public Education Task Force in 2002. We received that same honor in 2003 and 2005, and a Certificate of Recognition in 2004. Westview School has met the Kansas State Standard of Excellence for Achievement in Reading in 2004 and 2005.

Westview School is equally proud of the improved performance and success of our students on the State Mathematics Assessments during the past five years. With 100% of our fourth grade students participating each year, those students scoring Proficient or above has increased steadily, from 34% in 2001 to 94% in 2005. Leaving no child behind, students in our subgroups have demonstrated similarly impressive results. In 2001 29% of our students receiving free or reduced lunch, 31% of our Hispanic students, and 42% of our White students scored Proficient or above. By 2005 those groups had made the following gains: 95% of our students receiving free or reduced lunch, 93% of our Hispanic students, and 94% of our White students scored Proficient or above. We are also extremely proud of having met the Kansas Standard of Excellence for Achievement in Mathematics in 2004 and 2005.

2. Using Assessment Results:

The dramatic improvement in student performance on state assessments during the past five years can be attributed to a variety of efforts and interventions, but undoubtedly one of the most significant would be the use of data to drive instructional planning and delivery throughout

our school. Beginning with the 2001-02 school year our entire teaching staff began implementing a systematic, school-wide intervention called Instructional Focus which we still use today. At Westview, Instructional Focus involves the following steps: (1) analysis of the most current state assessment data; (2) identification and prioritization of instructional indicators and objectives; (3) development of an instructional timeline; and (4) daily instruction and frequent assessments designed to measure and insure student mastery. This school improvement model has been proven to be incredibly effective and has become an expectation in all classrooms at Westview. Time for Instructional Focus planning comes from Building Professional Growth opportunities, monthly staff meetings, and, initially, from voluntary meetings outside the contract day. Since last year additional teacher plan time has provided opportunities during the contract day for grade level teachers to collaborate on lesson planning and assessments, through a professional learning community format. Instructional Focus lessons take place during the regular instructional day.

Teachers meet regularly as professional learning communities for the purpose of analyzing student data and aligning instruction. Beginning of Year, Mid-Year and End of Year District Assessments in mathematics and language arts, and classroom benchmark assessments are used to measure student progress and performance levels. This data helps us identify students requiring additional support or extensions in order to be successful. Our Student Intervention Team (SIT) meets weekly to offer assistance and suggest interventions related to student achievement and performance. This team also monitors and updates individual education plans for students receiving special education services.

3. Communicating Assessment Results:

Various methods are used at Westview to communicate student performance to students, parents and the community. Several teachers apply graphing and data analysis skills by having students monitor their own progress on class assignments, homework, and tests. All teachers provide timely and specific feedback to their students through graded assignments and individual student conferences. School-wide initiatives to boost student motivation and performance on state assessments include a pep rally where students performing at the Advanced and Exemplary levels on state assessments are recognized. Individual student Assessment Talks have been conducted where each child sets a personal best goal for performance on state math or reading assessments.

Parent-Teacher Conferences are scheduled twice each year, and our school consistently has a very high participation rate. Spanish interpreters are provided for those parents who do not speak English, and written communication is provided in both languages. Parents receive mid-quarter progress reports and quarterly report cards informing them of their child's progress. A monthly school newsletter highlights student and school successes and accomplishments. Individual teachers and/or grade levels provide class newsletters at least once a month informing parents of current curriculum studies, class projects and activities, upcoming events, and opportunities for parent support of and involvement in their child's learning. Our School Site Council is developing a program called Families Count to encourage and reward family support of student success at school and at home.

School-wide academic performance is shared regularly with our School Site Council. Our local Board of Education receives regular updates on school achievement and performance. Additionally, the Kansas State Department of Education issues an annual Building Report Card which provides information specific to our school related to student performance on state assessments. This document is available at our school and at the KSDE website.

4. Sharing Success:

Westview's improvement during the past five years has transformed our school from one that was failing to one that is fantastic, and we are more than willing to share our story with those facing similar challenges. As word of our accomplishments has gotten out, we have hosted visits from schools within the district as well as schools outside Olathe, and we have shared with them the steps we have taken to improve student learning and our school's success. Several of our teachers serve on district committees and have been able to share with others the strategies we have implemented and the success our school and students have experienced. Westview teachers have been presenters at district Staff Development sessions on several occasions. Our principal has served on and chaired Accreditation Teams for schools outside Olathe. Often these schools face similar challenges regarding student achievement, and they welcome the guidance, advice and experiences shared. Recent changes in the accreditation process have allowed our school to partner with a district school very much like Westview. Our Building Leadership Team has provided encouragement, empathy, support, and suggestions to that staff related to their school improvement efforts.

