

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: Mrs. Susan Beard

Official School Name: Park International Baccalaureate Magnet School

School Mailing Address:
220 Tom Ellsworth Drive
Hot Springs, AR 71901-3140

County: Garland State School Code Number*: 2603016

Telephone: (501) 623-5661 Fax: (501) 620-7835

Web site/URL: http://hssd.net/park/ E-mail: beards@hssd.net

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.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mrs. Joyce Craft

District Name: Hot Springs School District Tel: (501) 624-3372

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.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Bob Freeman

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.

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

**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:
- | | |
|----------|---------------------|
| 4 | Elementary schools |
| 1 | Middle schools |
| | Junior high schools |
| 1 | High schools |
| 1 | Other |
| 7 | TOTAL |

2. District Per Pupil Expenditure: 9584

Average State Per Pupil Expenditure: 8348

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.

 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			0	7			0
K	26	18	44	8			0
1	32	35	67	9			0
2	21	22	43	10			0
3	16	31	47	11			0
4	19	25	44	12			0
5	17	19	36	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							281

6. Racial/ethnic composition of the school:

0 %	American Indian or Alaska Native
3 %	Asian
12 %	Black or African American
11 %	Hispanic or Latino
0 %	Native Hawaiian or Other Pacific Islander
74 %	White
0 %	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: 8 %

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.	13
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	9
(3)	Total of all transferred students [sum of rows (1) and (2)].	22
(4)	Total number of students in the school as of October 1.	273
(5)	Total transferred students in row (3) divided by total students in row (4).	0.081
(6)	Amount in row (5) multiplied by 100.	8.059

8. Limited English proficient students in the school: 1 %

Total number limited English proficient 2

Number of languages represented: 6

Specify languages:

Spanish, Russian, Gujarati, Chinese, Mandarin, Vietnamese

9. Students eligible for free/reduced-priced meals: 38 %

Total number students who qualify: 108

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: 2 %

Total Number of Students Served: 7

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>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>0</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>7</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>13</u>	<u>0</u>
Special resource teachers/specialists	<u>7</u>	<u>4</u>
Paraprofessionals	<u>4</u>	<u>0</u>
Support staff	<u>2</u>	<u>0</u>
Total number	<u>27</u>	<u>4</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 22 :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%	95%	96%	97%	97%
Daily teacher attendance	96%	96%	96%	96%	95%
Teacher turnover rate	15%	16%	0%	8%	0%

Please provide all explanations below.

There was a 15% turnover rate in the 2007-2008 which was a result of one teacher resigning and one teacher being reassigned to the classroom.

There was a 16% turnover rate in 2006-2007 which was a result of two teachers retiring. An additional classroom was also added this year.

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	0	
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>	%
Total	<u>100</u>	%

PART III - SUMMARY

Park International Baccalaureate Magnet School is located in downtown Hot Springs, Arkansas. Hot Springs lies in the shadows of the Ouachita Mountains and draws tourists to enjoy its bath houses filled with water from natural hot springs. Hot Springs serves as one of Arkansas' artistic and cultural centers with several well known museums and art centers.

Park is one of four elementary schools within the Hot Springs School District. Total district enrollment is approximately 3700 students. The composition of the district is 48% minority and 52% Caucasian with 77% of the student population receiving free/reduced lunch. Hot Springs School District is completely surrounded by six public and seven private affluent and mostly caucasian school districts. The state's School Choice Act has allowed parents in Garland County to cross districts and choose the district that best suits their child's needs. As a result of the academic rigor and the international curriculum, Park draws approximately 40% of its population from the surrounding public and private schools in the area.

With 281 students, Park is the smallest elementary magnet school in the Hot Springs School District. The school was the first authorized International Baccalaureate Primary Years Program (IBPYP) school in the state of Arkansas and is currently one of only three IBPYP schools in the state. The school has been awarded the Magnet Schools of Distinction Award two consecutive years. Park is very proud to have had the highest scores in the state on the state criterion-referenced test in 2001 and was recognized in 2003 for having 100% proficient or advanced in literacy on the state criterion-referenced test. The school was also recognized in 2004 for being the top scoring elementary school in the state and the third highest scoring school in the state in math. Park is currently ranked second out of 476 elementary schools in the state.

