

2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet

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

Name of Principal Mr. Jonathan A. Wolfer

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

Official School Name Bromwell Elementary School

(As it should appear in the official records)

School Mailing Address 2500 East Fourth Avenue

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

Denver

Colorado

80206-4214

City

State

Zip Code+4(9 digits total)

County Denver

State School Code Number* 0880/1056/E

Telephone (303) 388-5969

Fax (720) 424-9355

Web site/URL http://bromwell.dpsk12.org

E-mail jonathan_wolfer@dpsk12.org

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

Principal's Signature

Name of Superintendent Mr. Michael Bennet

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

District Name Denver Public Schools

Tel. (720) 423-3300

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mrs. Theresa Pena

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

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

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

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

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

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 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. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have 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 2002 and has not received the No Child Left Behind—Blue Ribbon Schools award in the past five years.
5. 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.
6. 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.
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. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

DISTRICT (Question 1-2 not applicable to private schools)

1. Number of schools in the district: 73 Elementary schools
 17 Middle schools
 0 Junior High Schools
 14 High schools
 47 Other
 151 TOTAL
2. District Per Pupil Expenditure: 6817
 Average State Per Pupil Expenditure: 6388

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 are
 Suburban
 Small city or town in a rural are
 Rural
4. 2 Number of years the principal has been in her/his position at this school.
1 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
Pre K			0	7			0
K	28	22	50	8			0
1	31	22	53	9			0
2	32	20	52	10			0
3	22	20	42	11			0
4	31	26	57	12			0
5	25	21	46	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							300

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 0 | % American Indian or Alaska Native |
| 4 | % Asian or Pacific Islander |
| 9 | % Black or African American |
| 4 | % Hispanic or Latino |
| 83 | % White |

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 8 %

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

(1)	Number of students who transferred to the school after October 1 until the end of the year	13
(2)	Number of students who transferred from the school after October 1 until the end of the year	10
(3)	Total of all transferred students [sum of rows (1) and (2)]	23
(4)	Total number of students in the school as of October 1	300
(5)	Total transferred students in row (3) divided by total students in row (4)	0.08
(6)	Amount in row (5) multiplied by 100	8

8. Limited English Proficient students in the school: 5 %
- | | |
|----|---|
| 16 | Total Number Limited English Proficient |
|----|---|

Number of languages represented 13

Specify languages: Japanese, Chinese, Portuguese, Swedish, Korean, Mandarin, Pashto, Spanish, Italian, Punjabi, Polish, Russian

9. Students eligible for free/reduced-priced meals 8 %

Total number students who qualify: 26

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: 10 %
31 Total Number of Students Serve

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>15</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>0</u>	Other Health Impairment
<u>0</u>	Deaf-Blindnes	<u>7</u>	Specific Learning Disabilit
<u>2</u>	Emotional Disturbanc	<u>3</u>	Speech or Language Impairment
<u>0</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>1</u>	Mental Retardation	<u>0</u>	Visual Impairment Including Blindness
<u>0</u>	Multiple Disabilities		

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>2</u>
Special resource teachers/specialist	<u>6</u>	<u>6</u>
Paraprofessionals	<u>5</u>	<u>10</u>
Support Staff	<u>4</u>	<u>0</u>
Total number	<u>27</u>	<u>18</u>

12. Average school student-classroom teacher ratio, that is, the number of 25 : 1 students in the school divided by the FTE of classroom teachers, e.g., 22:1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. 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 in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	96 %	96 %	95 %	96 %	96 %
Daily teacher attendance	94 %	96 %	94 %	95 %	96 %
Teacher turnover rate	11 %	19 %	18 %	23 %	9 %
Student drop out rate (middle/high	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

PART III - SUMMARY

Bromwell Elementary School is a high-achieving public elementary school serving 300 students in Kindergarten through Grade 5 that. We are a school that aspires to the high standards exemplified in our covenant statement:

Bromwell Elementary School is a caring community created by a dedicated group of families and educational leaders committed to...

