

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: Ms. Susan Stevens

Official School Name: Albin Elementary

School Mailing Address:
454 5th Avenue
PO Box 38
Albin, WY 82050-0038

County: Laramie State School Code Number*: 1102001

Telephone: (307) 245-4090 Fax: (307) 246-3261

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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*: Mr. Jack Cozort

District Name: Laramie County School District #2 Tel: (307) 245-4050

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: Mrs. Esther Davison

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 2004.
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)
- | | |
|----------|-------------------------------------|
| | 4 Elementary schools (includes K-8) |
| | Middle/Junior high schools |
| 2 | High schools |
| | K-12 schools |
| 6 | TOTAL |

2. District Per Pupil Expenditure: 17000

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. 4 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	1	5	6
K	8	5	13	7			0
1	5	4	9	8			0
2	7	1	8	9			0
3	2	2	4	10			0
4	4	3	7	11			0
5	5	2	7	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							54

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
0 % Asian
0 % Black or African American
41 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
59 % 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: 11 %

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.	2
(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)].	5
(4)	Total number of students in the school as of October 1.	46
(5)	Total transferred students in row (3) divided by total students in row (4).	0.109
(6)	Amount in row (5) multiplied by 100.	10.870

8. Limited English proficient students in the school: 26 %

Total number limited English proficient 14

Number of languages represented: 1

Specify languages:

Spanish

9. Students eligible for free/reduced-priced meals: 57 %

Total number students who qualify: 31

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: 9 %

Total Number of Students Served: 5

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>1</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> </u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u>3</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	<u> </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>0</u>	<u>1</u>
Classroom teachers	<u>5</u>	<u>0</u>
Special resource teachers/specialists	<u>0</u>	<u>6</u>
Paraprofessionals	<u>2</u>	<u>2</u>
Support staff	<u>1</u>	<u>2</u>
Total number	<u>8</u>	<u>11</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 13 :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	96%	94%	95%	96%	95%
Daily teacher attendance	99%	99%	99%	99%	99%
Teacher turnover rate	5%	11%	5%	0%	0%
Student dropout rate	%	%	%	%	%

Please provide all explanations below.

Our school is out on the prairie approximately 50 miles from Cheyenne, Wyoming, where most of our families go for medical and dental needs. Therefore, if a parent or student needs to go to an appointment, it is usually an all-day or at least a half-day event. Since most of our students ride the bus to a farm or ranch, parents will take their children out of school when they have to go to Cheyenne and won't be back before the bus arrives. They do not want their children home on an isolated ranch by themselves. There are no day care facilities in town and the after school program is 20 miles away at another school.

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	<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>0</u> %

PART III - SUMMARY

The African proverb, “It takes a whole village to raise a child” accurately describes the philosophy of this staff and community. Whether it is the bonds of rural life or just the nature of the people, Albin School works as a family. Staff and students help and support each other. The staff models appropriate behavior and provides students with a sense of belonging. Students genuinely care for each other, older students guiding and assisting younger ones. Parents demonstrate commitment to their child’s education as is evidenced by the 100% turnout achieved at conferences. They support their children with high expectations and also work in cooperation with the school to put students first.

Staff and community worked side by side to develop a mission for Albin Elementary School. Together they envisioned preparing students to be life-long learners, instilling in every student a love and appreciation of learning. It is imperative that students recognize that continued learning is the key to their own futures. To be a learner with diversified skills means that our students have the ability to problem solve and think critically using a wealth of mastered abilities. It was the vision for each student to know and draw upon a rich, meaningful educational background to address real-life experiences with ease. Becoming a successful member of society is to contribute to a community by being educated in not only academic disciplines, but in community service linked with high moral values and mature reasoning skills. We feel that as a staff and community our students are well on their way to achieving these high standards.

We see evidence of high academic achievement as we look to our state assessment results. Our students consistently score high. Concerning contributions that the students of Albin Elementary have made to their community, there are many. Every year the students take on the challenge of helping a neighbor, whether it be raising money for a local stroke victim, a community member whose house burned down at Christmas, or a youngster from a neighboring school fighting cancer. The support of community teaches these children the importance of altruism.

One of the many strengths of this school involves the support of the Parent/Teacher Organization. The primary focus of this group is to connect the school and its stakeholders. Each year they coordinate an educational fun night helping parents understand content and standards. Students see their parents value education.

The desire to reach ALL of our stakeholders has prompted us to try reaching out to our Hispanic parents. Once a week they can come and work with the Title 1 and ELL teachers to learn skills to help their students.

Another strength is this attitude of family that we share. Students that are having difficulties are brought to the At-Risk Committee which includes all of the teachers on staff. Together, with deliberate and thoughtful insight, the group collaborates on possible interventions, all working together for the best of the child.

Who can say what fosters excellence? Is it the small class sizes that promote and foster this feeling of family and sense of belonging? Is it a group of special people that genuinely care about each other? Is it the essence of community that permeates from the people of this rural area? Regardless, we at Albin could not be more proud of the excellence exuding from our children and the aspiring task of raising them together, hand in hand, to fulfill the vision set forth in our mission.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Although we are quite pleased with our students' performance on our state assessment, looking for trends is challenged by the changes made in the state assessment system over the past five years. Prior to the 2005-2006 school year, our state assessment, WyCAS, was given only to students in grades 4, 8, and 11. In 2005-2006, the state changed assessment companies and an assessment system for grades 3-8 and 11 was developed. This current assessment system, Proficiency Assessments for Wyoming Students (PAWS), has four levels of performance; Below Basic, Basic, Proficient, and Advanced. Reaching the Proficient level demonstrates meeting the standard. More information about PAWS can be found on the state web site <http://www.k12.wy.us/SA/Paws/index.asp>.

PAWS was originally intended to provide multiple opportunities for students to take the assessment. The first year of the assessment, 2005-2006, they were not ready to try the multiple opportunities. It was implemented the following year, 2006-2007. During that year, students could take the assessment in January and retake all or part of the assessment again in April. For the 2007-2008 assessment, we were required to revert back to only one test administration. These consistency issues make it difficult to make accurate inferences in trend data. In our analysis, we will note trends specifically on the consistently administered assessments given in 2005-2006, 2007-2008, and 2008-2009.

Our students have consistently scored high in math on the state assessments. Student performance school wide in math indicates an upward trend from 86% of our students scoring proficient or advanced in 2005-2006 to 96% in 2007-2008 to 100% in 2008-2009. Our largest subgroup of students, Socio Economic Disadvantaged, also shows an upward trend in achievement from 83% scoring proficient or advanced in 2005-2006 to 100% in 2007-2008 and 2008-2009. Hispanic students improved from 75% proficient or advanced in 2005-2006 to 100% in 2007-2008 and 2008-2009. With our other two subgroups, Limited English Proficient and Special Education Students, we are working with numbers that are quite small. Therefore, percentages can be deceiving. However, it should be noted that 100% of our Limited English Proficient students have scored proficient or advanced every year in math! Five of the six Special Education students (80%) we have had in 2005-2006, 2007-2008, and 2008-2009 scored proficient or advanced in math, as well. There were no significant disparities among grade levels in math.

Our students have scored well above the state average in reading, as well. Overall, 71% of our students scored proficient or advanced in reading in 2005-2006, 88% in 2007-2008, and 82% in 2008-2009. This indicates an upward trend. Even though it appears that we had a significant decline in 2008-2009, in fact this was only one student. Again, our small numbers can make percentages seem deceiving. We definitely show an upward trend in positive performance with our Socio Economic Disadvantaged students. 67% of these students were proficient or advanced in 2005-2006, 86% in 2007-2008, and 91% in 2008-2009. Performance of our ELL students and Hispanic students varies from year-to-year. This seems to be very dependent on when the student enters our school. The younger the student is upon entry and the longer we have the student in our school, the more success we seem to have. Over the five years of state testing data presented, 60% of our Hispanic students were proficient or advanced and 62% of our Limited English Proficient students were proficient or advanced. Over the five year span of data, only 29% of our Special Education students were proficient or advanced in reading. There were no significant disparities among grade levels in reading. However, there is an upward trend in student performance in grades 5 and 6. In 2005-2006, only 33% of our 5th graders were proficient or advanced. In 2007-2008, this increased to 71% and 83% in 2008-2009. Our 6th graders improved from 70% in 2005-2006 to 83% in 2008-2009.

2. Using Assessment Results:

Student achievement is the goal that drives all actions at Albin Elementary. Data from assessments aligned with state content standards is used to measure effectiveness in increasing student achievement. Assessment results are used consistently and systematically to improve school and student performance.

Assessment data drives the school improvement goals at Albin Elementary. Using the state assessment data, staff analyzes the data searching for trends in the results. Upon disaggregating data in the fall of 2009, it was noted that boys were performing significantly lower in writing. These results prompted this to be a school improvement goal. The staff began reading scientifically-based research to find strategies to address boy writers that could be field tested for success, and implemented school wide.

One example of how data-based instructional planning is used consistently and systematically is through weekly or bi-weekly Professional Learning Communities. We use both summative and formative assessments to identify student needs and generate strategies to reach those students based on data. Upon strategy implementation, we look again at students' work and target criteria as well as assessments to re-evaluate previous decisions and determine effectiveness of that instruction. This lends itself to a deep reflection of instructional practices that increase student achievement.

Instructional interventions for students are also determined using assessment results. At the beginning of each school year data is gathered, both summative and formative, to make team decisions to identify student deficits that may require specific interventions delivered through our Title 1 Program. These interventions are planned using research-based strategies and alterable variables for small group or one to one intensive instruction. The students are then progress monitored weekly using formative assessments to document effectiveness of the intervention instruction. Alterable variables and/or instructional strategies are adjusted according to assessment data results.

Another way data is used is by creating *Individual Reading Plans (IRPs)* for students that are considered At Risk because of a Basic or Below Basic score on assessments used to determine proficiency. Each Title 1 student is on an *IRP* as well as students that are not meeting a proficiency benchmark on state or district testing. The *IRPs* include current scores, target scores, and the specific instruction and progress monitoring needed to increase and document student achievement to the proficient level. New data is added when benchmark testing is implemented after fall, winter and spring testing.

Student achievement is the driving force at Albin Elementary. Assessment results are used to measure that achievement. It is used to understand and improve student learning as well as a basis for measuring effectiveness of relevant and reflective instruction by our staff.

3. Communicating Assessment Results:

Many opportunities are implemented for communicating academic progress of students to students, parents, and community stakeholders. One of the most frequently used modes of communicating student performance is via the district website. On our school web site and on individual classroom web pages, stakeholders are provided with information on student learning objectives as well as student and parent learning resources. Parents are also given a password so that they can access their child's grades.

In addition to providing information on the website the district also sends an annual accountability report to patrons along with monthly newsletters. Local newspapers are very interested in education and are eager to disseminate student progress data as well as information on academic events.

An open house as well as a back-to-school night provide opportunities for stakeholders to learn more about district learning essentials and academic expectations and performance. Parent conferences are held bi-

annually and report cards and progress reports are provided to families on a quarterly basis. At the end of each quarter, stakeholders are invited to attend an all school program designed to celebrate student achievements including citizenship, honor roll and assessment results.

A weekly parent academy is held with an emphasis on communicating English Language Learners' progress to their parents. Parents are also provided with instruction on helping provide academic enrichment at home. The Parent Educator Network provides further opportunities for stakeholders to increase involvement and learn about academic progress during their Learning Fairs, which correlate to learning essentials and student academic performance.

Teachers meet two times a month to discuss student performance as well as assessment results. When concerns arise parents are contacted and invited to participate on an intervention team in order to help struggling learners succeed in the least restrictive environment. School staff communicates frequently with parents about the strengths and needs of students through informal meetings, letters and phone calls.

4. Sharing Success:

Albin is a very collegial school in which to work. The teachers are not afraid to take risks and to share what they try with others. Successes are shared locally through district-wide grade level meetings, administrative team meetings, and district curriculum/Title I meetings. Teachers also attend Professional Learning Communities (PLCs) where teachers have the opportunity to work with others from individual grade levels as well as across grade levels.

Our school and staff share successes beyond our district boundaries, as well. Some of our teachers have given presentations on successful strategies at state School Improvement conferences. Staff are encouraged to participate on state education committees, such as standards and evaluation. Information about successful practices has also been submitted to the North Central Association. This year, our school has formed a partnership with professors from the Bueno Center at Colorado University in Boulder. They are using our school as a model to help teach their students how to work with ESL parents, as well as working with us to improve our ESL program.

In the event we receive the Blue Ribbon Award, our school would love to invite other teachers from small, rural communities in for workshops or trainings. We could post more information about our school and its successes on our school web site and present more workshops at school improvement conferences. We are also considering creating a teaching blog for our staff to share ideas with others.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The school's curriculum is driven by the state mandated content and performance standards. The state of Wyoming has set standards in nine content areas; Language Arts, Mathematics, Science, Social Studies, Fine and Performing Arts, Foreign Language, Physical Education, Health, and Career/Vocational Education. Language Arts and Mathematics has standards in each grade level K-8 and 11, while the rest of the content areas have standards for grade bands K-4, 5-8, and 9-11. The district has articulated these standards into district curricula that guide instruction and the selection of programs and materials. The standards also are used to guide district assessment development.

Language Arts is divided into three main content standards; Reading, Writing, and Speaking/Listening. Students receive a minimum of 90 minutes per day in reading instruction and 30-45 minutes per day in writing instruction. Students receive daily whole group, direct reading instruction which may include oral language, fluency work, vocabulary, and comprehension. They also work daily in small reading groups targeted to their particular instructional levels. Students receive instruction in Word Work at least three times a week. This includes direct phonics and spelling instruction. Writing instruction centers around the six traits of writing; voice, sentence fluency, word choice, conventions, idea, and organization. Students apply these writing skills to plan, draft, revise and publish both expressive and expository pieces.

Mathematics instruction focuses on number operations and concepts, geometry, measurement, algebra, and data analysis/probability. Students receive 30-70 minutes of daily instruction in math, depending on the grade level. Mathematics instruction is delivered through a district wide program that was adopted because of its alignment to our district curriculum. Teachers supplement this program, as needed, based on student performance.

As students get older, there is a direct correlation to success in science and social studies and proficiency in the language arts and mathematics. Our school believes that our instructional priorities, especially in the lower grades, should be focused on language arts and math. These content areas are the foundation to most other content areas. In grades K-2, we embed science, health, and social studies within the language arts and mathematics. This is done by connecting reading, writing, and math to the real world. Reading instruction includes nonfiction articles about science, health, and social studies topics. Although science, health, and social studies are also embedded in language arts and math in the upper grades, specific time is also set aside in grades 3-6 for direct instruction in these content areas.

Physical Education (PE) is an important part of our curriculum. All students receive instruction in PE daily for 30 minutes (20 minutes for kindergartners). Instruction focuses on movement and fitness. Personal and social behaviors are also embedded in the PE curriculum.

Because of the rich Hispanic culture that is a part of our school, creating understanding about this culture is essential to help create cohesiveness among our students. All students receive 60 minutes of instruction in Spanish during the week. Not only does the curriculum include learning the language, but students also learn about Hispanic traditions and culture which are incorporated in school activities, such as student performances.

Creativity is encouraged and nurtured through the Curriculum Enrichment Program that correlates the Visual Arts with the classroom standards. Students approach classroom learning by using a different medium. Students also receive direct instruction in music twice each week. This comprehensive program

fosters creativity by using instruments and voice, provides performance opportunities, leadership roles, peer mentoring, and integrates with the classroom instruction. The Visual Arts, Music Department, and classroom teachers all collaborate for each performance.

Career/Vocational Education standards are embedded in all content areas. The curriculum focuses on work habits, personal and social behavior, and career awareness.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

The reading curriculum in our district is based on the five areas of reading instruction identified by the National Reading Panel's report issued in 2000. These areas include phonemic awareness, phonics, fluency, vocabulary, and comprehension. The district also is aware of the research supporting a programmatic approach to the teaching of reading. After reviewing several programs, StoryTown, published by Harcourt School Publishers, was chosen. It seemed to best encompass the five identified areas while providing support at different skill levels. Cross-curricular ties are made to science and social studies so students are exposed to nonfiction texts as well as real-world connections. Students not only practice reading, but also make a reading-writing connection through daily writing prompts.

The five big ideas of reading are addressed in every grade level in each lesson every day. Comprehension skills and strategies spiral through each grade level and follow the gradual release model. Instruction follows a daily routine in order to meet the five big ideas, and includes whole group instruction, centers, and reading groups. Content is presented in a variety of enriching ways including hands-on activities, readers' theater, choral reading, echo reading, read-alouds, books on tape, and more. Students practice skills being taught at their own instructional levels through leveled readers, small group instruction and challenge materials. Benchmark assessments are given three times a year, and additional assessments are given on a regular basis in order to guide instructional decisions.

Core instruction, strategic intervention, and intensive intervention are provided through our reading program. Following the Response to Intervention model, specific activities and strategies are identified for use with students needing strategic or intensive intervention. All students receive at least 90 minutes of reading instruction daily through our core reading program. Students that need further intervention receive additional reading instruction time to help them make adequate progress.

3. Additional Curriculum Area:

Math is a vital instructional area in which the district's learning essentials and the school mission are clearly integrated within instruction and learning. Teachers use a variety of resources as they provide differentiated instruction to their students. Some of these resources include reinforcement and challenge opportunities, which allow Albin's diverse student population enriching activities at the level most appropriate for the learner. In response to student socioeconomic and language status, teachers place special emphasis on vocabulary development. Some vocabulary lessons are presented in both English and Spanish. Spanish speaking parents are invited to participate in a weekly parent academy in which they can learn essential vocabulary words that are vital to their child's academic development.

A variety of technological resources are also used to increase student engagement while providing multisensory learning opportunities. Student textbooks are available in hard copies and on-line. Online editions feature multimedia glossaries, math jingles, e-labs, and math models. Students can access these texts from both home and school.

Problem solving experiences are also of critical importance to teachers as they strive to prepare students to become life-long learners. To accentuate the importance of applied learning, many classes solve a "problem of

the day” as they begin their arithmetic instruction. Other classes provide weekly problem solving lessons in which students apply their understanding of learning essentials to solve story problems that relate to the “real world”.

Assessments are used strategically to help staff make instructional decisions. Students are pre-tested to determine areas of strength and needs in relation to pre-requisite skills necessary for each chapter. Instruction is developed based on learner needs. Posttests are also of critical importance and can be given on-line allowing teachers the opportunity to collect and compile learning data on classes and individuals in relation to learning standards.

4. Instructional Methods:

Albin Elementary works diligently to meet all students’ needs by differentiating instruction. Differentiated instruction is provided daily in classrooms through a variety of strategies including small group instruction, centers, and differentiated assignments. We also have a program called HAL, High Ability Learners, for students demonstrating a need to be challenged beyond the regular classroom.

All staff members are responsible for the success of every child in our school. The staff reviews formal and informal student achievement data to help identify at risk students. Once per month the staff meets to discuss interventions and strategies for each student identified as at risk. Each student’s progress and the success of each previous intervention are reviewed. The staff then determines whether the interventions need to be continued or different interventions need to be implemented.

Our school has a high percentage of Hispanic students. Many of these students are Limited English Proficient. We have implemented several strategies to help them achieve academically. One of our staff members has been hired to specifically help us with these students. She goes into classrooms as needed to translate for students and help them understand instruction and assignments. Limited English Proficient students receive additional instruction in English through our English as a Second Language (ESL) program and additional reading instruction through our Title I program. We also have a parent program that helps teach parents how to help their students.

Our Title I program provides additional assistance to students that are at risk in reading. Students are identified by a variety of data. The Title I teacher diagnoses the specific area or areas of need and then provides direct instruction in the identified area(s). These students are regularly monitored for progress to assure that interventions are working and they are gaining at an accelerated rate.

Through our school improvement process, we identify subgroups that may need a different type of instruction. This reflection prompted us to delve further into considering how to better teach boys in the area of writing. Through a study of research on boy writers, we have identified several strategies that teachers are now using in their classrooms to work specifically with boys.

5. Professional Development:

Albin Elementary provides a system of professional development that is ongoing, collaborative and student-centered. For example, at the beginning of each year new staff is trained in the curriculum, explicit instructional practices proven effective for our students, and technology incorporated within our school and district. Mentor teachers are assigned to new staff and continue that mentorship throughout the first year of instruction.

All staff collaborates regularly in a Professional Learning Community. This common time allows teachers to constantly improve the quality of their instruction to increase student academic achievement. This ongoing professional growth focuses on identified needs based on data analysis. The teachers use data and student

work samples tied to the school improvement goal and specific content standards to target areas of need. Instructional strategies are discussed and demonstrated for teachers in the Professional Learning Community. The impact of that strategy is re-evaluated at the following meeting using further data and student work samples. This has also included individual coaching and classroom-based support from a mentor teacher.

As an example, a recent Professional Learning Community Goal read as follows:

By the end of the cycle, all kindergarten students will increase proficiency level at least 1 point in the writing trait of Idea as determined by teachers assessing writing samples and district assessments. This will be measured by the district writing rubric for scoring.

Pre-Test Data: 100% of students in the class scored below a 2 on the scoring rubric for the trait of Idea.

Post-Test Data: 93% of students scored a 3 or higher on the scoring rubric for the trait of Idea.

The principal also leads professional development through all staff book studies. These studies are based on identified needs discovered through disaggregation of subgroups when looking at our data. For example, in 2008 we recognized a negative trend found in our boy writers. We researched and implemented strategies from *Boy Writers* by Ralph Fletcher. We saw some improvements through teacher-made assessments as well as district assessments tied to writing standards.

Albin teachers have a supportive and positive work environment that enhances respect and pride because we are able to take research and combine it with good instruction to turn success into reality for our students.

6. School Leadership:

It is clearly evident that promoting excellence, support of staff, and desire for success and high achievement of all students is the focus of the school's leadership.

Albin Elementary practices shared leadership among its stakeholders. The leadership structure consists of a part-time principal guided by the superintendent and district Board of Education. In addition to the principal, leadership roles are assumed by a variety of people including teachers, support staff, and parents. Staff members take on a variety of leadership roles such as instructional facilitator, committee chairs, and program leaders. Parents work closely with the school through the Albin Parent/Teacher Group to develop and implement parent activities that support student learning. Students also are encouraged to take on leadership roles through our Student Council.

The principal is an instructional leader in our school. Her knowledge of curriculum is essential as she guides staff through critical teaching decisions. She analyzes and shares data to recognize students' needs and leads the school in efforts to improve programs and instruction. She maintains open lines of communication between the Board, superintendent, parents, and community to assure positive relationships. The principal is an advocate for her school, staff and students and takes personal interest in their well-being.

Our school improvement process guides policy development, program adoption, and selection of resources. Each staff member serves on the school improvement committee, investing time and ownership in school accreditation and decision-making. Student achievement data is analyzed to determine the greatest areas of need. Research is presented and studied to help with the selection of strategies, programs, and resources. Data is continuously studied to assure implementation is having a positive impact on school improvement.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: PAWS

Edition/Publication Year: 2005-2009

Publisher: Harcourt

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Apr	Apr	
SCHOOL SCORES					
Proficient plus Advanced	100	100	100	88	0
Advanced	29	67	88	38	0
Number of students tested	7	3	8	8	0
Percent of total students tested	100	100	100	100	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed					
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					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Prior to 2005-06, no state assessment was given to 3rd graders.

Subject: Reading
Edition/Publication Year: 2006-2009

Grade: 3 Test: PAWS
Publisher: Harcourt

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Apr	Apr	
SCHOOL SCORES					
Proficient plus Advanced	71	67	100	75	
Advanced	0	33	38	38	
Number of students tested	7	3	8	8	
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. 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					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Prior to 2005-06, no state assessment was given to 3rd graders.

Subject: Mathematics
Edition/Publication Year: 2004-2009

Grade: 4 Test: PAWS/WYCAS
Publisher: Harcourt/Measured Progress

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Apr	Apr	Apr
SCHOOL SCORES					
Proficient plus Advanced	100	100	100	100	80
Advanced	33	67	43	50	60
Number of students tested	3	6	7	6	5
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	100	100	100	100	100
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					
Proficient plus Advanced					
Advanced					
Number of students tested					

Notes:

In 2005-06, the state changed assessments and assessment companies.

Subject: Reading
Edition/Publication Year: 2004-2009

Grade: 4 Test: WyCAS/PAWS
Publisher: Measured Progress/Harcourt

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Apr	Apr	Apr
SCHOOL SCORES					
Proficient plus Advanced	100	100	57	100	80
Advanced	33	67	14	33	40
Number of students tested	3	6	7	6	5
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					
% 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					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

In 2005-06, the state changed assessments and assessment companies.

Subject: Mathematics
Edition/Publication Year: 2005-2009

Grade: 5 Test: PAWS
Publisher: Harcourt

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Apr	Apr	
SCHOOL SCORES					
Proficient plus Advanced	100	100	100	67	0
Advanced	83	29	67	33	0
Number of students tested	6	7	6	3	0
Percent of total students tested	100	100	100	100	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed					
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					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:
Prior to 2005-06, no state assessment was given to 5th graders.

Subject: Reading
Edition/Publication Year: 2005-2009

Grade: 5 Test: PAWS
Publisher: Harcourt

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Apr	Apr	Mar
SCHOOL SCORES					
Proficient plus Advanced	83	71	100	33	0
Advanced	17	29	17	33	0
Number of students tested	6	7	6	3	0
Percent of total students tested	100	100	100	100	0
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed					
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					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Prior to 2005-06, no state assessment was given to 5th graders.

Subject: Mathematics
Edition/Publication Year: 2005-2009

Grade: 6 Test: PAWS
Publisher: Harcourt

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Apr	Apr	
SCHOOL SCORES					
Proficient plus Advanced	100	88	100	80	
Advanced	50	50	25	50	
Number of students tested	6	8	4	10	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed					
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					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Prior to 2005-06, no state assessment was given to 6th graders.

Subject: Reading
Edition/Publication Year: 2005-2009

Grade: 6 Test: PAWS
Publisher: Harcourt

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Apr	Apr	
SCHOOL SCORES					
Proficient plus Advanced	83	100	25	70	0
Advanced	33	38	0	30	0
Number of students tested	6	8	4	10	0
Percent of total students tested	100	100	100	100	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed					
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					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:
Prior to 2005-06, no state assessment was given to 6th graders.