

U.S. Department of Education
2010 - Blue Ribbon Schools Program

Type of School: (Check all that apply) Charter Title I Magnet Choice

Name of Principal: Mrs. Kathleen Krieger

Official School Name: Dennison Elementary School

School Mailing Address:
401 Independence Street
Lakewood, CO 80226-1082

County: Jefferson State School Code Number*: 9432

Telephone: (303) 982-6382 Fax: (303) 982-6383

Web site/URL: http://www.jeffcopublicschools.org/schools/profiles/?school_id=135 E-mail:
kkrieger@jeffco.k12.co.us

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*: Dr. Cynthia Stevenson

District Name: Jefferson County Public Schools Tel: (303) 982-6500

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. Dave Thomas

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.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. 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 2009-2010 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 Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
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: (per district designation)	94	Elementary schools (includes K-8)
	20	Middle/Junior high schools
	17	High schools
		K-12 schools
	131	TOTAL

2. District Per Pupil Expenditure: 6695

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.

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	6	43	47	90
K	45	44	89	7			0
1	48	39	87	8			0
2	44	44	88	9			0
3	41	51	92	10			0
4	39	51	90	11			0
5	49	41	90	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							626

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
7 % Asian
1 % Black or African American
10 % Hispanic or Latino
 % Native Hawaiian or Other Pacific Islander
81 % 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: 0 %

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.	0
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	3
(3)	Total of all transferred students [sum of rows (1) and (2)].	3
(4)	Total number of students in the school as of October 1.	626
(5)	Total transferred students in row (3) divided by total students in row (4).	0.005
(6)	Amount in row (5) multiplied by 100.	0.479

8. Limited English proficient students in the school: 3 %

Total number limited English proficient 17

Number of languages represented: 17

Specify languages:

Spanish, Mandarin Chinese, Polish, Vietnamese, French, Nepali, Russian, Romanian, Korean, Malayalam, Greek, Turkish, German, Central Pashto, Cantonese Chinese, Portuguese, Sesotho

9. Students eligible for free/reduced-priced meals: 5 %

Total number students who qualify: 34

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: 1 %

Total Number of Students Served: 6

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>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>3</u> Specific Learning Disability
<u>0</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>1</u>
Classroom teachers	<u>25</u>	<u>2</u>
Special resource teachers/specialists	<u>6</u>	<u>1</u>
Paraprofessionals	<u>0</u>	<u>12</u>
Support staff	<u>5</u>	<u>2</u>
Total number	<u>37</u>	<u>18</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 25 :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%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	98%	97%	98%	97%	97%
Daily teacher attendance	97%	97%	96%	98%	97%
Teacher turnover rate	6%	3%	12%	7%	7%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

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

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

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

PART III - SUMMARY

Dennison Elementary School in Lakewood, Colorado, is an Option/Choice School within the Jefferson County School District. Dennison's unified purpose and vision is to be a school where students, staff, and parents work together to establish and exemplify the highest standards of academic excellence. Our mission is to provide a rigorous education that prepares all Dennison students for a successful future. Originally named the Dennison Fundamental Alternative School when established in 1974, the school's program emphasized a Back-to-Basics, traditional approach to education. Through the years Dennison has maintained the tenets of this philosophy while continually enhancing this content rich, academically rigorous education for its students. In 1998 Dennison was one of ten schools selected within Jefferson County for an out-of-line-study of high performing schools whose students performed beyond expectations given the school's population and demographics.

Dennison Elementary School's program is aligned with the Jefferson County School District Strategic Plan, District and State Standards, and teaches a research-based curriculum. Student progress is formally assessed through the administration of the Colorado State Assessment Program (CSAP). The staff at Dennison continually analyzes formal and informal student data to drive instruction and ensure that students demonstrate grade-level proficiency in all content areas. Highlights of the Dennison instructional model include:

- Systemic and systematic programming in all content areas
- Self-contained classrooms with an emphasis on whole group instruction
- Open Court Reading Program emphasizing phonemic awareness, phonics, vocabulary development, reading fluency, and comprehension
- An emphasis on basic skills as well as higher-level thinking skills
- A specials program that includes art, music, physical education, and computer instruction
- A full-time Library Media Specialist
- Extensive and varied opportunities for before and after school enrichment
- High expectations for academic performance for ALL students

All staff members participate in meaningful staff development that is aligned with the school's achievement goals. We collectively formulate school goals, grade level team goals, and differentiated teacher goals to facilitate professional growth and refine best practices that further support student achievement. The entire Dennison staff values collaboration and teamwork to increase effectiveness. We believe that we bear responsibility for all children to reach their academic potential. The successes we are most proud of are: the number of students who have moved from the Proficient to the Advanced level on CSAP, sustained high achievement over time, and our high performing designation on Accreditation in both status and individual student growth.