Park is committed to engaging students in a rigorous and challenging curriculum that develops compassionate, knowledgeable, life-long learners. These learners are empowered to create a more peaceful world through an understanding and respect of cultural diversity. When one steps out of the car at Park, they are greeted with a sign that reads "Welcome to Our World". From that moment one truly enters a world where learning is the focus. Students at Park enter with a smile and are greeted with a smile. They are treated with respect with their thoughts and opinions a valuable part of the school day. Upon entering the building one cannot help but notice the student work proudly displayed throughout the school. The walls create a visual display of student learning and the activities being addressed within the units of inquiry.

There is a high level of parental involvement present at Park. Parents are present in the building on a daily basis helping the teachers and volunteering in various capacities. The parents are vital to the future of Park. Many new students come to Park every year because the parents are promoting the program in the community.

Opportunities for student action are encouraged. Students are taught to reflect over what they have learned, choose a way that they can make the world a better place because of that learning and then plan an appropriate action. Many service learning projects are embarked upon and carried out by students at all grade levels.

It is our belief that students at Park emerge better equipped to compete in a global society, value and respect diversity, and possess the ethical standards of integrity.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Park Magnet School assesses students' progress utilizing the Arkansas Comprehensive Test of Assessment and Accountability Program (ACTAAP). The criterion-referenced test is administered to all grades 3-5 students in the core areas of reading, writing, and mathematics. Students must be proficient or advanced to meet the state standard.

In recent years, an excess of 90 percent of Park's students were proficient or advanced. The goal of the staff remains not only to increase the number of proficient students but to increase the number of advanced students. The data tables reflect this increase in the number of advanced students from 2005 to 2008.

Performance levels for the criterion-referenced test (CRT):

Advanced: Advanced students demonstrate superior performance well beyond the proficient level performance. They can apply Arkansas established reading, writing, and mathematic skills to solve complex problems and complete demanding tasks on their own. They can make insightful connections between abstract and concrete ideas as well as provide well-structured explanations and arguments.

Proficient: Proficient students demonstrate solid academic performance for the grade and are well prepared for the next level of schooling. They can use Arkansas established reading, writing, and mathematics skills and knowledge to solve problems on their own. Students can tie ideas together and explain the ways their ideas are correct.

Basic: Basic students show substantial skills in the tested areas, but are only partially able to demonstrate the ability to apply these skills.

Below Basic: Below basic students fail to show any mastery in the tested areas.

Park students' mathematics and literacy performance on the CRT has improved consistently from 2005 to 2008. The percent of grade three proficient or advanced students in mathematics increased from 89 to 100 percent; grade 4 increased from 90 to 97; and grade 5 increased from 76 to 98 percent. The percent of grade 3 proficient or advanced students in literacy increased from 80 to 93; grade 4 decreased from 96 to 92; grade 5 increased from 81 to 98 percent. Even though a decrease was experienced in grade 4, four of the five reported years the percent was 95 or above.

In 2005-2008 the percent of grade 3 advanced students in mathematics increased from 53 to 83; grade 4 increased from 53 to 70; grade 5 increased from 22 to 78 percent. The percent of grade 3 advanced students in literacy increased from 40 to 63; grade 4 decreased from 73 to 68 (2 students less); grade 5 increased from 10 to 65 percent. Each year 100 percent of the students were tested.

The percent of free and reduced lunch/socio-economic disadvantaged students in grades 3-5 for the reported years varied from 26 to 42 percent. The percent of proficient or advanced students in this subgroup increased with the exception of grade 4 students in literacy. In four of the reported years, the percent of proficient or advanced grade 4 students was greater than 90 percent in literacy. However, in 2008, there was a decrease to 82 percent. The 2008 assessment was the first year for the augmented test. For all grades, the percent of advanced students in this subgroup increased from 2005 to 2008.