- creatively meeting the needs of all learners
- quality comprehensive programs
- high academic achievement
- strong community involvement

Bromwell has been successful for many years in high student academic achievement through the quality comprehensive programs we offer, the collaboration between experienced teaching staff and supportive parents and community, and the overall goal of creatively meeting the needs of each of our 300 students.

Bromwell's students benefit most of all from its dedicated and experienced teaching staff and a well-rounded curriculum. Our teachers average 12 years of experience in teaching in public schools. They evaluate the whole child as they plan differentiated instruction. As a result, Bromwell's scores on standardized assessments consistently surpass the Colorado and Denver Public School averages and rank us among the top schools in the district and the state.

Bromwell's students also profit from a 20-year history of full-day Kindergarten classes to set the stage for their academic and social success. Our Kindergarten teachers bring a structured academic curriculum, and our programs have been at the forefront of the expansion of full-day Kindergarten throughout the district.

Bromwell also is proud of its high percentage of open-enrollment students through the district's Choice program, as well as the number of neighborhood residents who send their children to be educated here. We recognize that our families have choices in the education of their children, from private to magnet to charter schools, and we are pleased with the number of neighborhood residents who choose to keep their children at their neighborhood elementary school as a result of our teachers' expertise and our high academic performance. In 2005, the most recent year of available statistics, there were 205 students of elementary school age in our neighborhood, and only 33 chose another school. The remainder of the school was filled through the district's enrollment lottery application system.

Our school is home to a Physically Disabled Center Program that serves students in a supported inclusion model. This allows students who have various physical disabilities to be included in regular classroom activities as well as have their special needs met in the areas of occupational therapy, physical therapy, speech/language, and augmented technology training. The center program also brings an important element of diversity, both in bringing students of varied backgrounds and of varied abilities.

Bromwell is also noted for its Learning Landscape, an innovative outdoor education facility that combines athletic fields and playground areas with a community garden and other unique features. Ours was the first project in the city, and like other programs here at Bromwell, has served as a model for similar projects at other schools. Our school's close proximity to the Cherry Creek North business area provides our students with many exciting enrichment opportunities. Students often visit the Ross/Cherry Creek branch of the Denver Public Library or the many art galleries that are located near our school. These businesses and organizations provide a supportive community connection from which our students benefit greatly.

Bromwell Elementary School has a tradition of very strong parent support and involvement. Parents and other volunteers put in hundreds of hours each month to serve our student population, teaching small reading groups and assisting in math instruction. The Collaborative School Committee (CSC) and PTSA work together to provide maximum support for our students. Fund-raising projects have been established to enrich curriculum programs and to help provide our many special programs: physical education, visual arts, music, library and technology, and Gifted and Talented/Challenge.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Bromwell's students in grades 3, 4, and 5 participate in the Colorado Student Assessment Program (CSAP). The evaluation system of CSAP has four levels of proficiency: Advanced, Proficient, Partially Proficient, and Unsatisfactory. Students demonstrate meeting the standard with a score of Proficient or Advanced. The overall scale score determines the level of proficiency for each student, and is adjusted annually. The U.S. Department of Education approved the state assessment program in December 2006; more information is located on the Colorado Department of Education's Unit of Student Assessment web site at http://www.cde.state.co.us/cdeassess/index_assess.html.

We are very proud of our students' results on CSAP. For the past five years, our school has received an 'Excellent' from the state because of our high student achievement. Our third, fourth, and fifth grade students consistently have 90% of our students scoring proficient or advanced on the annual state assessment in reading and mathematics. We also have a significant percentage of students who scored in the advanced category level.

For the past five years, Bromwell students have exceeded the state's proficiency levels in reading and math from anywhere between 14 and 35%. For example, 96 percent of our fourth graders in 2007 were proficient or advanced in reading compared with 64 percent of fourth graders in Colorado. This has been a consistent trend: in 2003, 98% of our fourth graders were proficient or higher in reading compared with 63 percent of other fourth graders in the state; that average of proficient or advanced readers for Bromwell's fourth graders has never been below 91% since 2003, while the state average ranged from 63 percent to 68% proficiency.

