

**U.S. Department of Education**  
**2009 No Child Left Behind - Blue Ribbon Schools Program**

---

Type of School: (Check all that apply)  Elementary  Middle  High  K-12  Other  
 Charter  Title I  Magnet  Choice

Name of Principal: Ms. Rosemary Lohndorf

Official School Name: High Peaks Elementary

School Mailing Address:  
3995 East Aurora Avenue  
Boulder, CO 80303

County: Boulder State School Code Number\*: 3940

Telephone: (303) 494-1454 Fax: (303) 494-5533

Web site/URL: http://schools.bvsd.org/highpeaks E-mail: rosemary.lohndorf@bvsd.org

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

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\*: Dr. Chris King, PhD

District Name: Boulder Valley RE 2 Tel: (303) 447-1010

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

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson: Dr. Helayne Jones

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), 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.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

---

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 one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals 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 and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. 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.
9. 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.
10. 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:
- |           |                     |
|-----------|---------------------|
| 29        | Elementary schools  |
| 9         | Middle schools      |
| 0         | Junior high schools |
| 9         | High schools        |
| 7         | Other               |
| <b>54</b> | <b>TOTAL</b>        |

2. District Per Pupil Expenditure: 9822

Average State Per Pupil Expenditure: 8166

**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. 2 Number of years the principal has been in her/his position at this school.

4 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	10	12	22	7			0
K	10	18	28	8			0
1	19	29	48	9			0
2	28	23	51	10			0
3	26	21	47	11			0
4	25	28	53	12			0
5	23	30	53	Other			0
6			0				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							302

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
18 % Asian  
0 % Black or African American  
7 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
75 % White  
       % Two or more races  
100 % **Total**

Only the seven standard categories should be used in reporting 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.

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

This rate is 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.	10
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	0
(3)	Total of all transferred students [sum of rows (1) and (2)].	10
(4)	Total number of students in the school as of October 1.	307
(5)	Total transferred students in row (3) divided by total students in row (4).	0.033
(6)	Amount in row (5) multiplied by 100.	3.257

8. Limited English proficient students in the school: 5 %

Total number limited English proficient 14

Number of languages represented: 3

Specify languages:

Spanish

Mandarin

Hebrew

9. Students eligible for free/reduced-priced meals: 4 %

Total number students who qualify: 13

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 free and reduced-price school meals 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: 8 %

Total Number of Students Served: 23

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>3</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>3</u> Specific Learning Disability
<u>5</u> Emotional Disturbance	<u>2</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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>11</u>	<u>0</u>
Special resource teachers/specialists	<u>2</u>	<u>9</u>
Paraprofessionals	<u>0</u>	<u>13</u>
Support staff	<u>1</u>	<u>2</u>
Total number	<u>15</u>	<u>24</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 26 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	96%	96%	97%	97%	97%
Daily teacher attendance	96%	96%	96%	96%	100%
Teacher turnover rate	27%	18%	0%	18%	18%

Please provide all explanations below.

Teacher turnover due to normal attrition..travel, change, pregnancy.

\*\*No teacher attendance records available for 2003-2004. Put in 100% as a value was required and didn't want to input a zero.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	<u>0</u>
Enrolled in a 4-year college or university	<u>0</u> %
Enrolled in a community college	<u>0</u> %
Enrolled in vocational training	<u>0</u> %
Found employment	<u>0</u> %
Military service	<u>0</u> %
Other (travel, staying home, etc.)	<u>0</u> %
Unknown	<u>0</u> %
<b>Total</b>	<b><u>100</u></b> %

## PART III - SUMMARY

---

High Peaks Elementary is a Core Knowledge (Core) focus school in Boulder Valley School District. Founded by parents and teachers in 1995, we are celebrating twelve years of thriving successfully in our district. Our guiding mission statement reads as follows:

High Peaks integrates essential skills and substantive content within the framework of the Core Knowledge sequence to foster academic excellence and high achievement. Through challenge and accomplishment - and in an atmosphere of respect and collaboration among all members of the High Peaks community - students build self-esteem and a lasting love of learning.

High Peaks is set apart by its focus on the enriched learning Core Knowledge curriculum, our high expectations and support for all children, and our exceptional teacher and parent community.

The Core curriculum is rich in literature, science, history, and social studies. Curriculum topics are sequenced, integrated, and revisited in increasing depth over the six years of elementary school. Our staff integrates reading, writing, art, and music to make the units come alive for students.