Approximately 75 percent of Park's students are Caucasian. For this subgroup, the percent of students who scored either proficient or advanced increased. The percent of advanced students in this subgroup increased with the exception of grade 4 literacy (one student less).

With less than 25 percent of the population being African American, a decrease in both mathematics and literacy in grade 4 represented only one or two students. This subgroup showed a substantial increase in both grades 3 and 5 mathematics and literacy. For several assessments, 100 percent of the African American students were proficient or advanced.

For more information about our assessment results, please visit <http://arkansased.org/testing/testing.html>.

2. Using Assessment Results:

Park belongs to a consortium of Arkansas state schools known as The Learning Institute (TLI). The Institute designs formative assessments in reading, writing, and math which assess the state standards approximately six times per year. These interim assessments are administered by the math/literacy coach, returned to the TLI for scoring, and in less than 24 hours results are made available through an online portal for teacher review. Comparisons within the school's grade levels and the overall district grade levels are available along with data showing which student learning expectations (SLE) were mastered and which were not. Teachers meet with the math/literacy coach to discuss the results and during these meetings discussions occur to try to determine why performance in certain areas was not as expected or to celebrate achievements.

Along with the interim assessments, teachers use the results from the nationally norm-referenced computer test, Measures of Academic Progress (Northwest Evaluation Association), which is administered twice a year in math, reading, and language to determine progress and specific areas in need of remediation. Results of these assessments are also disaggregated to determine individual needs and detailed individual student reports are available on line to all teachers.

End of the year norm-referenced testing and criterion-referenced testing results are also used to drive changes in instruction as the school improvement plan is being written at the beginning of each school year.

The school's staff meets monthly to review any new testing data available and to develop Academic Improvement Plans, assign students to after school tutoring sessions, and adjust content of lessons in the school's computer assisted program, Plato.

3. Communicating Assessment Results:

Park IB Magnet School is committed to prompt and regular feedback of student performance to the students, parents, and community. Parents have computer access to their individual password-protected Edline accounts which allow them to view their child's grades in all subject areas as well as general announcements of upcoming events, homework assignments, tests, and project due dates. Paper copies of the student's interim grades are provided each grading period as well as final report cards for each of the four grading periods during the year. A portfolio of student work and assessments is collected and used to inform parents of student performance. This portfolio is shared with parents during two student-led parent conferences held during the school year. Four honor's assemblies are held each year to reward academic achievement. Individual student accountability reports are issued by the district twice a year which contain a student's cumulative record of all assessment data including results of norm-referenced tests, criterion-referenced tests, district reading, writing, and math formative assessments, and the computerized Measures of Academic Progress results.

The school's performance is provided to both parents and the community through weekly newsletters, the school's website, an annual state of the school address to the parents, and reports to the school board. Park is

extremely proud of their students' performance and a summary of the results is posted on the bulletin board in the school's office. Statewide results of all districts are published on the Arkansas Department of Education's website and a report of individual student and overall school performance is mailed to parents of all public school students in the state every year. Although parents receive assessment data from a variety of sources with detailed instructions on how to interpret the results, parents are encouraged to seek any needed clarification from the teachers, school counselor, or administration.

4. Sharing Success:

It is strongly believed by Park's staff, parents, and students that the success the school has enjoyed over the last nine years is a direct result of a group of best practices developed by the implementation of the Primary Years Program and the close adherence to the standards set forth by the International Baccalaureate Primary Years Program and the state of Arkansas. Throughout the school's IB journey, the staff has enjoyed the collaboration and support of similar schools from all over the United States as well as the financial and pedagogical support of the district. Because so many schools willingly gave advice and guidance, it has been our commitment that we would return this support to any school who sought our help.