Our fourth and fifth grade students have performed very well on the Math CSAP, with 94 to 95% proficient or advanced as compared to state averages of 65 to 71%. In addition, Bromwell's students have shown an impressive percentage of students in the advanced category in both reading and math: in many cases, doubling or tripling the state percentage. In reading in 2007, 29 percent of Bromwell's third graders scored advanced compared to just 7 percent of our classmates statewide; 16 percent of our fourth graders were advanced while 6 percent statewide were advanced; and 28 percent of our fifth graders were advanced compared to 9 percent of fifth graders in Colorado.

Also in 2007 in math, 46% of Bromwell third graders were advanced while 25% were advanced throughout the state. A whopping 65% of our students were advanced on the fourth grade math assessment compared to 27% of Colorado's fourth graders; and 62% of our fifth graders were advanced while 30% of fifth graders state wide were advanced. We are also pleased that in 2007, no Bromwell student was unsatisfactory in mathematics.

2. Using Assessment Results:

Bromwell Elementary School uses various assessment data to drive instructional practices in all grades. All students are given the Developmental Reading Assessment (DRA) at either the beginning of the current school year or the end of the prior school year. This assessment provides detailed information on students' strengths in the area of reading and writing, and allows teachers to group students based on instructional need. For example, one first grade teacher might notice that there are five students who all scored lower in making inferences in a given text passage; this teacher will then create lesson plans for this small group of students that focus on that need.

In grades 3, 4 and 5, students are given Benchmark Assessments three times a school year that perform a similar function. These assessments are given in reading, writing, and mathematics. In addition to clearly defining an instructional need in these content areas, these assessments are also collaboratively scored by teachers. As a result of this scoring process, teachers are able to have professional dialogue about what aspects of a student's work sample make it proficient or advanced. These assessments are scored using rubrics that mirror the state assessment system's performance levels and grade-level expectations. As a result of these professional conversations about student work, teachers are able to meet students' needs by first assessing, then grouping, then teaching.

Finally, also in grades 3, 4 and 5, our teachers receive information on how our students performed on state assessments and notes instructional need. This information also drives the development of our School Improvement Plan, which determines professional development and individual teacher goals for

the upcoming school year. These plans and goals are reviewed annually with the ultimate goal of improving student performance. Because we have a high percentage of students identified as gifted and talented, we understand that they have potential for high academic achievement. Our annual identification process of gifted students allows us to support these learners as well.

3. Communicating Assessment Results:

Our assessment results have indeed been a source of celebration, so communicating assessment results is a priority of our school. Assessment results are released to the media in August following the completion of the assessments in March. Our daily newspapers devote special sections upon this release. Also, in December, the state released School Accountability Reports; this year, Bromwell received the highest rating possible, 'Excellent', the same rating the school has held for the past two years, and for five out of the past six years. This year's report, in addition to including the 'Excellent' rating by the state, added that Bromwell continues to show improvement in meeting all of our students needs. We appreciate that the state has acknowledged the outcomes as described in our covenant statement: high academic achievement as a result of creatively meeting the needs of all of our learners, every year.

In September of the past two school years, our principal has delivered 'State of the School' addresses to inform parents of student progress and performance. This setting, which has been very-well attended since its inception, provides an opportunity for our community to come together to celebrate our students' high achievement and review together opportunities for growth for our student. Our review of student assessment results in this collaborative fashion has also identified some areas of opportunity for growth, often narrowed to small strands.

We also make wide use of our web site, <http://bromwell.dpsk12.org>, to communicate with families about these great results. Families and the community are able to access the school accountability report as well as links to state and district information about assessments. Our web site is used as a model for other schools, both for design and content, for similar communication. The principal also uses the web site for weekly communication with families.