The 626 students attending Dennison are selected using an equitable, carefully planned random selection procedure. No prerequisites or qualifications for enrolling exist. Once students are selected, they are open enrolled, become part of the Dennison family, and rarely leave the school, assuring a low mobility rate. One might assume that a school of choice would result in a high socio-economic student population. This is not the case at Dennison. Over a two year period the administration conducted one hundred and sixty two home visits to incoming kindergarten families. These visits confirmed that the Dennison community is very diverse socio-economically with approximately 50% of our families living in apartment complexes and modest single family home neighborhoods. When families were asked why they wanted to come to Dennison, a consistent

reply was their value of and support for an academically rigorous and well-rounded education for their child. Not surprisingly, a key factor that contributes to the consistent high achievement at Dennison is supportive and involved parents. Families consider it a privilege to be part of the Dennison community and eagerly offer their time and talents to help at school by volunteering in classrooms, helping children with homework, raising funds, participating in PTA, the Accountability Committee, etc.

Dennison Elementary was the recipient of the NCLB Blue Ribbon School Award in 2003 and has been a John Irwin School of Excellence every year since 2001. Dennison Elementary will continue to be an exemplary school committed and dedicated to providing our community and its children with an excellent, comprehensive education that ensures success for all students. We consider it an honor to accept this nomination as a *No Child Left Behind-Blue Ribbon School for 2010*.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The Colorado Student Assessment Program (CSAP) is a standards-based, multi-format (multiple choice and constructed response) assessment designed to provide a picture of student performance to school districts, educators, parents, and the community. The primary purpose of the assessment program is to determine the level at which Colorado students meet the State Model Content Standards in the content areas that are assessed. The results received are used by teachers to improve curricula and instruction as well as increase individual student learning.

The performance levels adopted by the State Board of Education for the CSAP tests are Advanced, Proficient, Partially Proficient, and Unsatisfactory. The assessment provides data with regard to both status and yearly individual student growth. A proficient or “meeting the standard” criteria in fourth grade reading is as follows:

Students identify main ideas by synthesizing information/justify and provide more complete responses to questions requiring single or multiple answers; make predictions and inferences; draw conclusions; sequence events; identify an author’s point of view and purpose; identify problems, solutions, or literal details; distinguish reality from fantasy in text; extract information from graphs, charts, tables, and informational materials, identify meanings of words; identify multiple character traits and motives; compare and contrast in various genres.

For further information the CDE website is <http://www.cde.state.co.us>.

Some of the trends we observe in our school’s reading data are as follows:

- Over the last five years, with one exception of 94%, every grade level’s percentage of proficient and advanced has been 96% or above.
- In 2008-09 both our third and fourth grade classes of 90 students scored 100% proficient.
- 5th and 6th grade CSAP scores have seen a significant increase in the number of students scoring in the advanced range; 5th grade increased from 25% to 36% and 6th grade from 20% to 42%.

Over the last two years our professional development has focused on providing more strategies that teach children how to think deeply and critically. Strategies that increase the student’s depth of knowledge have been explicitly taught and we believe that the significant gains in advanced scores for the 5th and 6th grade are a direct result of this work. While continuing our school wide focus in this area, we are also incorporating oral language strategies in the classroom and summarizing reading passages. Our hope is to realize additional increases in our advanced scores in the future.

Some of the trends we observe in our school’s math data are as follows:

Over the last five years 14 out of 20 scores grades 3-6 have been 98% or above proficient or advanced.

Over the last three years 4th grade students have been 100% proficient or advanced and have increased the advanced scores by 9%.

Over the last five years fifth grade students have increased from 96% to 100% proficient or advanced and increased the percentage of advanced from 60% to 76%.

We have noted a decrease in the proficient and advanced scores in our sixth grade over a two year period from 98% to 92%, however, the percentage of advanced students each year has remained stable.

In 2005 Dennison adopted a new math textbook, Scott Foresman-Addison Wesley 2004. The staff believes this textbook’s emphasis on number sense, math reasoning, and problem-solving, along with the systemic and systematic approach to its implementation, has had a direct impact on the continual increase in our CSAP scores and the increased number of students scoring in the advanced range. With the assistance of the

Instructional Coach, our sixth grade team has examined their math data and the pacing of math instruction to address the decrease in their math scores.

One of the most significant factors in Dennison's successful assessment results is a staff who is committed to continual professional growth. Our staff has an extremely high sense of personal efficacy and is dedicated to honing and refining the art and craft of teaching to realize the greatest academic success and growth for every student.

2. Using Assessment Results:

Continual use of formal and informal assessment data is crucial to the understanding and improvement of student performance at Dennison. With the leadership of the Instructional Coach, intense vertical and horizontal grade-level articulation is used to study and analyze assessment data. Evaluation of students' mastery of the state content standards is accomplished through the administration of the Colorado State Assessment Program (CSAP). The data from these assessments, along with numerous formative classroom assessments, is used to identify learning gaps in our instruction. This process guides the staff as they identify deficiencies and expand and enhance instruction and curriculum.

Assessment helps identify and target individual student needs within the classroom. In addition, the need for intervention and enrichment is addressed. Formal assessments such as CSAP and progress monitoring tools such as DIBELS (Dynamic Indicator of Basic Early Literacy Skills) in grades K-3 and Acuity in grades 3-6 are used to help focus on specific areas for remedial and advanced instruction. Informal assessments, such as teacher observation and specific curricular assessments, along with a wide body of evidence, are used to evaluate progress and plan strategies. The Cognitive Ability Test (CogAT) is administered to second grade students to provide early identification of students with advanced potential. In collaboration with parents these students are placed on Advanced Learning Plans (ALP's). The strategies and goals on the ALP's are then used to enhance instruction for these gifted and talented students and to encourage them to access extracurricular enrichment activities such as foreign language, Chess Club, Destination Imagination, and Junior Great Books. Students on ALP's are reflected in our data tables labeled "largest other sub-group".

This year, after analyzing our data, the staff identified writing, specifically short constructed responses, written summaries, and the incorporation of more oral language strategies into our instruction as the areas of focus for our collective work. The staff has engaged in grade level teamwork and vertical articulation to discuss our writing program and introduce new instructional strategies that ensure every student at Dennison will be a proficient writer. On-going, specific, and timely feedback to students contributes to increasing students' writing proficiency.

Through the use of assessment, students, teachers, and parents are working together to improve school performance for every student.

3. Communicating Assessment Results:

Dennison Elementary has a variety of policies in place to strategically and consistently communicate academic performance to students, parents, and the community. Each day students are given feedback about their learning and schoolwork. To facilitate student responsibility for their work the teacher helps students review, revise, and reflect on their own work as a part of the normal classroom routine. Students are also encouraged to engage in personal goal-setting for the quarter based on their growth in achievement from the previous grading period.

"Thursday Folders" with graded student work, as well as notes about the student's achievement, effort, and behavior, are sent home every week. By consistently reviewing assignments with their child, parents are aware of the child's performance in class and the specific subjects in which he/she may need extra help. Progress reports and/or mid-term reports are sent home eight times each school year and formal parent/teacher conferences are held twice a year. All criterion referenced test results are sent home annually. Teachers also communicate with parents of students about whom they have concerns and parents are contacted when a problem arises and additional conferences are held. At these meetings teachers and parents work collaboratively to help create strategies and goals which will build on the child's strengths. The Problem

Solving Team, a team of teachers from various grade levels, meets with parents and students to share other intervention strategies when additional support is needed. Teachers meet on a regular basis with the parents of students on formal Individual Learning Plans, Individual Education Plans, or Advanced Learning Plans to discuss student progress made toward the goals set in these plans.

Data showing school-wide progress is shared with the community at yearly Orientation/Information meetings, Back-to-School Night, monthly PTA and Accountability meetings and in the weekly parent memos. Since 2001, Dennison's State Accountability Report (SAR) has designated Dennison as an "Excellent" school within the state of Colorado. In 2009 we ranked among the top elementary schools in the state as measured by student performance on the CSAP. Furthermore, students at Dennison continue to demonstrate increased academic growth and improvement from year to year based on the data reported in the school's Accreditation Plan.

4. Sharing Success:

Upon receiving the *No Child Left Behind Blue Ribbon Award* we will enthusiastically and proudly share our success. We will notify the Jefferson County Public School district communication office and they will distribute a press release to the local media, including written press, television, and radio. They will also send this information to elected officials, and business and community members such as Boards of Realtors and Chambers of Commerce.

Throughout the years we have been recognized by the Jefferson County School Board for our accomplishments and high performing status. The Messenger, a publication for all Jefferson County employees, often acknowledges our high academic achievement through articles about our school. The informational brochure published by the district regarding Options Schools, includes information about our Blue Ribbon status. We publish our student's success and accomplishments on our web page, in our school's brochure, and in any other school publications.

Our school's Instructional Coach meets weekly with the other 94 elementary school instructional coaches in our district and often shares some of the research based best practices and strategies used at Dennison. In addition, guests often call and ask to observe classrooms and learn more about our instructional model, professional development, and resources. We are eager to share how to help students not only achieve at proficient levels but support their knowledge and skills to move into advanced levels of performance.

We have established partnerships with local colleges and universities. These partnerships offer opportunities for aspiring teacher education students to complete field studies or student teaching in our building and work collaboratively with the teachers and teams. Additionally, Dennison staff members are invited to instruct and conduct demonstrations at local colleges.

As a *No Child Left Behind Blue Ribbon Award* nominee our commitment is to expand our efforts to share with others and further develop our expertise since we are a school dedicated to continually refining, enhancing, and sharing our instructional program with others.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

At Dennison we believe that education is the discipline of mind and character through systemic and systematic instruction and training. Our curriculum includes reading, language arts, mathematics, spelling, penmanship, science, and social studies. These areas of content are delivered in a systemic and systematic approach, using a rich, research-based curriculum, quality materials, and textbooks. Our textbooks provide a foundation of significant content from which students can construct knowledge and expand their thinking. In addition to textbooks, a number of supplementary materials are used to enhance instruction.

The curriculum at Dennison is designed to align with the Colorado Content Standards and the Jefferson County Content Standards and Curriculum Alignment Project. The Colorado Student Assessment Performance (CSAP) measures individual student proficiency of the Content Standards. We design our curriculum to teach the content standards and use the data from CSAP to guide our instruction, enhance the curriculum, incorporate best research-based practices, and drive our staff's professional development each year.

The Open Court Reading Program has been the anchor of Dennison's reading instruction since the school was established. The components of phonemic awareness, phonics, vocabulary, comprehension, and fluency ensure a comprehensive, systematic approach to reading. Student literacy is further developed in writing by the use of 6-Trait Writing, Step-Up-To-Writing strategies and supplementary writing resources, Harcourt Language Text 2002, Open Court Spelling, and the integration of writing into all content areas. Scott Foresman-Addison Wesley 2004 is the resource used to teach math. Pearson/Scott Foresman is the text used to teach science and a variety of resources are used to teach social studies. Formal computer instruction begins on a weekly basis in third-grade. Grades 1-6 have art, music, and physical education on a rotating basis. The Library Media Specialist makes a concerted effort to provide materials in the library that support and enhance instruction. Dennison incorporates Positive Behavior Support school-wide to ensure a respectful and responsible school community. Enrichment opportunities are varied and offered throughout the year to students who have an interest in or an identified advanced potential in a given subject area. Examples of Dennison's enrichment opportunities include Great Books, Chess Club, Dennison Student Council, Destination Imagination, Science Matters, Reflections, and Spanish.

Teachers use explicit and systematic instruction, which includes teacher-directed identification of essential learning, direct instruction to students, modeling, guided practice, independent practice, and assessment. In all areas of study higher-level thinking skills are emphasized. For example, in science a student may be asked an open-ended question, requiring him/her to use critical thinking skills to synthesize material he/she has learned and apply it in a new way. In the area of mathematics students are taught a systematic approach to problem solving and are asked to explain their thinking and how they arrived at an answer.

Within the Dennison model our classrooms are self-contained and instruction is whole group. However, students are offered opportunities to work collaboratively, discussing ideas and concepts. As they work together, they challenge one another to grasp new information, learn to problem solve, and expand their higher-level thinking skills or depth of knowledge. A strong intervention program is in place for students in need of additional instructional support.

Dennison has a school-wide tradition of high expectations and standards for behavior as well as academics. A structured atmosphere is maintained in the classroom to provide all children an opportunity to succeed and to maximize learning. Our staff emphasizes building relationships with students and adults in order to understand individual learning styles and areas of strength or weakness, thereby helping each individual child achieve his/her potential.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

Dennison Elementary School uses Open Court Reading throughout grades K-6. We believe successful readers are the foundation of an educated society. The reading curriculum features systematic, explicit instruction in a well-defined plan of phonemic awareness, phonics, and vocabulary. It is a research-based curriculum with a 40-year proven success record which provides for continual assessment of skills and progress both in written and oral fluency. Comprehension skills and strategies, as well as inquiry skills, are included in a challenging literature-rich environment. In addition, Intervention, Second Language Learner, Challenge, and Re-teach materials are provided for students with special needs. Continuing the educational practices begun in 1974 when the school was founded, each student is taught primarily through the use of textbooks using traditional, whole group instruction. Open Court closely aligns with our school philosophy as well as the State of Colorado Content Standards and the Jefferson County Curriculum Alignment Project.

Students who have a need for one-on-one or small group intervention in order to become proficient in reading receive targeted intervention by highly skilled specialists. The intervention teachers are eager to expand their repertoire of skills by becoming well-versed in multi-sensory reading strategies, Foundations, and Read Naturally to name a few. Wilson, an intensive reading intervention, is used exclusively with the students requiring the most significant reading support. Furthermore, the intervention team models and teaches these strategies to their colleagues to enrich and build staff capacity in reading.

An aspect of our Open Court Reading Program that we believe is critical is the opportunity for all teachers to engage in professional development to enhance their skills and abilities in delivering this reading curriculum. Teachers refine and improve their techniques through coaching and modeling by colleagues or the instructional coach, co-teaching, in-service opportunities, and peer mentoring.

We believe the Open Court Reading Program provides the tools our staff needs to meet the reading standards set forth by national, state, and district guidelines.

3. Additional Curriculum Area:

As part of the rigorous academic education described in our mission statement, the mathematics curriculum at Dennison Elementary is designed to align with the mathematics standards set by the State of Colorado and the Jefferson County Curriculum Alignment Project. Standards addressed include the areas of number sense, algebra, data analysis, geometry, measurement, and computation. The curriculum is textbook based; however, supplementary material is used whenever necessary to further students' concept development. Vertical articulation of the curriculum from grade level to grade level ensures continuity of mathematics instruction appropriate to the development of concepts and skills in each grade.

Instruction focuses on developing concepts/skills in each of the standards through the use of manipulatives, models, and other activities. Guided practice, specific and on-going student feedback, and subsequent independent practice are used to reinforce concepts. The concepts are applied to problem solving in real world situations to impress on students the relevance of mathematics in daily life. Many problem solving activities are designed to integrate concepts and skills from several standards and to allow for more than one correct solution. Students are encouraged to try many different approaches.

Our goal at Dennison is to always keep the needs of the student at the forefront of our decisions. Assessment on concepts and skills occurs on a regular basis. Results from the assessment further guide instruction. Students who do not meet standards are provided with supplementary instruction, generally outside of regular class time, in order to ensure mastery of concepts. High performing students are given extension and enrichment opportunities to support their math content/skill growth. At Dennison, our goal is to ensure that no children are left behind in their mastery of mathematics.

Over the last two years a concerted effort has been made to move students from Proficient to Advanced on the CSAP. We have been especially successful with this goal in the area of math as evidenced by data reflected in the charts included in this application.

4. Instructional Methods:

At Dennison all students benefit from a systemic and systematic content rich core curriculum. Highly qualified teachers challenge students to extend their thinking through higher level questioning and attention to depth of knowledge. The rigorous and relevant content and high expectations challenge students to perform at a very high level. Opportunities to supplement learning are offered within the classroom and before and after school with enrichment such as foreign language, creative problem solving, chess, science matters, and karate.

Assessment drives instruction and the practice of early identification and early intervention ensures that student needs will be met in a timely fashion. This is accomplished through targeted and intensive research based practices and programs over and above core instruction. For example, students who require help with decoding in reading may be supported with Foundations or multi-sensory strategies. Likewise, children struggling with reading fluency may use Read Naturally to address their need. Frequent progress monitoring allows teachers to create fluid and flexible groups to target specific skills. For students that are English language learners a tutor offers support with language acquisition.

Knowing that students learn in a variety of ways, teachers offer multiple formats of instruction. Students see, hear, and experience the content in meaningful and engaging ways that help them make connections to real life. Teachers model for students, incorporate oral language strategies, provide opportunities for guided practice as well as independent practice, facilitate structured group work, and continually assess student progress to guide and adjust instruction.