Park has hosted teams from other districts in the state who were considering the reorganization of their district to include magnet schools as well as schools considering the implementation of the PYP. Teachers, school administrators, district level administrators, parents, and school board members from districts in Arkansas, Missouri, Texas, Mississippi, and California have visited Park. Visiting teachers are provided the opportunity to shadow our teachers and spend the day learning from them.

Administrators are provided an opportunity to talk to our core team about building procedures and scheduling. Many come to see the building and all of the student work on display. We anticipate no change in this practice since collaborating with other schools provides an exchange of ideas and successful strategies that benefit all. We have and will continue to share our successes.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Through comprehensive and balanced curricula coupled with challenging assessments, Park IB Magnet School strives to develop individual talents of young people and teach them to relate the experience of the classroom to the realities of the world. Beyond intellectual rigor and high academic standards, strong emphasis is placed on the ideals of international understanding and responsible citizenship. Students will become critical and compassionate thinkers, lifelong learners and informed participants in local and world affairs. They will become conscious of the shared humanity that binds all people together while respecting the variety of cultures and attitudes that make for the richness of life.

A focus on inquiry based instruction, which is both structured and purposeful, is the primary method of delivering instruction used by the classroom teachers. Our curriculum at each grade level revolves around a Program of Inquiry (POI) consisting of six transdisciplinary themes, all of which align with state frameworks, district standards and subject disciplines. Core curriculum areas are immersed into these units of inquiry as students explore, research and reflect over their learning process. When developing these units of inquiry, emphasis is placed on collaboration between classroom teachers, specialists and administrators to ensure that detail is given to the significance and relevance within all learning components throughout school. *Investigations* (Scott-Foresman), also an inquiry based program, is the school's adopted mathematics curriculum.

It is an essential component of the Primary Years Program (PYP) to provide students with real world applications for the knowledge they are learning in the classroom. Guest speakers are invited to school to share their knowledge and expertise on different topics. Field trips are also an essential element which allows students the opportunity to travel and discover learning opportunities that exist outside of their classroom walls. Student-led action, whether it's school, community or world related, is encouraged and nurtured during the learning process.

The culmination of student learning, action and reflection is evident in Fifth Grade Exhibition. This is a project unique to fifth grade and provides students the opportunity to investigate a variety of global issues or problems, choose one specific issue and challenge themselves to attempt to solve the problem. During this process, emphasis is placed on research, thinking, communication, self-management and social skills in order for the students to learn and then be able to present and share their knowledge with an audience made up of their peers, teachers, mentors, and members of the community.

In addition to the multicultural units of inquiry studies at each grade level, all students at Park participate in a variety of specialized classes. Students learn to converse and understand the Spanish language as well as explore the culture of many Spanish speaking countries. Technology classes provide students with an opportunity to express the knowledge learned in the classroom through multimedia formats. Students enhance and demonstrate their creative side through their participation in art. Student work is displayed throughout the building and has even been displayed in our local art galleries. Our students learn the rules of the masters through music. Students also learn to play rhythm instruments, dance and sing. Activities during physical education class teach students the importance of fitness and exercise by offering traditional and unique experiences to learn fitness programs. The focus of the Library Media Specialist is research skill development, literacy discussions and the opportunity to foster a passion for reading.

Through an inquiry curriculum that interconnects literacy, science, social studies and mathematics, students become well-balanced, knowledgeable, caring, open-minded, and principled life-long learners. It is our goal that our students reflect over what they've learned, choose a way they can make the world a better place, and take action!

2a. (Elementary Schools) Reading:

The core reading instruction at Park IB is Comprehensive Literacy. This methodology was chosen based on our firm belief that we have an obligation to ensure that all students are achieving at their highest potential, keep a strict academic focus, and maintain active engagement from all students.

Comprehensive Literacy requires teachers to develop a depth of understanding of the reading process, learning theory, and brain-based instructional practices. Through frequent monitoring of student learning, teachers reflect on instruction to determine necessary adjustments.