Our school's journey during the past five years has allowed us to refine and enhance our leadership, teamwork and professional skills while developing and personalizing a process that systematically addresses the challenges of low student achievement and performance. With current and future changes in our state accreditation process, specifically related to Adequate Yearly Progress (AYP) and student subgroups, we feel that we have much to offer those schools who will soon find themselves in a position similar to where we were five years ago. Our principal and our teachers are committed to leading the way so that other schools can learn from our experiences.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

The Olathe School District has developed a comprehensive curriculum aligned with State and National Standards. Curriculum in language arts, mathematics, social studies, science, library media, physical education, music, and visual arts are revised regularly in order to provide students with the highest quality learning experiences.

The mission of our language arts curriculum is 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, life-long learners, and productive citizens. Student progress in reading is monitored through the use of running records and both formal and informal assessments. Students are taught the six-traits of writing and use rubrics to better understand the writing process, evaluate their writing progress, and produce quality writing.

Our mathematics curriculum focuses on the following standards: numbers and computation, algebra, geometry/measurement and data analysis. Our school emphasizes problem-solving skills and expects students to apply mathematical concepts and knowledge in "real world" situations. Opportunities for enriched experiences in mathematics are available through our Thinking Beyond and Math Wings programs.

Geography, history, economics, government, civics, critical thinking and information processing are the strands which spiral through our social studies curriculum. Learning is enhanced through field trips, guest speakers, and class simulations. The social studies curriculum provides numerous opportunities for integration of visual arts, technology, music, and

library media.

The purpose of our science curriculum is to develop and apply the skills of scientific inquiry, experience the richness and excitement of knowing about and understanding the natural world, and developing scientific habits of mind in order to apply scientific processes and principles to everyday experiences. Science is taught using a hands-on approach and Action Kits are the primary instructional tool for classroom lessons. The Hands-On Minds-On Science Museum, trips to Science City, and the district Science Festival provide students with opportunities to apply and extend their science skills in authentic experiences.

The district's library media program empowers students to become successful, independent, lifelong users of information by promoting literacy and the enjoyment of reading and learning. In addition to teaching students information acquisition skills and developing an appreciation of literature, our library program promotes the habit of lifelong reading. Our school's At Home Reading Program has been extremely successful in bringing families together through the experiences of sharing literature.

Our physical education curriculum is aligned with national standards and includes cognitive and affective goals supporting movement and fitness. While individuals develop the skills for a physically active lifestyle, team activities promote understanding and respect for differences among people.

With a mission of providing students opportunities to develop essential skills for lifelong musical participation and enjoyment, our music curriculum supports the development of the whole child. Skills related to singing, performing, listening to, analyzing, and evaluating music are enriched through field trips to the symphony, the ballet and other fine arts performances. Each year all students participate in the public performance of a music program. Program themes often correlate with other curriculum studies at their grade level.

The mission of the visual arts program is for students to develop skills in visual communication, original thinking, and creative self-expression. Weekly classes allow students to explore art processes, techniques, and media, to create original artwork, and to share their artwork with others. Students' work is displayed throughout the school, at our annual Academics and Arts Fair, and selected pieces are featured at a district Art Exhibition. Field trips to the Nelson-Atkins Museum of Art allow students to better understand and appreciate the contributions of art and artists in society.

2. Reading:

Westview's reading curriculum is based on a comprehensive framework of reading TO, WITH and BY students. Reading TO students occurs daily at all grade levels. Our read aloud program utilizes rich literature by notable authors with a variety of text. Exposure to, interaction with, and analysis of literature occurs in all curricular areas and is an instructional strategy used by all teachers. Reading WITH students during whole group and small group lessons provides explicit skills instruction. This is the component of our reading curriculum that teaches active reading strategies used by proficient readers. During whole group instruction teachers utilize the curriculum pacing guide to ensure that the reading curriculum is taught, practiced, and assessed. Results are then analyzed to determine needs for re-teaching and enrichment. Small group instruction provides opportunities for teachers to more closely observe student application of skills and strategies and to support reading acceleration for those students needing to advance reading proficiency. Readers at all levels participate in literature circles and discussion groups. Independent reading BY all students occurs during Sustained Silent Reading (SSR) at school and at home. Students are taught how to select literature appropriate to their instructional level from

a broad variety of reading materials.