Children of all abilities are supported in reaching their full potential. Each teacher knows the children in depth and works to set high expectations at both the class and individual levels. Our high test scores reflect the quality and depth of our curriculum. Academically, High Peaks scores among the top schools in the state. The John Irwin School of Excellence Award, given to the top 8% of public schools in Colorado every year, has been awarded to our school since the award's inception in 2001.

Families are actively involved in many ways. A parent/teacher group helps with site-based decision-making; parents support extra-curricular activities, volunteer in classrooms on a regular basis, fundraise, and help run many of our class traditions. Our diverse community represents over twenty different cultures from all over Boulder Valley and yet operates as a cohesive group. We find that many of our families come to us by "word of mouth" from other families who highly recommend our curriculum and our excellent teaching staff.

We are part of our district's work with destratification to bring socio-economic diversity to Boulder Valley's schools. With the assistance of a site-based Community Liaison, we support our increasingly diverse community through GED, ESL, and homework sessions, as well as cultural events and family assistance.

We have many traditions at High Peaks including the yearly Geography Bee and the Spelling Bee. We have a Welcome Back and New Family Picnic and a spring Sock Hop, along with monthly parent meetings. Other important traditions at our school are the culminating projects for each grade. These include: the kindergarten world continent tour; the first grade Egyptian museum and Solar System tour; second grade simulation of immigration at Ellis Island and a crawl through a large digestive system; a third grade Rome Day and Viking Day; a fourth grade Western Expansion and Medieval Festival; and a fifth grade annual Shakespeare play and three days of outdoor education.

We have several school traditions including popular before- and after- school challenge activities which are all parent-initiated and parent-run. We have a chess club and a chess league with district, state, and national award-winning players. We have a Lego Robotics League that has gone to state-level competitions for the last two years, an after-school choir, Destination Imagination, Math Olympiads and a Stock Market Game.

We are proud of our strong, viable curriculum, our high academic expectations and the community commitment we have here at High Peaks. We believe all these factors work together to create our academic success.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

---

### 1. **Assessment Results:**

Each spring, all schools in Colorado participate in the Colorado Student Assessment Program (CSAP) developed by the Colorado Department of Education. The test is used to measure student achievement of the Colorado Model Content Standards, which are standards determined by the State Board of Education. At the elementary level, students are assessed at the 3rd, 4th, and 5th grade level in reading, writing and math. Fifth grade students are assessed in science as well. The assessments are several hours in duration, usually divided into 50-minute subtests administered over many days. The format of the tests is varied and includes multiple choice, fill-in-the-blank, and open ended responses. Individual performance levels on the CSAP are unsatisfactory, partially proficient, proficient and advanced. Information on this test can be found at [www.cde.state.co.us](http://www.cde.state.co.us) (Unit of Student Assessment page).

Colorado is also using the Colorado Growth Model as a tool to measure student growth from year to year. High Peaks has exceeded the state median growth percentile of 50 and higher in reading, writing, and math for the last three years.

High Peaks does very well on state tests. Our CSAP scores in math and reading are among the highest in the state, and have been consistently over time. Our third grade reading scores average 94% proficient and advanced over the last five years; fourth grade averages 92%; and fifth grade averages 95%. In 2005-2006, our fifth grade scored an amazing 100% proficient and advanced in reading.

Our third grade averages 95% in math, with these scores rising steadily over the past five years from 91% to 98% last year. Our fourth grade averages 92%, with scores going from 92% to a high of 96% last year. Our fifth grade averages 94% advanced and proficient over time, while our fifth grade math scores (advanced and proficient) vary more with a span from 84% to 98%. Last year we had an amazing 74% of our fifth graders score in the advanced category.

In writing, our scores are still well above state and district averages. Our fifth grade has a very high 93%, while third grade is 78% and fourth grade is 84%. We have focused on writing as one of our school improvement goals for the last three years to address the 3rd and 4th grade writing scores. We also notice after careful study of data that our largest gap is in the area of writing for students with special needs. This year and last, we have written a goal to close this gap and improve the writing skills of these students. For many students, writing presents varied challenges. There are the fine motor skills needed, including letter formation, spacing, and alignment. There are mechanics and composition skills like organization, voice and staying on topic. In addition, students need to pay attention to spelling. We have given a lot of effort and focus to writing in general and specifically to editing, mechanics, and grammar, as our subtest scores in these areas show a need for improvement overall. Some of our strategies for improvement include: small group instruction, paired writing, editing dictation, and specific grammar and mechanics lessons.