4. Sharing Success:

Bromwell Elementary is part of two networks of schools where we share past successes and plan for future successes. The first network is a district-wide group of 15 schools which meets at least monthly to collaborate on curricular expectations and discussions of best instructional and leadership practices. For example, much of this network's work in 2007-2008 has involved instructional leadership best practice in mathematics. Professional reading has been shared among the schools' principals, and that reading in turn has been a focal point of professional development at each of the network's schools. The network's principals also paired up to visit each other's schools and observe lessons, evaluate student work, and engage in dialogue about continued best practice. Bromwell has shared student work to be used as anchor papers to demonstrate 'proficient' student work as well as work that exceeds expectations.

The second network of schools that Bromwell works with is a group of 10 schools that are high-performing or are magnet schools for gifted and talented students. The purpose of this network has been similar to the other network but with greater attention paid to fulfilling one of the components of our covenant statement: meeting the needs of all of our learners, particularly the gifted and talented and other high-achieving students. Some of our discussions have revolved around the questions of accelerating and enriching the current mathematics curriculum, as well as advancing present learners from their present level of proficiency to exceeding expectations - moving students from 'proficient' to 'advanced.'

Our gifted and talented teacher also takes the initiative to lead professional development sessions geared towards gifted students. Several of our teachers play leadership roles on district committees to evaluate the district's curriculum and standards-based reporting systems. One of our Kindergarten teachers also leads an effort to support new teachers in other schools, and our staff regularly supports student teachers: in 2007-2008, we supervised nine student-teachers as they began their teaching careers.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The curriculum delivered to students at Bromwell Elementary School exemplifies the goals of the school's covenant statement: quality comprehensive programs designed to creatively meet the needs of all learners, collaboratively involving the entire school community, with an outcome and expectation of high academic achievement. Reading, for example, is taught with monthly units with a focus on a different, specific genre. One month might see instruction focused on fiction, poetry, or non-fiction. An appropriate writing component accompanies each of those genre studies. There is more information on Bromwell's reading curriculum in the following section.

The Mathematics Curriculum is Everyday Mathematics, which is a standards-aligned program focusing on deep conceptual understanding of mathematics. Students are introduced to rich mathematical vocabulary beginning in Kindergarten and are also expected to be able to communicate the reasoning they used in solving certain problems, both orally and written. The curriculum lends itself very strongly to enrichment, so our students who are high-achieving are easily led towards practical applications of the concepts taught and learned. All learners' needs are met creatively through this curriculum. For example, several multiple-digit multiplication algorithms are explored and presented to students, and students are free to choose the algorithm that makes the most conceptual sense to them.

In science, we stress the use of activities and skills that focus on the active search for knowledge or understanding to satisfy a curiosity. Structure and facilitated discussions based on shared understanding of rules of scientific discourses help to enhance our science disciplinary literacy (e.g., justifying understandings, basing arguments on data, critically assessing the explanation of peers). Both aspects of understanding - explaining and representing - are used to meet standards and prepare our students for the technological world they will enter. Science includes activities focused on Scientific Thinking, Scientific Tools and Technologies, Scientific Communication, and Scientific Investigation. This curriculum also lends itself very effectively to extended literacy experiences through non-fiction text based on the scientific topics explored.

Social studies are hands-on experiences at Bromwell Elementary. Primary grades explore their community and design family trees over and above studying their neighborhood geographic areas. In the intermediate grades, we are also able to take advantage of our strong community involvement with frequent trips to the Denver Museum of Nature and Science, the Colorado History Museum, and other local historical points of interest to explore our city, state, nation and world. Fourth and fifth grade students take overnight excursions to mountain destinations to study more in-depth our geographic and historical features.