In contrast to the simplicity of our approach to teaching reading, the fact is that teaching reading is extremely complex. Our approach provides teachers and students with a strategic plan for teaching and acquiring reading skills. With a growing district and a building where student turnover is common, it is necessary to have a focus and a plan in place to ensure consistency within the instructional program. A simple yet strategic approach to reading instruction provides consistency and supports communication about students' progress throughout the school in order to utilize all available resources and maximize student potential.

3. Mathematics:

Westview's mission of "...preparing students to meet the challenges of *their* future" is supported by our district mathematics curriculum and adopted instructional strategies. The Olathe School District recognizes that nothing less than a state-of-the-art mathematics curriculum will provide our students with the knowledge and skills necessary for future success. That is why our curriculum is 100% aligned with Kansas Standards and is a match to the National Council of Teachers of Mathematics (NCTM) Standards. Mathematics instruction at Westview, as in all schools across the district, focuses on what every student should know and be able to do with goals intended to help students: (1) recognize the importance of mathematics in the world in which they 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; and (5) connect and apply math in real life situations and other disciplines. For each grade level, a notebook of teacher designed lessons builds on students' prior knowledge as new skills are acquired through active, hands-on learning experiences with mathematical models and manipulatives, such as geoboards, baseblocks, and algebra blocks. Authentic and worthwhile tasks that allow students to explore and investigate mathematical ideas are imbedded in daily instruction as well as in extended and enriched learning opportunities. A typical mathematics lesson includes problem solving, mental math, cyclical review of previously covered concepts/skills, vocabulary instruction for new terminology, guided practice of the objective, independent assignment, and a personal summary of students' understanding through math journaling. Pacing guides ensure that the curriculum is completed in a timely fashion. As we help our students prepare for their future, we find multiple opportunities to apply mathematical processes and proficiencies including problem solving, making connections, communication, reasoning, and representations.

4. Instructional Methods:

At Westview, the complexities of teaching and learning are addressed through well designed lessons and effective instruction. Lesson design is the *framework* for learning based on the goals and objectives of our district curriculums. Instruction is *where* and *how* the individual and personal abilities and needs of students are met. When faced with the challenge of educating students demonstrating a wide range of abilities and needs, our response is a broad variety of research-based instructional methods. Whole class instruction is frequently selected by teachers when new material is being presented. Shared Reading is a type of whole class instruction that allows students with varying reading abilities exposure to and interaction with grade level literature. Small group lessons allow teachers to form groups of mixed-ability students and often include cooperative learning structures. Guided Reading groups also provide teachers with time to work with small groups of students who demonstrate similar abilities and to present instruction at their level. Small group instruction is frequently combined with flexible grouping

so that students' needs for remediation or acceleration can be accommodated. Hands-on learning is a first choice for our teachers and is utilized at all grades and in all curricular areas. Our visual arts, physical education, music and science instruction are areas where one would expect to, and would, see our students engaged in activity based learning. The use of manipulatives is not limited to our youngest learners or our primary grades. Hands-On Equations in fifth grade and sixth grade is a fascinating and extremely effective method for teaching basic algebra. Beyond the regular school day, many Westview students participate in an extended-day learning opportunity called School Plus. Tutorial and homework assistance, reading and math support, technology, enrichment, and self-selected learning activities are components of this extremely popular and highly effective program.

5. Professional Development:

The Olathe School District recognizes the skills of the classroom teacher as the primary factor in student learning. A commitment to high quality professional development supports our school's success. District professional development is frequently used to provide teachers with training related to curriculum and/or as a forum for colleagues to share teaching and learning strategies. District professional development ensures that all teachers are trained in and implementing the most effective instructional methods and materials. Building professional development is designed by our Building Leadership Team, a group of teachers representing all grade levels and curriculum areas. This team also oversees the development of our School Improvement Plan. The Instructional Focus program referenced earlier in this application would very likely not have been implemented if it were not for the time provided through building professional growth to explore, discuss, and develop this strategy at Westview. District and building funds are used to support attendance at national and state conferences with attendees sharing what they learn with colleagues and peers. As a part of our district's teacher appraisal process, each teacher has an individual professional growth action plan which includes a target goal for student learning, new professional learning, implementation strategies, and assessment. Individual professional growth action plans align with our School Improvement Plan and allow teachers to enhance their knowledge or skills in areas of particular interest without it feeling like it is "one more thing to do." Over the past few years, our teachers have also participated in a number of book studies. Some of the titles selected include *Whatever It Takes* by Richard and Becky DuFour, *How the Brain Learns* by David Sousa, and *Classroom Instruction That Works* by Robert Marzano. Each summer many of our teachers attend the district-sponsored Practitioner's Conference, both as participants and as presenters.