A reader looking at our overall high test scores might not realize that we have students with special needs. We do a lot of small pullout groups with writing, spelling, and phonics to support and scaffold learning for these special needs students, so that they can become successful.

### 2. **Using Assessment Results:**

At High Peaks, we use a formalized assessment process to guide classroom instruction and address our school improvement goals. Each year, teachers receive a data notebook with CSAP scores and other data points. We look at trends, patterns that are celebrations and challenges, and root causes. After developing a theory of action which addresses root causes, we then formulate our goals and implement action plans.

We use CSAP writing data to see what sub-content areas need additional focus. Through this process, we determined a need to focus on editing skills and grammar. This led us to create an editing rubric for the whole school which is used by teachers to ensure the systematic teaching of editing. We also have aligned our writing instruction, shared lessons, and use the Response to Intervention model to help identify and support students with writing needs.

We use multiple assessments to measure goals and student progress, which in turn helps us guide instruction. In writing, we give prompts to students each trimester and score these carefully to identify areas of need. We give editing dictations and use writing journals as tools. In reading, we use the Qualitative Reading Inventory to formally assess student growth in reading and use other informal assessments. In math, we give unit tests that focus on whether children are beginning, developing, or secure with specific math goals. We also have a more intensive math screening that helps us assess a child's performance in detail.

Finally, we use informal teacher observation on a daily basis. Classwork and homework are looked over for areas to re-teach. Checks for understanding give a quick look at who needs help or further support. In grades K-3 teachers keep a detailed portfolio of student work. This variety of assessment tools helps us ensure student achievement and growth.

### **3. Communicating Assessment Results:**

We share student performance and assessment results in a variety of ways with parents and stakeholders. In the area of student performance, the classroom teachers take an active role during the school year communicating assessment results to the students and parents. Parent-teacher conferences are formally held twice a year, along with informal conferences and updates that take place before and after school. We send our standards-based report cards home to parents three times a year. This report card shares data and shows areas of need along with teacher comments about progress. We share math, reading and writing assessments informally with parents as needs arise, and some assessments are sent home for parents to see as part of their weekly class work. The younger grades, in addition, keep assessments in individual student portfolios that parents can view at their convenience.

Our CSAP assessment data is published yearly in our School Accountability report and our district's school report card. The CSAP scores are sent home to each family in late August. The principal shares current CSAP data for each grade level in a slide show at Back-to-School Night. Trends are seen over time as the data is shared in graph format.

The principal also shares data results with parents through a bi-monthly newsletter. For example, this year a new reading assessment is being implemented, and parents are kept aware of trainings and implementation progress. The school improvement goals are discussed and referred to in these newsletters. Assessment data updates are also shared at parent community meetings held in the fall and spring each year as needed. At conferences, writing information is shared so parents can support our goal work. In a parent survey from last year, 93 percent of our parents feel they receive regular reports about academic progress.

### **4. Sharing Success:**

Our school is very proud of our successes. We believe our results are a combination of our Core Knowledge curriculum, high expectations, and community support. We share our successes as opportunities arise.

The TIES (Tools for Inquiry for Equitable Schools) teams from all Boulder Valley schools meet in groups during the year and share ideas, successes, and challenges on a regular basis. Several High Peaks teachers work on committees at the district level and share ideas at different district meetings. The principal attends monthly leadership meetings and is an advocate for our school.

Our teachers often attend Core Knowledge conferences and other learning experiences. At these events, we all are ambassadors for High Peaks, sharing our ideas for alignment, yearly outlines, integrating the Core curriculum into different areas and sharing writing ideas. Several schools ask us to share our editing rubric with them.

We also partner with the University of Colorado, located here in Boulder. We sponsor CU education practicum students for fall and spring sessions who volunteer in our classrooms. Teachers mentor and share ideas with these prospective teachers. We also have student teachers come from CU and other surrounding higher educational institutions and work for a semester, sharing our Core Knowledge philosophy, teaching strategies, and instructional experience.

Teachers at High Peaks are lifelong learners, many of whom are working on advanced degrees. Several of our teachers are getting ESL endorsements and masters degrees, and we currently have a PhD candidate, all of whom interface with other educators.

In the event that we are awarded the Blue Ribbon School status, we will be eager to share our work on our goals and on our successes. We believe we have a formula for high achievement and a rich, varied curriculum and enjoy discussing our school with other schools.