Instructional objectives are based on the Arkansas English Language Arts Frameworks which are deeply rooted in the results of the National Reading Panel Report of 2000. The areas of emphasis are: phonemic awareness, phonics, vocabulary, fluency, comprehension and writing. These objectives are infused into the IB curriculum. Our literacy program is characterized by the following:

- Instruction includes a balance of direct explicit instruction with inquiry learning.
- Instruction includes a gradual release approach from modeling and direct explanation to self-regulation.
- Instruction which emphasizes that reading and writing are both meaningful processes and students learn better when instruction connects the two.
- Instruction focuses on higher order thinking skills.
- Instruction includes continuous opportunities for students to read and write.
- Instruction includes use of a variety of high quality literature and nonfiction materials.

Both summative and formative assessments are an integral part of the reading instruction at Park IB. Interim assessments determine specific skill needs for each student. Example: Student A scores 67% on inference questions on Module 1. The teacher plans a series of lessons specifically geared to this skill. With the extra instruction, Child A then scores 93% on the Module 3 assessment. With this focused monitoring, we have consistently raised our reading scores over the past five years.

3. Additional Curriculum Area:

The mission at Park is to provide students with the skills necessary to be successful in the global society of the 21st century. Park's technology curriculum aims to enhance "inquiry-based" learning through research, communication and visual expression not only within our school, but reaching out to our community and beyond. Technology is utilized daily at every grade level and students have many different forms of technology readily available for their use.

Park's technology lab is facilitated by a certified teacher and provides students with the resources to research, formulate ideas and create multimedia projects for any subject area that can be shared with their classmates as well as other classrooms throughout the world. Students begin learning computer applications, such as PowerPoint, Word and Paint, in kindergarten and progressively develop these skills in first and second grade. Student's technological skills continue to advance as the curriculum incorporates age appropriate Web2.0 applications in an effort to expand language arts learning and communication. Third grade students create "book talk" podcasts while fourth grade students generate blog pages to discuss various topics such as current events and literacy. Fifth graders develop wikis as a way to collaborate with others and share information. The

culmination of the students' progress in technology is evident through Fifth Grade Exhibition, a final project where students combine all of their acquired skills to create group presentations about a global issue.

Technology is also integrated into classroom learning activities. Each classroom has several desktop computers for student use and is equipped with a mobile technology cart outfitted with a document camera, projector and laptop. Several classrooms also have a Promethean/Smart Board to enhance instruction.

Ultimately, our school strives to use technology to develop students' computer skills, expand their learning beyond the classroom walls, and prepare them for a global society that is driven strongly by technology.

4. Instructional Methods:

Differentiated instruction is infused into every aspect of the Park IB curriculum. This is accomplished through classroom reading and mathematics instruction, leveled computer assisted software for both mathematics and language arts, and the transdisciplinary IB units of inquiry.

Differentiation of reading instruction occurs through a workshop approach including whole group, small group and individual conferences. Developmental Reading Assessment (DRA) levels are utilized so that each child reaches his maximum learning potential. Writing and word study instruction is also designed for the individual needs of the students.

Mathematics instruction occurs through *Investigations*, an inquiry based math curriculum. Presentation of mathematical concepts, from concrete to pictorial, and symbolic, addresses individual learning styles.

The transdisciplinary units of inquiry taught within the classrooms provide each student an opportunity to work at a challenging level. The students investigate important subject matter by formulating their own questions, looking at the various means available to answer the questions, and proceeding with the research, experimentation, observation, and other means that will lead them to their own responses to the issues.

An example of how the units of inquiry are differentiated is seen in a second grade unit on how the world works through inventions and inventors. Students choose inventors they wish to study and then explore their lives and their contributions to society. Students then create their own original invention based on their perception of what may enhance the quality of our lives. They are able to see a real world application of reading, writing, mathematics, science, and social studies skills through this study.

The goal of Park IB is to ensure the success of all children so that, indeed, no child can be left behind.