Both science and social studies lend themselves to creative collaboration with specialists. Scientific investigations and social studies projects frequently will include research with our librarian and media specialist. For example, our first graders worked on a unit researching and presenting bats this past fall. Guided reading groups looked at non-fiction texts as explorations. Students then researched bats and habitats with the librarian, and created projects to communicate their new knowledge. In addition, many classroom plays and musicals are created with the assistance of our music teacher (who helps teach new songs) and our physical education teacher (who assists in dance instruction). All teachers, classroom and specialists, creatively collaborate effectively to meet the needs of all learners and achieve academically at high levels.

Bromwell also is proud of the arts that are infused into student learning. As noted above, our vocal music teacher is deeply involved with classroom projects, and also accompanies our student performers at our annual theater production. This year's production was 'The Pied Piper of Hamelin,' and our 40 student actors performed to two packed houses in December. Our visual arts program is an embodiment of a quality comprehensive program that utilize our community in many ways, from parent volunteers in art classes to tours of neighboring art galleries. We are most proud of the way that our visual arts teacher infuses literacy instruction through art. Students frequently research artists and their techniques prior to beginning a project. Their finished project always includes a descriptive writing piece explaining the medium and the connection they made to an artist or genre.

2a. (Elementary Schools) Reading:

The Reading Curriculum at Bromwell Elementary School is diverse and rich with content. The teachers

establish a predictable Reading Workshop structure averaging from 60 to 90 minutes a day. Mini lessons with focused intended learning statements introduce the workshop and often incorporate a read-aloud. Mini lessons address reading components including phonemic awareness, phonics, fluency, comprehension and vocabulary as well as various genres such as fiction, nonfiction and poetry. Independent reading is where students read 'just right' books independently and/or with partners. They discuss their books and write responses in reading journals. The teacher also has authentic conversation with the student learning more about his or her needs and guiding practice that will support independent efforts. Conference data and formal testing such as DRA2 and Benchmarks drives the teacher's instruction.

With students reading on their appropriate level, Bromwell teachers have set up fabulous small reading groups that resemble book club talk. The teachers have frequent individual student conferences where the teacher collects information about the student's attitudes and interests as a reader, her or his comprehension and ability to self-monitor, and reading strategies and skills. Bromwell is fortunate to have a significant number of parent volunteers. They are seen daily in the building with small reading groups hosting book clubs and book conversations. The older students discuss novels selected on student interests.

Students at Bromwell are able to access a wide collection of culturally diverse books representing various topics and genres. Classroom teachers work collaboratively with teacher specialists (Art, Physical Education, Music, Library Media Center) on student driven projects crossing all content areas. Projects are culminations of genre studies resulting in group and individual oral presentations. Project displays are routinely exhibited throughout the hallways and classrooms.

3. Additional Curriculum Area:

The visual arts program at Bromwell Elementary is an embodiment of a quality comprehensive program that utilizes our strong community connections and support so that our 300 students can achieve at high academic levels, in both the visual arts and in the core content areas. Bromwell has a full-time visual arts instructor that teaches at least two classes per week to all students. The visual arts classroom sees parents volunteering regularly to assist with class preparation and assist small groups of students as needed.

The curriculum is organized into monthly themes that address the state's visual arts standards and also contain literacy components embedded into each student project. For example, in October, 'stories of the natural world' are that month's theme. Students explored flowers drawn by Van Gogh, pointillist gardens created by Seurat, and landscapes by Cezanne. Older students read about these artists and their techniques, and created their own 'natural world' artwork as well as a descriptive writing piece. This allows teachers and students to meet literacy standards as well as visual arts standards in one lesson.

A strong community connection has been created and fostered between Bromwell Elementary and dozens of neighboring art galleries. A highlight of every school year is an ongoing relationship between a classroom and a featured artist at an art gallery. Students take walking field trips to a gallery to meet a local artist, explore the techniques used, and create a class project based on that gallery and artist. Those class projects are then placed up for bid at the Spring Arts Auction attended by hundreds of parents and community members. Bromwell's visual arts program and curriculum are a focal point of the community and bring great opportunities for student-artists to learn and explore local and global artists and their work.

4. Instructional Methods:

The staff at Bromwell Elementary is highly trained at differentiated instruction and creatively meeting the needs of our many students. Our students arrive at Bromwell at different reading levels and with varied needs, but they all leave with fundamental skills that prepare them exceptionally well for middle school and high school. In Kindergarten, literacy instruction is focused on the top 100 sight words. If students are able to identify these high-frequency words that appear frequently in age-appropriate texts, their fluency and comprehension is demonstrably improved by the end of Kindergarten. Our Kindergarten teachers reward students with a lunch date at a neighboring restaurant upon mastery of 50 high-frequency words, and then again at mastery of all 100 sight words. This sets the stage for first grade skills and beyond.

Our school has a high percentage of students that are identified as gifted and talented. Teachers are expertly able to meet these high-performing students' needs through enriching activities that broaden

student understanding, as well as students performing at proficient levels. Guided reading groups are formed based on instructional need, and writing groups are also formed based on assessed need. For example, a third grade writing project has the same final student work product for all students - a visitor's guide brochure about our school - but students are able to create this project with specific content of their choosing, expanding it to express their ability. The teacher modeled an example of the brochure, and explained basic and advanced expectations through a rubric created with the students. Some students had instructional needs of organizing their ideas, and this project lent itself to that differentiated instruction. This project was emblematic of creatively meeting the needs of all learners.

5. Professional Development:

Professional development at Bromwell, like the school itself, offers a mix of the traditional and the innovative. The school has followed the district guidelines for scheduling regular grade-level meetings with Literacy Specialist and others to review student work and assessments. From 1997 to 2002, teachers worked in-depth with the PEBC (Public Education Business Coalition) to improve classroom practices. Several faculty members have been accredited with Adams State College and Mesa State University, enabling them to offer coursework with college credit to the staff.

Bromwell teachers have also created their own unique professional development opportunities, resulting in new practices that have had far-reaching consequences for students. In 2001, the teachers agreed that they wanted to become better at teaching poetry. For a year, they met weekly and discussed the best instructional texts related to poetry. Teachers shared their favorite poems with each other, discussing them critically. They even wrote and modeled the creative process for poems of their own. By the end of the year, these efforts began to richly inform the poetry instruction at the school.

In 2002, then, poetry became a highlight of the school's writing program. The staff used the Community Resource Center to bring professional poets to the school to work directly with the students. The Bromwell PTSA agreed to partially fund a professionally printed book. This resulted in a school-wide poetry anthology, featuring one poem from every student in the school, Kindergartners through 5th graders. The book included numerous line drawings by the students. It was sold at the school and at local bookstores, earning notice in the media.

The 2007-2008 school year will see the production and publication of the fifth annual volume of the Bromwell Poetry Anthology. This teacher-originated, parent-supported poetry program is unlike anything promoted by other Colorado elementary schools, and offers a tremendous boost to student achievement, demonstrating the power of strong community involvement creating a quality comprehensive program, resulting in high academic achievement. Again, our success with Bromwell's anthology is being replicated at the district level: this year, Denver Public Schools is compiling the best of Denver's young poets for a citywide anthology.

PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 3 Test Colorado Student Assessment Program

Edition/Publication Year 2007 Publisher CTB/McGraw-Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	February	February	February	February	February
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient plus Advanced	85	95	82	94	90
% "Exceeding" State Standards					
Advanced	29	11	12	17	34
Number of students tested	41	56	50	70	50
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
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient plus Advanced	96	91	97	91	98
% "Exceeding" State Standards					
Advanced	16	7	29	22	17
Number of students tested	55	46	66	49	52
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
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient plus Advanced	91	97	90	98	97
% "Exceeding" State Standards					
Advanced	28	25	33	25	23
Number of students tested	44	65	49	53	52
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
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient plus Advanced	91	94	82	97	79
% "Exceeding" State Standards					
Advanced	62	55	53	56	46
Number of students tested	44	65	49	54	52
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
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					