## PART V - CURRICULUM AND INSTRUCTION

---

### 1. Curriculum:

Our school promotes academic excellence and high achievement using the Core Knowledge curriculum of language arts, history, geography, science, and fine arts. The goal of Core Knowledge is to create a set of essential skills within a framework of integrated content knowledge that is rich, worldly, and meaningful. It provides a solid foundation of learning while offering the flexibility to meet individual student needs, community needs, and local district needs. Music and art are integral components of the program with specialized teachers. Standard district programming in PE is provided.

The program's science curriculum emphasizes hands-on experimentation and observation that introduces students to the excitement and structure of science, the scientific method, and critical reasoning. Students learn scientific content from life cycles to science biographies. We encourage students to ask questions, seek answers, analyze, measure, make qualitative observations, organize information, observe, and discuss. We hold an annual Science Fair accessing scientists from local research labs and the University of Colorado as judges of student projects.

Students begin studying the seven continents in kindergarten and study world and United States history starting in first grade. The history and geography curriculum spirals up through the grades and involves an integrated approach with art and music. Students are provided opportunities to sing, dance, listen to music, play act, read and write poetry, draw, paint and make realia related to the curriculum. When students graduate from fifth grade, they have covered the Boulder Valley School District standards, yet the Core Knowledge curriculum covers more topics, more subject matter and more depth than our district curriculum. As such, our students leave High Peaks well-prepared for middle school and beyond.

The High Peaks Core Knowledge program uses a diverse selection of literature drawn from many cultural and historic traditions. Each grade level has Core literature books that are recognized children's classics, including *Wind in the Willows*, *The Secret Garden*, and *The Adventures of Tom Sawyer*.

Our math curriculum is the Everyday Math program, a nationally recognized curriculum. We schedule math at the same time each day to facilitate movement for students able to take on more advanced work. Our students historically get placed into higher-level math classes when they reach middle school.

We have a Challenge Committee, including teachers and parents, that provides support, resources, and enrichment activities for teachers and students who desire or need extensions of the curriculum, both classroom and after-school-based. We also have a strong special education and literacy program that supports students who need more scaffolding within the curriculum.

For curriculum planning, our school is committed to using The Understanding By Design model (Wiggins, G., and McTighe, J. 2005), which encourages an instructional design that engages students in inquiry. This model offers conceptual frameworks for helping students acquire discrete facts and skills while uncovering the "big idea" embedded in a curriculum. Our school has worked to establish a K-5 vertical alignment of "big ideas" which helps our students use their schema and background knowledge when learning new material at each grade level. We believe this is a critical factor in our academic success.

Finally, beginning in the fall of 2007, High Peaks implemented an English as Second Language Program, bringing support, resources, language enrichment, and a multicultural dimension to the curriculum that benefits all children at our school.

High Peaks embraces the Core Knowledge curriculum as it promotes excellence and preparation of education, fairness by providing for all students regardless of their socioeconomic status, and multiculturalism through respect for diversity. The richness and variety of our curriculum nurtures the self-esteem of our students while creating a lasting love of learning.

## **2a. (Elementary Schools) Reading:**

Our reading curriculum at High Peaks uses a balanced literacy model. We guide students through a variety of instructional methods that include modeled, guided, shared, and independent reading to create lifelong readers . We feel there is no single instructional program or method that is effective in teaching all children.

Each grade level uses some form of guided reading in small groups. In kindergarten and grades 1 and 2, we have small groups reading at their level, guided by a teacher or other adult . The groups are assessed every six weeks and restructured as needed. This year we have parent funds supporting our reading time, with paraprofessionals working in the classroom at reading time.

In grades 3, 4, and 5, guided reading takes the form of literature groups, where children still read at their own level but with less adult support and more independent work. Children work in book groups on comprehension, character study, vocabulary, and plot development. They build deeper understandings around comprehension and share their thinking with each other. Vocabulary development is a key component.

All reading skills build from year to year. In kindergarten, we start with phonemic awareness, word building, and decoding, and by fifth grade, we have sophisticated, independent readers who can summarize, synthesize, and infer. We have adopted “Making Meaning” reading kits in K-3 grades. Reading comprehension kits are used for all grades which build developmentally appropriate comprehension skills such as connecting, inferring, predicting or summarizing. Retelling, using schema, making connections, visualizing, making inferences, and understanding text structure are taught directly through these comprehension programs. Students then use these strategies to make sense of their own reading at independent reading time.

## **3. Additional Curriculum Area:**

Our Core Knowledge social studies curriculum is well-designed and developmentally appropriate. History and geography content builds each year which helps prevent repetitions and gaps in instruction that are often present in less-structured curriculums. Through our studies of history and geography, we challenge students to understand relationships between nature and human cultures and the processes that change environments. We use “big ideas” to focus the content. This knowledge is then carried on to future grade levels for deeper connections and understandings.