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
WESTVIEW ELEMENTARY SCORES					
% Unsatisfactory	0	5	9	3	15
% At or Above Basic	100	95	91	97	85
% At or Above Proficient	96	95	88	85	52
% At or Above Advanced	87	81	76	61	33
% Exemplary	48	33	42	18	19
Number of students tested	23	21	33	33	27
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	93	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					
WESTVIEW ECONOMICALLY DISADVANTAGED					
% Unsatisfactory	0	0	12	5	18
% At or Above Basic	100	100	88	95	82
% At or Above Proficient	94	100	82	79	53
% At or Above Advanced	81	100	65	58	35
% Exemplary	38	25	35	16	12
Number of Students tested	16	12	17	19	16
STATE SCORES					
% Unsatisfactory	8	13	15	22	24
% At or Above Basic	92	88	85	78	76
% At or Above Proficient	68	60	55	47	47
% At or Above Advanced	43	36	31	25	24
% Exemplary	16	12	10	7	7

PART VII – ASSESSMENT RESULTS

Subject Reading Grade 5 Test Kansas State Reading Assessment

	2004-05	2003-04	2002-03	2001-02	2000-01
Testing Month	April	April	April	April	April
WESTVIEW HISPANIC					
% Unsatisfactory	0	0	7	7	NA
% At or Above Basic	100	100	93	93	NA
% At or Above Proficient	100	100	86	72	NA
% At or Above Advanced	83	100	72	57	NA
% Exemplary	33	30	4	1	NA
Number of Students tested	12	10	14	14	5
STATE SCORES					
% Unsatisfactory	8	14	15	25	31
% At or Above Basic	92	86	85	75	70
% At or Above Proficient	66	57	53	41	38
% At or Above Advanced	43	34	28	20	16
% Exemplary	15	10	9	6	4
WESTVIEW WHITE					
% Unsatisfactory	0	9	14	0	9
% At or Above Basic	100	91	86	100	91
% At or Above Proficient	91	91	86	100	61
% At or Above Advanced	91	64	71	67	48
% Exemplary	64	36	36	13	22
Number of Students tested	11	11	14	15	21
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.
- 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
WESTVIEW ELEMENTARY SCORES					
% Unsatisfactory	3	0	23	18	22
% At or Above Basic	97	100	77	82	78
% At or Above Proficient	94	93	64	61	34
% At or Above Advanced	88	79	46	36	22
% Exemplary	41	50	27	14	3
Number of students tested	34	28	22	28	32
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					
WESTVIEW ECONOMICALLY DISADVANTAGED					
% Unsatisfactory	5	0	33	24	25
% At or Above Basic	95	100	67	77	75
% At or Above Proficient	95	89	50	41	29
% At or Above Advanced	84	78	25	35	17
% Exemplary	32	56	8	6	0
Number of Students tested	19	18	12	17	23
STATE SCORES					
% Unsatisfactory	7	10	14	19	21
% At or Above Basic	93	90	86	81	79
% At or Above Proficient	77	71	61	53	52
% At or Above Advanced	57	48	38	30	26
% Exemplary	25	20	13	9	8

PART VII – ASSESSMENT RESULTS

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
WESTVIEW HISPANIC					
% Unsatisfactory	7	0	40	29	25
% At or Above Basic	93	100	60	71	75
% At or Above Proficient	93	86	40	36	31
% At or Above Advanced	87	64	30	29	19
% Exemplary	40	50	20	7	0
Number of Students tested	15	14	10	14	15
STATE SCORES					
% Unsatisfactory	9	11	16	21	22
% At or Above Basic	91	89	84	80	78
% At or Above Proficient	72	67	56	48	47
% At or Above Advanced	52	43	33	24	21
% Exemplary	22	17	10	7	6
WESTVIEW WHITE					
% Unsatisfactory	0	0	8	8	21
% At or Above Basic	100	100	92	92	79
% At or Above Proficient	94	100	83	67	42
% At or Above Advanced	88	93	58	33	26
% Exemplary	47	50	33	17	5
Number of Students tested	17	14	12	12	17
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