A variety of teaching strategies and tools are used to address the learning styles, strengths, and unique needs of students. For example, manipulatives, and hands-on investigative activities make content come alive. Experiences to make the content even more rich and relevant include field trips and guest speakers.

With Smartboards used as an interactive tool in every classroom, technology is woven and infused for children throughout the school each and every day. Audio enhancement systems and student microphones allow all students to access the instruction equitably and they help create a positive classroom environment. A mobile computer lab enhances inquiry and further develops student literacy in technology.

As we learn more about the way in which children learn and as new and more effective instructional strategies are identified, the Dennison staff will continue to adjust, enrich, and refine instructional methods to be even more responsive to the individual needs of students.

5. Professional Development:

The administration and staff at Dennison have created a culture of adult learning with a value for professional development. We are committed to continual learning based on analysis of student achievement data including the state criterion referenced test (CSAP), formative classroom assessments, and progress monitoring tools. Collectively the staff uses the data combined with content standards to develop school-wide goals, grade level team goals, and differentiated individual goals at the beginning of every year. These goals are adjusted and refined throughout the year based on further data analysis.

The Instructional Coach is pivotal in monitoring progress toward our goals and providing professional development in a multitude of forms specific to the needs of teams and individuals. Three Instructional Leaders, identified as master teachers by the administration and peers, collaborate with the principal and Instructional Coach to plan and lead the professional development. The staff itself is a model of a K-6 collaborative and collegial team. As a group, they accept ownership of personal and school wide professional development and hold one another accountable for improving and refining skills and strategies as teachers.

Some of the ways in which teachers may access professional development include:

- Guidance and support of the instructional coach through individual conferences
- Focused whole group staff development on in-service or early release days
- Peer observation and reflection with the instructional coach
- Modeling of lessons by master teachers or the instructional coach followed by reflection

- Vertical articulations among grade levels regarding content and teaching strategies
- School district content specialists or other experts among the education community

This year a focus on incorporating oral language strategies into teacher practice has resulted in higher levels of student engagement and increased writing proficiency based on classroom assessments. Last year a focus on increasing higher level questioning skills yielded an increased number of advanced scores in 5th and 6th grade reading CSAP.

We believe that continuous and focused professional development implemented with fidelity has played a significant role in the ability of our school to sustain and improve student achievement over time.

6. School Leadership:

The administration at Dennison continues to strive toward creating a system of interdependence among the staff by valuing teamwork, exemplary performance, and the integrity of the school's program.

The principal:

- nurtures a culture of self-sustaining accountability among the staff in order to maximize the school's effectiveness year after year
- serves as a source of support and encouragement for individual and collective growth
- monitors and supervises progress toward school, team, and individual goals
- ensures collaborative and cooperative decision making for all stakeholders through open and honest communication
- strategically targets money, time, and talents to leverage resources that make a positive difference for students and their academic growth.

The leadership team at Dennison consisting of the principal, assistant principal, instructional coach, and instructional leaders share responsibility for planning and leading our efforts as a learning organization. Focused staff development cultivates the leadership skills and potential within all members of the staff and secures the future of this high performing school. The expectation that teams and individuals focus on student achievement data ensures that each student realizes optimal growth and improvement. Vertical and horizontal teaming among the staff fosters on-going and effective communication resulting in a seamless and systematic delivery of curriculum.

Since parent involvement is a key factor in the success of our school, the administration nurtures and encourages a high level of commitment from parents, extended family members, and community members. PTA's fund raising efforts provide many enriching educational activities and extensions for students. The advisory role of the Accountability Committee provides wisdom and insights through the parent's perspective for the school.

Collective leadership has been foundational and instrumental in the long term success and sustained academic excellence of this school.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Colorado Student Assessment Program

Edition/Publication Year: Form R/2009,2008,2007,2006,2005

Publisher: McGraw Hill Companies

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	99	100	98	98	99
% Advanced	77	91	77	79	83
Number of students tested	90	88	90	90	89
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. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Number of students tested					
2. African American Students					
Number of students tested					
3. Hispanic or Latino Students					
		100			
% Advanced		100			
Number of students tested		11			
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced			100	100	100
% Advanced			83	89	100
Number of students tested			24	19	16

Notes:

The largest other subgroup figures reported are Gifted and Talented.

Subject: Reading

Grade: Test: Colorado Student Assessment
3 Program

Edition/Publication Year: Form
R/2009,2008,2007,2006,2005

Publisher: McGraw Hill Companies

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	100	98	98	99	99
% Advanced	24	27	26	27	24
Number of students tested	90	88	90	90	89
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. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced		100			
% Advanced		18			
Number of students tested		11			
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced			100	100	100
% Advanced			54	47	44
Number of students tested			24	19	16

Notes:

The largest other subgroup figures reported reflect Gifted and Talented.

Subject: Mathematics

Grade: Test: Colorado Student Assessment
4 Program

Edition/Publication Year: Form
R/2009,2008,2007,2006,2005

Publisher: McGraw Hill Companies

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	100	100	100	99	97
% Advanced	78	79	69	69	58
Number of students tested	90	90	90	90	89
Percent of total students tested	100	100	100	100	99
Number of students alternatively assessed	0	0	0	0	1
Percent of students alternatively assessed	0	0	0	0	1
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced	100				
% Advanced	50				
Number of students tested	12				
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
	100	100	100	100	100
	100	100	89	88	86
Number of students tested	13	23	19	17	21

Notes:

The largest other subgroup figures reported reflect Gifted and Talented.

Subject: Reading

Grade: Test: Colorado Student Assessment
4 Program

Edition/Publication Year: Form
R/2009,2008,2007,2006,2005

Publisher: McGraw Hill Companies

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	100	98	97	96	97
% Advanced	24	23	20	17	33
Number of students tested	90	90	90	90	89
Percent of total students tested	100	100	100	100	99
Number of students alternatively assessed	0	0	0	0	1
Percent of students alternatively assessed	0	0	0	0	1
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced	100				
% Advanced	17				
Number of students tested	12				
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
	100	100	100	100	100
	46	57	58	47	67
Number of students tested	13	23	19	17	21

Notes:

The largest other subgroup figures reported reflect Gifted and Talented.

Subject: Mathematics

Grade: Test: Colorado Student Assessment
5 Program

Edition/Publication Year: Form
R/2009,2008,2007,2006,2005

Publisher: McGraw Hill Companies

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	100	99	98	96	97
% Advanced	76	76	71	70	60
Number of students tested	89	89	90	89	89
Percent of total students tested	100	100	100	99	100
Number of students alternatively assessed	0	0	0	1	0
Percent of students alternatively assessed	0	0	0	1	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
	100	100	100	100	100
	96	95	100	60	100
Number of students tested	23	19	18	21	13

Notes:

The largest other subgroup figures reported reflect Gifted and Talented.

Subject: Reading

Grade: Test: Colorado Student Assessment
5 Program

Edition/Publication Year: Form
R/2009,2008,2007,2006,2005

Publisher: McGraw Hill Companies

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	98	96	94	96	96
% Advanced	36	20	21	28	22
Number of students tested	89	89	90	89	89
Percent of total students tested	100	100	100	99	100
Number of students alternatively assessed	0	0	0	1	0
Percent of students alternatively assessed	0	0	0	1	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
Gifted & Talented	100	100	100	100	100
Gifted & Talented	70	37	67	52	69
Number of students tested	23	19	18	21	13

Notes:

The largest other subgroup figures reported reflect Gifted and Talented.

Subject: Mathematics

Grade: Test: Colorado Student Assessment
6 Program

Edition/Publication Year: Form
R/2009,2008,2007,2006,2005

Publisher: McGraw Hill Companies

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	92	95	98	97	98
% Advanced	67	69	67	64	71
Number of students tested	90	87	88	87	89
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. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					100
% Advanced					80
Number of students tested					10
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
	100	100	100	100	100
	84	100	91	100	100
Number of students tested	19	16	22	15	13

Notes:

The largest other subgroup figures reported reflect Gifted and Talented.

Subject: Reading

Grade: Test: Colorado Student Assessment
6 Program

Edition/Publication Year: Form
R/2009,2008,2007,2006,2005

Publisher: McGraw Hill Companies

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	98	97	99	98	99
% Advanced	42	37	43	37	31
Number of students tested	90	87	88	87	89
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. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					100
% Advanced					40
Number of students tested					10
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced	100	100	100	100	100
% Advanced	63	88	64	67	62
Number of students tested	19	16	22	15	13

Notes:

The largest other subgroup figures reported reflect Gifted and Talented.