Our main focus is to integrate the content between subjects. The curriculum comes alive using drama, music, reading, writing, and the arts. We include our art and music teachers in the planning of curriculum to ensure this integration. This means that students may be creating a rice paper painting of Mt. Fuji, learning about Asian music and instruments, studying maps, and writing haiku when learning about feudal Japan. The sense of accomplishment that students experience is measured through students’ enthusiasm, participation, collaboration, and knowledge as they experience these integrated units.

We enrich social studies with culminating activities at the end of units. In kindergarten, students have a Continent Party and taste their way around the world. In first grade, they create artifacts for an Egyptian Museum and serve as tour guides. In second grade, they simulate immigration at Ellis Island and create ancestor dolls to learn about their family heritage. In third grade, students study the Vikings and Romans and celebrate Rome Day, complete with togas. Fourth grade does a Medieval Feast with a wax museum of people of the times, and fifth grade performs a Shakespeare play annually as part of their studies.

This rich social studies curriculum leads to learners who can hold their own in conversations about history, geography and cultures of the world.

#### **4. Instructional Methods:**

The instruction at High Peaks helps each child grow and develop to their individual potential in concert with developmental expectations and district standards. Throughout the grades, we set high expectations for all children. One of our key strategies in meeting the spectrum of student needs is differentiation for each learner. We define differentiated instruction as a teaching approach in which educational content, processes and products are adapted according to student readiness, language preferences, background knowledge, and learning interests.

We implement differentiation through a three-tiered system. Tier One involves teacher and classroom-driven instruction to meet the needs of all students. We teach through different modalities to reach varied learning styles. Teachers support learning by activating prior knowledge, using advanced organizers, rubrics, menus of options, and a variety of visual aides and manipulatives. Instructional groupings vary with children working independently, with partners, in small groups, and even with cross grade-level buddies.

Tier Two has more support focusing on remediation. Teachers give individual support, re-teach and scaffold learning while collaborating with ESL, literacy, speech/language support or occupational therapy help if needed.

Tier Three is geared toward a smaller population of students who need more concentrated remediation beyond the classroom teacher. Students in this tier receive more pullout and individual support with specialists.

High achieving students are assessed and challenged at their level and can be accelerated for math and literacy, enriched through Math Olympiads, and receive small group enrichment in reading, writing, or math. Our Talented and Gifted program has literature, games, and materials to enrich our content. Through our many programs, we are able to identify and support a multitude of learning styles. As such, we are able to maximize each student's learning potential which promotes success in our diverse community of learners.

#### **5. Professional Development:**

Professional development is driven by the following priorities: school improvement goals, our Core Knowledge focus, and our work on integrating our English Language learners. We spend a lot of time looking at our data and use the data to write goals and then collaboratively brainstorm ideas and strategies to meet them. We then look at Core Knowledge work and other areas for growth and list staff development ideas that will support these areas, then we prioritize our action plans. From this, a calendar of professional development is generated. In this way, our teacher skill development is integrated with our school focus. We have five days of trainings and two meetings a month devoted to staff development. At each meeting, teacher leaders facilitate the agendas.

For example, to achieve our writing goal, staff activities include curriculum and writer's workshop alignment, editing work, and sharing lessons for writing. We support our Core Knowledge curriculum with teachers attending Core Knowledge trainings annually and state and national Core Knowledge conferences. This year, we sent three new teachers to the National Conference; last year, the entire staff attended the State Conference in Denver. We work with a consultant several times a year to develop and refine Core Knowledge concepts, curriculum outlines, assessments, and rubrics. These efforts focus our work on the Core Knowledge curriculum while keeping us true to our mission and vision.

As a part of Boulder Valley's destratification efforts, we have focused time on supporting English language learners. We started an ESL program three years ago with professional development around ESL teaching. We hired an ESL teacher two years ago and continue to develop our skills in scaffolding instruction. Our integrated curriculum is a great match for this as we teach the curriculum through art, music, drama, writing, reading, and poetry.

## **6. School Leadership:**

The High Peaks community works together as a leadership team to make collaborative decisions related to student achievement. Every teacher is on a school improvement goal team, and each goal team has a chairperson. These chairs, including parents and the principal, make up our School Improvement Team (SIT) to ensure we are moving forward on our goals. The Tools of Inquiry for Equitable Schools (TIES) team is a larger group that meets regularly to monitor school improvement work plans. This year, we continue working to implement the Response to Intervention model to ensure that struggling students who do not qualify for special education services receive the resources and support they need. Our principal meets regularly with all teachers and teams to provide support, collaboration and oversight to assure operational and educational success.