5. Professional Development:

Park maintains a conviction that teaching is a lifetime of learning. Teachers strive to create a true learning community with a multi-faceted approach to improving instruction. Professional development includes large-scale training by specialists, small collaborative meetings with teachers and school leaders, individual classroom support by coaches, and relevant book studies and discussions.

Hot Springs School District employs a full-time Mathematics Specialist and Literacy Specialist. Long-term professional development plans of "best practices" have been implemented in the respective fields. In addition to training in mathematics and literacy, Park teachers also receive training from IB consultants and attend national IB sanctioned workshops. In each area, teachers are encouraged to be risk takers, trying out new approaches and ideas with support from the building coach and IB coordinator.

Teachers meet by grade level on a weekly basis to discuss new learning from the concepts presented in the training sessions, how those concepts were applied in the classroom and student learning expectations. The

coach, IB coordinator, or principal is present at these meetings for clarifications. The majority of professional development sessions include a spiral of learning in the following sequence: specialist presents concepts, coach or specialist may demonstrate techniques in the classroom, teachers try out techniques, teachers reflect on the instruction, and teachers collaborate on ways to improve instruction and student learning.

One example of professional development is the implementation of the literacy plan. Teachers progressed through a series of workshops from aligning the Arkansas English Language Arts Frameworks to the components of Comprehensive Literacy. In the latest session, teachers narrowed the focus to concentrate specifically on narrative reading objectives. Learning centered on a deep understanding of the narrative text structure and techniques to help students better comprehend this genre.

It is the school's opinion that this multi-layered approach to professional development, coupled with the dedication of our staff, has impacted the overall increase in literacy and mathematics scores on state assessments during the past three years.

6. School Leadership:

Park's leadership team consists of the principal and a core curriculum leadership team comprised of the International Baccalaureate Primary Years Program (IBPYP) Coordinator and a math/literacy coach. The principal's role includes acting as the instructional leader, supervising and evaluating the teaching staff, and serving as the head of the core curriculum leadership team.

The PYP Coordinator is responsible for working collaboratively with the teachers and the specialists to design, teach, and reflect upon the transdisciplinary units of inquiry taught at every grade level as required by the International Baccalaureate Organization (IBO). This includes the careful alignment of the Arkansas State Frameworks into these units and ensuring that there is no overlap. The coordinator conducts tours with parents interested in attending the school, serves as the liaison between the IBO and the school, and serves as the principal's designee. Both the principal and the PYP coordinator are certified International Baccalaureate (IB) trainers and provide professional development for the staff on a regular basis.

The instructional coach also serves as a liaison between the district level mathematics and literacy instructional specialists. The coach monitors administration and results of district mandated formative assessments, models mathematics and literacy lessons in the classroom, and provides professional development. The coach also works with small groups of students to remediate mathematical and literacy skills and orders materials and supplies to support instruction.

Both the PYP coordinator and the instructional coach meet one hour weekly with each grade level. During this time the teachers and the leadership team discuss results of ongoing assessments, any needs for additional resources, instructional strategies, information needing to be disseminated from the district level curriculum specialists, and any special services that may be needed by the students. Although the principal is not present at every weekly meeting, the team meets together on a regular basis to discuss progress and any concerns or issues that may need to be addressed.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Grade 3
Subject: Mathematics

Test: Arkansas Comprehensive Assessment and Accountability Program
Augmented Benchmark Examination (2007-2008), Arkansas Comprehensive
Testing Assessment, and Accountability (2003-2007)

Edition/Publication Year:
2008/2003-2007

Publisher: Harcourt/Pearson Assessment/Questar

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Mar	Mar	
SCHOOL SCORES					
% Proficient plus % Advanced	100	100	92	89	
% Advanced	83	66	52	53	
Number of students tested	46	32	42	45	
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	
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	100	100	94	71	
% Advanced	69	55	56	21	
Number of students tested	13	11	16	14	
2. Racial/Ethnic Group (specify subgroup): Caucasian					
% Proficient plus % Advanced	100	100	90	97	
% Advanced	91	71	56	63	
Number of students tested	33	24	32	32	
3. (specify subgroup): African American					
% Proficient plus % Advanced				72	
% Advanced				27	
Number of students tested				11	
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Students in grades 3-5 were administered the Arkansas Comprehensive Testing, Assessment, and Accountability Program (ACTAAP) criterion-referenced test published by Questar in 2003-2007. Only fourth grade students were administered this test in the 2003/2004 school year.

In the 2007-2008 testing cycle the state administered an augmented test published by Harcourt/Pearson to all students in grades 3-5. This new version of the assessment contained both norm and criterion referenced

questions.

Subject: Reading

Grade: 3
 Test: Arkansas Comprehensive Assessment and Accountability Program
 Augmented Benchmark Examination, Arkansas Comprehensive Testing,
 Assessment, and Accountability (2003-2007)

Edition/Publication Year:
 2008/2003-2007

Publisher: Harcourt Assessment/Pearson Assissment/Questar

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Mar	Mar	
SCHOOL SCORES					
% Proficient plus % Advanced	93	100	88	80	
% Advanced	63	66	43	40	
Number of students tested	46	32	42	45	
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	
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	92	100	88	57	
% Advanced	46	55	44	7	
Number of students tested	12	11	16	14	
2. Racial/Ethnic Group (specify subgroup): Caucasian					
% Proficient plus % Advanced	97	100	88	88	
% Advanced	76	71	41	50	
Number of students tested	33	24	32	32	
3. (specify subgroup): African American					
% Proficient plus % Advanced	80	100	100	54	
% Advanced	40	50	43	9	
Number of students tested	5	4	7	11	
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Students in grades 3-5 were administered the Arkansas Comprehensive Testing, Assessment, and Accountability Program (ACTAAP) criterion-reference test published by Questar in 2003-2007. Only fourth grade students were administered this test in the 2003/2004 school year.

In the 2007-2008 testing cycle the state administered an augmented test published by Harcourt/Pearson to all students in grades 3-5 . This new version of the assessment contained both norm and criterion referenced questions.

Subject: Mathematics Grade: 4 Test: Arkansas Comprehensive Assessment and Accountability Program
 Augmented Benchmark Examination (2007-2008), Arkansas
 Comprehensive Testing, Assessment and Accountability (2003-2007)

Edition/Publication Year: 2008/2003-2007 Publisher: Harcourt/Pearson Assessment/Questar

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	97	93	98	90	94
% Advanced	70	68	62	53	86
Number of students tested	37	44	39	30	36
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. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	91	92	100	83	92
% Advanced	55	46	42	33	77
Number of students tested	11	13	12	12	13
2. Racial/Ethnic Group (specify subgroup): Caucasian					
% Proficient plus % Advanced	100	95	97	95	96
% Advanced	72	74	67	71	88
Number of students tested	29	34	27	21	26
3. (specify subgroup): African American					
% Proficient plus % Advanced	67	80	100	85	90
% Advanced	67	60	55	14	80
Number of students tested	3	5	10	7	10
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Students in grades 3-5 were administered the Arkansas Comprehensive Testing, Assessment, and Accountability Program (ACTAAP) criterion-referenced test published by Questar in 2003-2007. Only fourth grade students were administered this test in the 2003/2004 school year.

In the 2007-2008 testing cycle the state administered an augmented test published by Harcourt/Pearson to all students in grades 3-5 . This new version of the assessment contained both norm and criterion referenced questions.

Subject: Reading

Grade: 4
 Test: Arkansas Comprehensive Assessment and Accountability Program
 Augmented Benchmark Examination (2008), Arkansas Comprehensive
 Testing, Assessment and Accountability (2003-2007)

Edition/Publication Year:
 2008/2003-2007

Publisher: Harcourt/Pearson Assessment/Questar

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	92	98	96	96	97
% Advanced	68	59	68	73	39
Number of students tested	37	44	39	30	36
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. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	82	100	91	91	92
% Advanced	64	38	58	58	15
Number of students tested	11	13	12	12	13
2. Racial/Ethnic Group (specify subgroup): Caucasian					
% Proficient plus % Advanced	94	97	96	95	96
% Advanced	66	65	74	76	46
Number of students tested	29	34	27	21	26
3. (specify subgroup): African American					
% Proficient plus % Advanced	67	100	90	100	100
% Advanced	67	40	45	71	20
Number of students tested	3	5	10	7	10
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Students in grades 3-5 were administered the Arkansas Comprehensive Testing, Assessment, and Accountability Program (ACTAAP) criterion-referenced test published by Questar in 2003-2007. Only fourth grade students were administered this test in the 2003/2004 school year.

In the 2007-2008 testing cycle the state administered an augmented test published by Harcourt/Pearson to all students in grades 3-5 . This new version of the assessment contained both norm and criterion referenced questions.

Subject: Mathematics

Grade: 5
 Test: Arkansas Comprehensive Assessment and Accountability Program
 Augmented Benchmark Examination (2007-2008), Arkansas
 Comprehensive Testing, Assessment and Accountability (2003-2007)

Edition/Publication Year:
 2008/2003-2007

Publisher: Harcourt/Pearson Assessment/Questar

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Mar	Mar	
SCHOOL SCORES					
% Proficient plus % Advanced	98	88	97	76	
% Advanced	78	38	60	22	
Number of students tested	40	42	30	41	
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	
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	100	69	93	65	
% Advanced	75	15	40	20	
Number of students tested	8	13	15	20	
2. Racial/Ethnic Group (specify subgroup): Caucasian					
% Proficient plus % Advanced	100	96	100	83	
% Advanced	79	42	80	30	
Number of students tested	28	26	20	30	
3. (specify subgroup): African American					
% Proficient plus % Advanced	100	75	88	60	
% Advanced	100	25	13	0	
Number of students tested	5	12	8	10	
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Students in grades 3-5 were administered the Arkansas Comprehensive Testing, Assessment, and Accountability Program (ACTAAP) criterion-reference test published by Questar in 2003-2007. Only fourth grade students were administered this test in the 2003/2004 school year.

In the 2007-2008 testing cycle the state administered an augmented test published by Harcourt/Pearson to all students in grades 3-5 . This new version of the assessment contained both norm and criterion referenced questions.

Subject: Reading

Grade: 5
 Test: Arkansas Comprehensive Assessment and Accountability Program Augmented Benchmark Examination(2007-2008), Arkansas Comprehensive Testing, Assessment and Accountability (2003-2007)

Edition/Publication Year: 2008/2003-2007

Publisher: Harcourt/Pearson Assessment/Questar

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Mar	Mar	
SCHOOL SCORES					
% Proficient plus % Advanced	98	85	93	81	
% Advanced	65	52	30	10	
Number of students tested	40	42	30	41	
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	
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	100	77	87	75	
% Advanced	63	31	20	10	
Number of students tested	8	13	15	20	
2. Racial/Ethnic Group (specify subgroup): Caucasian					
% Proficient plus % Advanced	97	88	95	87	
% Advanced	69	65	40	10	
Number of students tested	28	26	20	30	
3. (specify subgroup): African American					
% Proficient plus % Advanced	100	83	88	70	
% Advanced	60	25	13	10	
Number of students tested	5	12	8	10	
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Students in grades 3-5 were administered the Arkansas Comprehensive Testing, Assessment, and Accountability Program (ACTAAP) criterion-reference test published by Questar in 2003-2007. Only fourth grade students were administered this test in the 2003/2004 school year.

In the 2007-2008 testing cycle the state administered an augmented test published by Harcourt/Pearson to all students in grades 3-5 . This new version of the assessment contained both norm and criterion referenced questions.