Another aspect of leadership is the parent/teacher governance team called the Educational Decision Team (ED Team). The principal meets monthly with the ED Team to discuss goals, monitor progress, and make school governance decisions as needed. The ED team has several committees, and the principal attends monthly meetings with each committee to help plan enriching after-school activities and support the curriculum and school goals. Problem-solving is ongoing, and issues are addressed as they arise.

The principal also acts as a liaison with the school district and brings ideas and updates back to the staff . Readings are shared with staff that relate to school goals and achievement.

Finally, the principal has worked to lead High Peaks through an intensive process of destratification which has created a significant shift in resources that better serves all our learners including ESL and minority families. We believe the responsive and collaborative nature of our school community is a critical factor in our overall success as a school.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics                      Grade: 3 Test: Colorado State Assessment Program  
 Edition/Publication Year: 2003-2008    Publisher: CTB McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	98	96	93	91	
% Advanced	62	69	72	57	
Number of students tested	47	51	54	44	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	1	0	0	0	
Percent of students alternatively assessed	2	0	0	0	
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. Racial/Ethnic Group (specify subgroup): White</b>					
% Proficient plus % Advanced	97	95	91	95	
% Advanced	59	69	72	59	
Number of students tested	37	39	46	39	
<b>3. (specify subgroup): Asian</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

State didn't test 3rd grade in mathematics until 2004-2005.

Alternative assessment was the CSAPA, a modified state test for students with special needs.

Subject: Reading  
 Edition/Publication Year: 2003-2008

Grade: 3 Test: Colorado State Assessment Program  
 Publisher: CTB McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Feb	Feb	Feb	Feb	Feb
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	96	98	93	87	98
% Advanced	21	22	19	11	19
Number of students tested	47	51	54	45	42
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	2	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. Racial/Ethnic Group (specify subgroup): White</b>					
% Proficient plus % Advanced	95	97	93	87	97
% Advanced	19	26	20	13	17
Number of students tested	37	39	46	39	36
<b>3. (specify subgroup): Asian</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

The alternative assessment noted was the CSAPA, a modified state test for students with special needs.

Subject: Mathematics Grade: 4 Test: Colorado State Assessment Program  
Edition/Publication Year: 2003-2008 Publisher: CTB McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	96	94	87	92	
% Advanced	63	73	59	64	
Number of students tested	52	51	46	39	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. Racial/Ethnic Group (specify subgroup): White</b>					
% Proficient plus % Advanced	97	93	88	91	
% Advanced	62	70	59	62	
Number of students tested	39	43	41	32	
<b>3. (specify subgroup): Asian</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

State didn't start testing 4th grade mathematics until 2004-2005

Subject: Reading Grade: 4 Test: Colorado State Assessment Program  
Edition/Publication Year: 2003-2008 Publisher: CTB McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	90	96	87	95	91
% Advanced	17	35	9	5	6
Number of students tested	52	51	46	39	53
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
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. Racial/Ethnic Group (specify subgroup): White</b>					
% Proficient plus % Advanced	95	95	88	94	92
% Advanced	18	40	10	6	6
Number of students tested	39	43	41	34	49
<b>3. (specify subgroup): Asian</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Mathematics

Grade: 5 Test: Colorado State Assessment Program

Edition/Publication Year: 2003-2008 Publisher: CTB McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	96	84	95	96	98
% Advanced	74	64	73	67	87
Number of students tested	53	45	34	51	45
Percent of total students tested	100	100	92	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. Racial/Ethnic Group (specify subgroup): White</b>					
% Proficient plus % Advanced	95	88	93	96	97
% Advanced	72	68	73	69	84
Number of students tested	43	40	30	48	38
<b>3. (specify subgroup): Asian</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading Grade: 5 Test: Colorado State Assessment Program  
Edition/Publication Year: 2003-2008 Publisher: CTB McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	96	87	100	98	96
% Advanced	40	38	32	31	38
Number of students tested	53	45	37	51	45
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
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. Racial/Ethnic Group (specify subgroup): White</b>					
% Proficient plus % Advanced	95	88	100	98	95
% Advanced	42	38	33	31	34
Number of students tested	43	40	30	48	38
<b>3. (specify subgroup): Asian</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes: