

PART I - ELIGIBILITY CERTIFICATION

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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 2010-2011 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 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
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

1. Number of schools in the district: 18 Elementary schools
 (per district designation) 4 Middle/Junior high schools
4 High schools
3 K-12 schools
29 Total schools in district
2. District per-pupil expenditure: 10937

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 1
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	42	42	84		7	0	0	0
1	40	42	82		8	0	0	0
2	46	29	75		9	0	0	0
3	30	19	49		10	0	0	0
4	27	22	49		11	0	0	0
5	37	25	62		12	0	0	0
Total in Applying School:								401

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
20 % Asian
19 % Black or African American
7 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
51 % White
2 % 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 2009-2010 school year: 17%
 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, 2009 until the end of the school year.	33
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	30
(3)	Total of all transferred students [sum of rows (1) and (2)].	63
(4)	Total number of students in the school as of October 1, 2009	370
(5)	Total transferred students in row (3) divided by total students in row (4).	0.17
(6)	Amount in row (5) multiplied by 100.	17

8. Percent limited English proficient students in the school: 20%
 Total number of limited English proficient students in the school: 80
 Number of languages represented, not including English: 18
 Specify languages:

Chinese, Vietnamese, Korean, Arabic, Spanish, Kiswahili, Ghanaian, Turkish, Hindi, Punjabi, Portuguese, Urdu, Amharic, Bulgarian, Gujarati, Telugu, Nepalese, Tagalog

9. Percent of students eligible for free/reduced-priced meals: 40%
 Total number of students who qualify: 150

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-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 12%
 Total number of students served: 49

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>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>10</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>25</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>7</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>12</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>1</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>27</u>	<u>0</u>
Special resource teachers/specialists	<u>5</u>	<u>0</u>
Paraprofessionals	<u>2</u>	<u>0</u>
Support staff	<u>0</u>	<u>2</u>
Total number	<u>35</u>	<u>2</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: 17:1

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

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	95%	96%	93%	95%	95%
Daily teacher attendance	92%	93%	95%	96%	94%
Teacher turnover rate	15%	13%	29%	39%	28%
High school graduation rate	0%	0%	0%	0%	0%

If these data are not available, explain and provide reasonable estimates.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

West Park Place Elementary School (West Park) is nestled in a tree lined community of the City of Newark, Delaware, a suburb of the State of Delaware. We are a community school who first opened our doors to students in 1954, the year in which the school building was constructed. The school includes a cafetorium (combination of cafeteria and auditorium), gymnasium, media center, computer lab and 22 classrooms. Our student population is comprised of 0.50% American Indian or Alaska Natives, 20% Asian, 19% Black, 6% Hispanic, 0.50% Hawaiian or Pacific Islander, 51% White and 2% Multi-racial. Forty per cent of our students are eligible for free/reduced meals. We are indeed a diverse community of learners. We operate as a “salad bowl” of diversity which allows us to learn about and from one another without comprising those characteristics that make us unique.

West Park is an inclusive community of learners in grades kindergarten – 5. We are home to the Christina School District English as a Second Language (ESL) program for elementary students. We are privileged to have in our community students from 18 different countries and the United States. Our students speak 18 languages other than English including but not limited to Arabic, Portuguese, Urdu and Kiswahili. In partnership with the University of Delaware, we teach English language acquisition to English Language Learners based upon their English proficiency as determined by their Assessing Comprehension and Communication in English State-to-State for English Language Learners score. Students receive ESL instruction and support in both the general education environment and in a pull out model.

West Park is also privileged to be the home of two Realistic Educational Alternatives for Children with Disabilities (REACH) program classrooms. Students in our REACH program receive specialized instruction and supports in a separate environment, but are included with their non-disabled peers during resource (physical education, art, music) instruction, lunch and other areas, as appropriate. REACH students have access to all resources available at West Park.

Driven by our mission and vision, we are a community committed to providing quality instructional programs for our students. All students are held to the same high expectations for achievement, regardless of race, gender or socioeconomic status. The Delaware Department of Education has recognized West Park as a SUPERIOR school since 2003, the inauguration of the Delaware Student Testing Program. Our instructional program is aligned with the Delaware Prioritized Curriculum; we are phasing in Common Core Standards as outlined by the Delaware Department of Education; instruction is data driven and differentiated to meet the needs of diverse learners.

West Park is also a nurturing environment that encourages positive behavior coupled with the daily application of our universal goals. We are a Positive Behavior Support School (PBS) and have received recognition as a STAR school for positive behavior by the Delaware Department of Education. Our universal goals include demonstrating “PREPARED, PRODUCTIVE, and POSITIVE” behavior in all aspects of school at all times. We encourage responsible behavior for all students, reward positive behavior, and support those students experiencing behavioral challenges.

We recognize parental involvement as one of our strengths at West Park. To us, parents are our partners in education. As a result, there are many opportunities for parental involvement. Parents participate on our School Improvement Team and various committees that support school efforts. We demonstrate our commitment to parental involvement by maintaining regular communication with parents by email, internet groups, newsletters, bulletin board postings and news blasts via our telephone messaging system. We also demonstrate that parents are partners in education by regularly communicating student progress and by providing opportunities for parents to conference with teachers and our school principal. Another way we demonstrate our belief that parents are partners in education is by providing opportunities for parents to volunteer at the school. Parents volunteer in classrooms, during fundraisers, afterschool programs, and special programs like our annual multi-cultural and health and fitness nights.

The Parent Teacher Association (PTA) is an integral part of the West Park family. We work in collaboration with PTA in order to ensure our school is an environment that meets the needs of all students. PTA has an extensive and robust history at West Park; PTA membership is strongly encouraged for parents and teachers alike. The West Park PTA has been instrumental in the implementation of school programs including 500 Book Challenge, which includes Story Teller Night. Members of the PTA provide afterschool enrichment which allows our students to participate in programs like Odyssey of the Mind. They support the school with PBS by reinforcing our universal goals at home, and by stocking and managing the school store. Additionally, PTA provides financial assistance to families in need support with financing school trips. The list of the ways in which West Park is supported by PTA is endless.

1. Assessment Results:

West Park Place Elementary School (West Park) participated in the Delaware State Testing Program, which tested student in grades 2-5 in reading and math in the spring of every year since 2003. Students in grades 4 participated in a science and social studies test (covering content addressed in grades k-3) in the fall of each year. Writing was assessed until 2008 for grades 3-4 and 2009 for grades 5. Each content area was assessed using multiple choice, short answer and extended response and results were converted to a scale score. The Delaware Department of Education determined cut scores for the following performance levels: PL5 (Distinguished), PL4 (Exceeds Standard), PL3 (Meets Standard), PL2 (Approaching Standard), and PL1 (Well Below Standard) and PL0 (non-scorable, illegible, student refused to take the test). Delaware State Testing information can be obtained at <http://www.doe.k12.de.us/aab>.

In 2006, our data revealed that 25% of our special education students met proficiency in reading and 27% met proficiency in math. In addition, 72% of our African American students met proficiency in reading and 77% met in math. From this we identified an achievement gap in the performance of special education and African American students. In order to address these concerns, we have included the performance of special education students and African American students as part of our school improvement plans over the years. Specific strategies we implemented to help improve students' performance include: modifying the service model for special education students as we phased into inclusion classrooms; establishing PLC's for collaboration and data discussion; increasing push-in support and decreasing pull-out support; implementing data driven interventions; establishing SMART goals for student performance; providing targeted professional development to support teacher instruction and increasing parent communication and involvement.

Since implementing these strategies, we have seen the performance of our special education student in reading increase to a high of 73% meeting proficiency in 2008 and 47% meeting in 2010. In math, special education students have grown to a high of 56% meeting proficiency in 2008 to 52% meeting in 2010. The trends in the data indicate that we are making progress in closing the achievement gaps. We recognize the need to continue to ensure these students are being monitored and provided interventions on a consistent basis.

In 2008, West Park gained the English Language Learner program and has seen the numbers of the students in the population grow by 28%. Reading proficiency levels for this subgroup in 2009, the first year these students were tested on DSTP at West Park, was 47% proficiency. In 2010, the second year of testing for this subgroup, we saw slight growth to 48% proficiency. In math, our ELL subgroup level of proficiency was 67% in 2009. There was an insignificant change in proficiency levels for this subgroup in 2010.

In order to address the achievement gaps of the ELL subgroup at West Park, we've implemented several school wide strategies. The number of teachers providing English as a Second Language instruction has increased; ESL teachers participate in PLCs weekly. Augmenting teachers with specialized skills has provided increased opportunity for teachers to co-teach with regular educators, instruct smaller student groups, and push in ESL services into the regular classroom. Regular classroom teachers are provided ongoing professional development focusing on how to instruct and support ELLs in the regular classroom. Targeted reading instruction is provided on a daily basis. Regular educators, special educators and ELL teachers are provided more opportunities to collaborate, analyze data and plan data driven lessons. Students are progressed monitored regularly; revisions to the instructional programs are made as needed. Math RtI is implemented in grades 1 – 5 using daily practice problems and universal screening tools. Additionally, West Park is partnered with the University of Delaware for ESL instruction and math RtI training.

2. Using Assessment Results:

West Park Elementary School uses assessment data in various ways to improve student achievement. The use of Professional Learning Communities (PLC) began in the fall of 2007. Through collaborative planning, grade level teams are able to review assessment data to pinpoint areas of need and guide instruction. Progress Monitoring data is the primary discussion tool that leads teams to implement various strategies in the classroom such as flexible grouping to specifically address student needs. Part of the PLC process is to use data from various assessment tools such as Dynamic Indicators of Basic Early Literacy Skills (DIBELS), spelling inventory, Measures of Academic Progress (MAP), and common assessments to identify students who need targeted interventions. In conjunction with the Response to Intervention process, PLC teams review and analyze students to determine if implemented interventions have been effective or if students need to be referred for further discussion. West Park adopted the Data Wise framework in the fall of 2008 to help streamline and focus the PLC process. Grade level teams establish ELA and Math S.M.A.R.T. (Specific, Measureable, Attainable, Relevant, Time bound) goals which are based on assessment data and are reviewed and updated throughout the year. As teams delved deeper into data, they recognized the need to examine instruction, and the Learning Walk process began in the fall of 2009. This student driven process of examining student learning helped teams identify the effectiveness of instructional practices that were being implemented and led to changes in instruction. For example, in correlation with our school goal relating to math communication, grade level teams were able to create a more concise way for children to adequately express their mathematical thinking, and the school wide "PANDA" process (Picture, Answer, Number sentence, Double check, Another way) was adopted.

The School Improvement Team uses assessment data to determine if the school is on track for meeting School Success Plan goals and objectives. Whole school data is analyzed and reviewed monthly, a plan of action is developed and the student achievement is monitored. Revisions of the SSP are made as needed in order to reflect the progress of the school.

3. Communicating Assessment Results:

Driven by our mission, we recognize that clear communication with students, parents, and the community is vital for our success in meeting our goals. As students, parents and community members enter the school, they are greeted by our Superior school banners which proudly show our school success over the past 7 years. Assessment results are shared with students as immediately as possible, for example MAP results were immediately available and students reviewed their scores and could determine their progress before leaving their testing session. Delaware Comprehensive Assessment System data is also immediately available for the fall and winter administrations. Assessment scores are directly sent home to parents when results become available. Communication also extends to our monthly school newsletter, The Panda News, which can be e-mailed to families or hard copies taken home. This news letter includes relevant information about the school including assessment data. Highlighted information from current events in specific classrooms is also included in Panda News. Information is also shared with parents and the community at large, at PTA meetings, Open House, parent conferences and Grade Level information nights. Our school website <http://sites.google.com/a/christina.k12.de.us/westpark/>, also provides an avenue to view assessment results. Information is also disseminated to parents through student agendas, interim reports, trimester report cards; parent response and feedback is encouraged.

Parents have played an active part in the school decision making process through their involvement in various school committees. Through the PBS (Positive Behavior Support) team, parents participate and provide input as discipline data is reviewed and discussed and decisions are made based on data analysis. As part of the School Success Planning team, parents provide their perspective in determining the instructional needs and developing an action plan for the school based on assessment data results. Response to Intervention provides another forum for parental involvement. As student progress monitoring and assessment is analyzed, parents are informed and if referrals are needed, parents provide more extensive information regarding their child. This information may include learning style inventories, health related issues, motivation factors, and work habits. All information is compiled and used in

determining the appropriate instructional direction for the child.

4. Sharing Lessons Learned:

The successes at West Park have been shared within the school community and beyond. West Park has been recognized by the School Board at board meetings for various achievements including, “PBS Star School,” “Superstars in Education” nomination, and as a “Superior School” on state DSTP testing since 2003. The most successful strategy implemented at West Park that has directly affected student achievement has been the fine tuning of the Professional Learning Communities using protocols, norms, SMART goals and the Data Wise framework. Each have helped to make PLC teams more productive. Prior to 2009, we began to implement the Data Wise framework to guide our PLCs. In 2009, members from our Data Team attended The Data Wise Summer Institute at Harvard University in order to improve our ability to successfully implement the Data Wise Framework. The team brought back information and direction that led to a clearer understanding of the framework and how it can be used to improve the teaching and learning. Specifically, each team engaged in learning walks as part of examining instruction and looking at student learning. From these walks, instructional changes were made at every grade level. We served as a model for PLCs and our principal shared our successes and strategies within the district and state. The district website also featured an article which chronicled our Data Wise experience. The following summer, Data Team members returned to Harvard University serving as Teaching Fellows sharing with teachers, administrators and district staff from all around the world, our journey in implementing the steps of Data Wise at West Park. In the late fall, we also participated in a follow up conference call with Data Wise participants to discuss their successes and challenges with Data Wise thus far.

1. Curriculum:

The curriculum at West Park Elementary School is currently aligned with the Delaware Prioritized Standards as we transition to the Common Core State Standards for Teaching and Learning. Teaching strategies promote higher order thinking skills and is differentiated according to student need based on data.

Reading/Language Arts –At West Park Elementary the language arts block is a balanced instructional model that includes teacher guided reading, self-selected independent reading, teacher read-aloud, phonics/decoding instruction, fluency instruction, and vocabulary instruction with the goal of increasing comprehension. Teachers consistently utilize: extending thinking strategies, essential questions, distributed summarization, collaborative pairs, research-based vocabulary strategies, graphic organizers and written responses. All students receive ninety minutes of reading instruction and forty-five minutes of writing instruction daily. The core reading curriculum is Houghton Mifflin Harcourt Reading including Leveled Readers and Soar to Success. Students receiving special education services and ELL students are mainstreamed into the regular classrooms. During the ninety minute block, the classroom teacher provides Tier I whole group instruction and small flexible group instruction targeted to student need determined by rigorous assessments and progress monitoring. Depending on students' level of services, ELL students receive pull-out or push-in support by ELL teachers. Special education teachers push in to the classrooms during the language arts block. Tier II and Tier III instruction is provided during a thirty minute intervention block that includes push-in and pull-out services provided by special education teachers, reading specialists, interventionists, ELL teachers, and instructional support personnel. Tier II and Tier III intervention materials are research based and are determined by student need. Progress monitoring is administered according to district RtI guidelines and instruction is adjusted according to the assessment results. An enrichment teacher provides services to identified students during the language arts and intervention blocks. A Writers' Workshop approach is used during the writing block.

Mathematics – All students receive sixty minutes of daily mathematics instruction. This instructional time includes a daily practice problem and whole group instruction. The core mathematics program is Math Trailblazers. This research-based K-5 mathematics program integrates math, science, and language arts. It embodies the standards for school mathematics and is based on the ideas that mathematics is best learned by solving problems in real-world contexts. The students are actively engaged in the TIMS method to explore mathematical concepts and solve problems with manipulatives. Instruction balances conceptual understanding with procedural skill. Teachers consistently utilize: extending thinking strategies, essential questions, distributed summarization, collaborative pairs, research-based vocabulary strategies, graphic organizers and written responses. Depending on students' level of services, ELL students receive pull-out or push-in support by ELL teachers. Special education teachers push in to the classrooms during math instruction. West Park has been a pilot school for the state's math RtI model emphasizing high-quality differentiated instruction.

Science/Social Studies – Students receive forty-five minutes of social studies instruction each day. Units are divided into three week cycles and science and social studies instruction is alternated between these cycles. The social studies curriculum consists of standards based lessons designed by district teachers. The students are exposed to content through simulations, trade books, primary sources, and field experiences. The teachers are provided with Harcourt Horizons to support these lessons. The units culminate with students engaging in transfer tasks.

Related Arts Programs – The related arts program include art, music, physical education, and library. Students in each class have one of the related arts classes each day for 45 minutes. Each related arts uses an approved curriculum and respective state standards to guide their instructional process. The related arts program is designed to be developmentally appropriate, highly interactive and expose the students, in

depth, into their domains. The related arts curriculum also has strong connections into real-world experiences.

Students also have an opportunity to learn to learn string instruments or participate in band. Lessons are provided by highly qualified teachers in addition to the regular music program. String and band lessons are provided weekly during the regular school day.

2. Reading/English:

(Elementary Schools) Reading: West Park implements the Houghton Mifflin Harcourt reading curriculum, a program based on current research with a commitment to a strong reading foundation. This program utilizes Delaware state standards targeted instruction based on diagnostic testing and Tier II and III instruction for intervention. Combined with strong school leadership and targeted professional development for teachers, this program has been highly effective. In order to use support staff efficiently, a school-wide master schedule is developed each year. Each grade level has the same language arts and intervention block and appropriate staff are aligned to these blocks according to student need. The language arts block is divided into forty-five minutes of whole group instruction and forty-five minutes of small flexible group instruction combined with independent centers. This approach differentiates instruction according to students' academic needs (phonics, fluency, comprehension) giving them a strong foundation to develop essential reading skills and strategies. During the flex group time, the teacher meets with small groups of students (grouped according to skill need) for fifteen to thirty minutes. During this time the students receive direct instruction on their identified need and application of that skill to reading. The students are progress monitored weekly or biweekly and instruction is adjusted according to student progress. Students may be moved between groups as a result of progress monitoring.

As determined by assessments and other factors, at-risk students are provided Tier II and III targeted instruction during the thirty minute intervention block, using research based programs. The instruction is delivered by highly qualified staff. These students are progress monitored weekly and this data is reviewed every six weeks to evaluate their placement. Students in grades two through five, who excel in reading, receive academic enrichment services delivered by a highly qualified Enrichment teacher.

The success of West Park's reading program derives, in part, to grade-level Professional Learning Communities that meet once a week during a double planning period. This time was provided by the principal through creative use of personnel and scheduling. During this PLC time, grade level teams meet with all support staff (special education and ELL teachers) working with their students. The teams use summative and formative state, district, and grade-level assessment results to make instructional decisions for students to guide instruction during the language arts and intervention blocks. Teams share accountability for all students' success and support each other in resolving instructional challenges.

3. Mathematics:

At West Park, Math Trailblazers, a research and standards-based K-5 mathematics program that integrates math, science and language arts, is used to support math instruction. This curriculum is based on the belief that students learn best when they are engaged in real world problem-solving. It is endorsed by the National Science Foundation. Students in grades k - 5 receive 60 minutes of instruction in math daily. Instruction is provided in both whole group and small groups, using the instructional team work of both regular and special educators. Lessons are differentiated to meet the needs of students by incorporating computer based programs, daily practice problems, manipulatives and Response to Intervention. We are partnered with the University of Delaware for math RtI which provides professional development for our teachers, as well as technical support. Additionally, primary grades use "read it, draw it, solve it" as an instructional strategy. Elementary grades use Delaware Procedural Fluency as an additional instructional resource.

4. Additional Curriculum Area:

Our science curriculum, Harcourt Horizons, is kit based and directly aligns with state standards. Students learn important scientific concepts and develop the ability to think critically by actively constructing ideas through their own inquiries, investigations, and analyses as they explore the natural world. The instruction helps develop basic skills within the context of learning science through student readings, science journals, student projects, and the use of mathematics to quantify and communicate results of investigations and experiments. In the primary grades, students begin their study of science by observing, measuring and identifying properties as a foundation and move toward seeking evidence, recognizing patterns and cycles. Finally identifying cause and effect and extending the senses. This is learned by hands-on experiments that are age appropriate and often in collaborative learning groups. The students explore, identify and clarify ideas about specific topic. Students conduct observations and investigative experiments. Collaboratively they discuss their observations and findings to solidify their understanding. In addition the elementary grades, 3-5, apply transfer tasks where they discuss and apply their new knowledge to new situations.

5. Instructional Methods:

West Park's status as the magnet school for the district's ESL population makes for a more diverse population. In order to meet the needs of this diverse population instruction must be differentiated. The English as a Second Language students, who account for 20% of the school's population, are from more than 10 countries around the world. Most of these students are not English proficient when they enter West Park. These students are included or integrated into their appropriate grade level classroom. ESL instruction and support is provided based on student need, which may include small group instruction. All teachers and staff at West Park are expected to provide ESL students with instructional experiences that support their acquisition of crucial English literacy skills.

The key to meeting the needs of this diverse population and all students at West Park is utilizing data to create small flexible groups to differentiate instruction. Based on assessment data and collaborative decisions made at PLCs, the appropriate research-based materials and method of instructional delivery are identified in order to target the instructional needs of all students during the small group instruction. Our instructional materials include motivating and engaging activities that are explicit and based on the five components of reading. These include Sidewalks, Stairway to Proficiency, Reading Mastery, ABeCeDarian, and Soar to Success. We also use web based Earobics and the Rosetta Stone language program to supplement our instructional program.

Students receive instruction in small flexible groups between fifteen and thirty minutes per day. Struggling readers receive an extra thirty minutes of explicit and targeted intervention outside of the English Language Arts block. Those students who exceed grade level expectancies receive enrichment services.

West Park has been a pilot school for the state's math RtI model emphasizing high-quality differentiated instruction, using formative, diagnostic and summative assessment data. Formative assessments are the cornerstone of this model. Formative assessment is used by teachers and students during instruction as a means of guiding teaching and learning. It's often used to adjust instruction in order to improve students' achievement of intended instructional outcomes. During assessments the teacher's role is to carefully observe the strategies that students use and using various questioning techniques to probe student thinking. Curriculum-based templates guide teachers through the process of identifying learning gaps and implementing interventions. Math pull-out interventions are provided weekly for those students not meeting success.

6. Professional Development:

West Park's professional development is guided by our School Success Plan goals and district initiatives. Each year a core team of grade level leaders along with the administrator develop the plan based on state, district and school data. This process provides a clear focus and purpose for the professional development targeting school improvement. Based on these goals and as part of an initiative to develop teacher leaders in the building, the administrator identified a cohort of teachers (one from each grade level) to attend 'Data Wise' training at Harvard University. These teacher leaders returned to the building and worked together to provide professional development and support for the staff to implement the 'Data Wise' improvement process. Through this process grade level teams use PLCs to explore an area of low student achievement in their data, determine a problem of practice, implement peer observations, and collaboratively come to a determination of better practice to improve student learning. This process has encouraged introspection and improvement in instructional strategies.

As part of a district initiative to improve instructional strategies, the lead teachers attended Learning Focused Strategies professional development. Learning Focused Strategies professional development is provided during afterschool PLCs in order to improve instructional practice. Ongoing support for LFS and improving instructional practice is provided by our Instructional Coaches, including our ESL Instructional Coach. The instructional coach facilitates professional development, conducts demonstration lessons, informally observes teachers and provides meaningful feedback, and supports teachers with developing lesson plans that are aligned with state standards. As a result, teachers are using extending thinking strategies, essential questions, distributed summarization, collaborative pairs, research-based vocabulary strategies, graphic organizers to improve student learning.

Professional development at West Park is also provided through webinars. This school year alone, our teachers have participated in webinars for both the Earobics and Rosetta Stone programs. In order to differentiate the professional development for teachers participate in book studies that are facilitated by our Instructional Coach. Both Words Their Way and Stairway to Proficiency are book studies we've completed at West Park.

7. School Leadership:

Our school leadership structure includes the principal as sole administrator. While the principal articulates a shared vision, one of the primary focuses of the principal is to demonstrate instructional leadership by focusing on student achievement. The principal ensures that our school environment is conducive to learning, maintains open communication with parents and community and guarantees that instructional practices are aligned with state standards and meet student needs. The efforts of the principal are supported by teacher leaders and other school staff. Recognizing that we all impact student achievement, a collaborative school culture has been established. Distributive leadership principles help to guide us in our work. All members of the school staff are seen as being important sources of knowledge and experience.

There is a teacher leader identified for each grade level and resource. Teacher leaders facilitate PLCs, participate on the leadership team, and participate in the decision making process. Every teacher in the school participates on at least one committee. The committees are chaired by a teacher who is responsible for committee outcomes.

These teacher-led committees allow for shared decision-making and input relating to procedures and academic direction. Teacher leaders are facilitate the RtI process at the school acting as a kind of gatekeeper. Teachers also lead the Positive Behavior core team, the data team and the Crisis/Response team.

In addition to lead teachers and committee members, we have teachers who serve as content chairpersons. There is a content chair for math, English Language Arts, science and social studies. The content chairs serve as experts in their respective content area. They also are a link between the school and the district as

to curriculum initiatives and information. Because of our distributive leadership structure, teachers have a vested interest and implement strategies to meet the instructional needs of the students. This high level of teacher leadership supports the building principal in the shared vision of meeting the instructional needs of all students.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 2 Test: DSTP

Edition/Publication Year: Month and Year of Testing Publisher: Harcourt

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets Standard and Exceeds Standard	95	95	81	89	83
Exceeds Standard	77	64	61	70	61
Number of students tested	44	45	72	79	83
Percent of total students tested	98	99	100	99	95
Number of students alternatively assessed	0	2	0	0	0
Percent of students alternatively assessed	0	2	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Standard and Exceeds Standard	94	95	66	70	71
Exceeds Standard	59		38	40	49
Number of students tested	17	14	32	20	35
2. African American Students					
Meets Standard and Exceeds Standard			65	73	76
Exceeds Standard			35	40	45
Number of students tested	8	7	26	15	29
3. Hispanic or Latino Students					
Meets Standard and Exceeds Standard					
Exceeds Standard					
Number of students tested	4	2	6	8	4
4. Special Education Students					
Meets Standard and Exceeds Standard					
Exceeds Standard					
Number of students tested	5	9	14	9	8
5. English Language Learner Students					
Meets Standard and Exceeds Standard					
Exceeds Standard					
Number of students tested	4	3	2	4	2
6. Asian					
Meets Standard and Exceeds Standard					
Exceeds Standard					
Number of students tested	6	8	9	10	5
NOTES: Data not reported for cells with less than 15 students					

11DE3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 2 Test: DSTP

Edition/Publication Year: Month and Year of Testing Publisher: Harcourt

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets of Exceeds Standard	94	91	92	88	88
Meets or Exceeds Standard	42	47	46	49	47
Number of students tested	50	43	65	75	77
Percent of total students tested	98	99	99	100	99
Number of students alternatively assessed	0	3	0	0	0
Percent of students alternatively assessed	0	3	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets of Exceeds Standard	88		81	74	84
Meets or Exceeds Standard	44		35	21	39
Number of students tested	16	14	26	19	31
2. African American Students					
Meets of Exceeds Standard			82		81
Meets or Exceeds Standard			23		37
Number of students tested	8	7	22	1	27
3. Hispanic or Latino Students					
Meets of Exceeds Standard					
Meets or Exceeds Standard					
Number of students tested	3	3	4	8	4
4. Special Education Students					
Meets of Exceeds Standard					
Meets or Exceeds Standard					
Number of students tested	5	2	7	5	2
5. English Language Learner Students					
Meets of Exceeds Standard					
Meets or Exceeds Standard					
Number of students tested	3	2	1	4	2
6. Asian					
Meets of Exceeds Standard					
Meets or Exceeds Standard					
Number of students tested	6	7	9	9	5
NOTES: Data not reported for cells of less than 15 students					

11DE3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: DSTP

Edition/Publication Year: Month and Year of Testing Period Publisher: Harcourt

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets and Exceeds Standard	90	82	75	83	83
Exceeds Standard	24	15	7	22	16
Number of students tested	41	61	59	83	104
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds Standard		75	58	67	64
Exceeds Standard		25	5	10	5
Number of students tested	13	24	26	30	39
2. African American Students					
Meets and Exceeds Standard			56	73	77
Exceeds Standard			5	5	5
Number of students tested	9	14	18	34	22
3. Hispanic or Latino Students					
Meets and Exceeds Standard					
Exceeds Standard					
Number of students tested	2	1	12	8	4
4. Special Education Students					
Meets and Exceeds Standard					
Exceeds Standard					
Number of students tested	5	9	10	6	12
5. English Language Learner Students					
Meets and Exceeds Standard					
Exceeds Standard					
Number of students tested	2	4	6	2	3
6. Asian					
Meets and Exceeds Standard					
Exceeds Standard					
Number of students tested	6	11	7	10	5
NOTES: Data not reported for cells with less than 15 students.					

11DE3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: DSTP

Edition/Publication Year: Month and Year of Testing Period Publisher: Harcourt

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets and Exceeds Standard	93	89	80	77	88
Exceeds Standard	41	51	71	60	57
Number of students tested	41	57	56	82	98
Percent of total students tested	98	99	99	100	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds Standard		82	75	52	56
Exceeds Standard		50	18	24	14
Number of students tested	13	22	24	29	36
2. African American Students					
Meets and Exceeds Standard			76	61	43
Exceeds Standard			11	17	48
Number of students tested	9	7	17	33	21
3. Hispanic or Latino Students					
Meets and Exceeds Standard					
Exceeds Standard					
Number of students tested	2	1	12	4	10
4. Special Education Students					
Meets and Exceeds Standard					
Exceeds Standard					
Number of students tested	5	7	7	5	6
5. English Language Learner Students					
Meets and Exceeds Standard					
Exceeds Standard					
Number of students tested	2	2	6	2	3
6. Asian					
Meets and Exceeds Standard					
Exceeds Standard					
Number of students tested	6	9	6	5	5
NOTES: Data not reported for cells of less than 15 students					

11DE3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: DSTP

Edition/Publication Year: Month and Year of Testing Period Publisher: Harcourt

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets and Exceeds Standard	94	84	91	89	86
Exceeds Standard	73	49	58	57	52
Number of students tested	51	43	45	79	63
Percent of total students tested	100	98	99	100	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds Standard	95	76			70
Exceeds Standard	68	35			35
Number of students tested	22	17	13	13	20
2. African American Students					
Meets and Exceeds Standard					81
Exceeds Standard					38
Number of students tested	11	11	13	12	16
3. Hispanic or Latino Students					
Meets and Exceeds Standard					
Exceeds Standard					
Number of students tested	2	4	1	4	3
4. Special Education Students					
Meets and Exceeds Standard					
Exceeds Standard					
Number of students tested	4	5	4	9	6
5. English Language Learner Students					
Meets and Exceeds Standard					
Exceeds Standard					
Number of students tested	3	1	0	0	0
6. Asian					
Meets and Exceeds Standard					
Exceeds Standard					
Number of students tested	8	7	2	5	4
NOTES: Data not reported for cells of less than 15 students.					

11DE3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: DSTP

Edition/Publication Year: Month and Year of Testing Period Publisher: Harcourt

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets and Exceeds Standard	88	85	95	93	90
Exceeds Standard	49	46	48	53	49
Number of students tested	51	41	44	75	59
Percent of total students tested	100	97	99	100	99
Number of students alternatively assessed	0	3	0	0	0
Percent of students alternatively assessed	0		0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds Standard	86	80			79
Exceeds Standard	45	33			16
Number of students tested	22	15	12	11	19
2. African American Students					
Meets and Exceeds Standard					88
Exceeds Standard					32
Number of students tested	11	11	12	11	16
3. Hispanic or Latino Students					
Meets and Exceeds Standard					
Exceeds Standard					
Number of students tested	2	4	1	3	3
4. Special Education Students					
Meets and Exceeds Standard					
Exceeds Standard					
Number of students tested	4	3	3	5	5
5. English Language Learner Students					
Meets and Exceeds Standard					
Exceeds Standard					
Number of students tested	3	1	0	0	0
6. Asian					
Meets and Exceeds Standard					
Exceeds Standard					
Number of students tested	8	6	2	5	4
NOTES: Data not reported for cells of 15 or less					

11DE3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: DSTP

Edition/Publication Year: Month and Year of Testing Publisher: Harcourt

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets and Exceeds Standard	71	94	86	83	83
Exceeds Standard	29	30	32	36	40
Number of students tested	42	50	56	59	48
Percent of total students tested	98	100	99	100	99
Number of students alternatively assessed	0	2	0	0	0
Percent of students alternatively assessed	0	2	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds Standard	55	87		75	
Exceeds Standard	25	13		30	
Number of students tested	20	15	12	20	14
2. African American Students					
Meets and Exceeds Standard		93	67	82	
Exceeds Standard		11	33	28	
Number of students tested	9	15	15	17	12
3. Hispanic or Latino Students					
Meets and Exceeds Standard					
Exceeds Standard					
Number of students tested	6	1	2	4	2
4. Special Education Students					
Meets and Exceeds Standard					
Exceeds Standard					
Number of students tested	7	5	9	11	7
5. English Language Learner Students					
Meets and Exceeds Standard					
Exceeds Standard					
Number of students tested	3	0	0	2	0
6. Asian					
Meets and Exceeds Standard					
Exceeds Standard					
Number of students tested	8	1	3	3	6
NOTES: Data not reported for cells of less than 15 students.					

11DE3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: DSTP

Edition/Publication Year: Month and Year of Testing Period Publisher: Harcourt

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets and Exceeds Standard	76	86	92	78	88
Exceeds Standard	32	33	43	33	53
Number of students tested	41	49	51	55	43
Percent of total students tested	98	99	99	100	99
Number of students alternatively assessed	0	2	0	0	0
Percent of students alternatively assessed	0	2	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds Standard	63	73		72	
Exceeds Standard	16	25		10	
Number of students tested	19	15	9	18	10
2. African American Students					
Meets and Exceeds Standard		87		86	
Exceeds Standard		33		23	
Number of students tested	9	15	13	16	10
3. Hispanic or Latino Students					
Meets and Exceeds Standard					
Exceeds Standard					
Number of students tested	6	1	2	4	1
4. Special Education Students					
Meets and Exceeds Standard					
Exceeds Standard					
Number of students tested	6	4	4	7	3
5. English Language Learner Students					
Meets and Exceeds Standard					
Exceeds Standard					
Number of students tested	3	0	0	2	0
6. Asian					
Meets and Exceeds Standard					
Exceeds Standard					
Number of students tested	7	2	3	3	6
NOTES: Data not included for cells with less than 15 students.					

11DE3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets or Exceeds Standard	88	85	82	86	84
Exceeds Standard	53	40	44	50	49
Number of students tested	214	240	233	300	298
Percent of total students tested	97	97	98	97	100
Number of students alternatively assessed	0	8	0	0	0
Percent of students alternatively assessed	0	3	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets or Exceeds Standard	80	78	66	70	69
Exceeds Standard	46	26	24	29	31
Number of students tested	95	100	83	83	108
2. African American Students					
Meets or Exceeds Standard	78	85	67	78	77
Exceeds Standard	40	19	28	24	33
Number of students tested	43	54	72	78	79
3. Hispanic or Latino Students					
Meets or Exceeds Standard	87	80	71	75	65
Exceeds Standard	53	20	24	45	10
Number of students tested	15	15	21	20	20
4. Special Education Students					
Meets or Exceeds Standard	52	43	49	37	28
Exceeds Standard	17	10	8	9	3
Number of students tested	23	21	37	35	36
5. English Language Learner Students					
Meets or Exceeds Standard	48	47	0	0	0
Exceeds Standard	19	3	0	0	0
Number of students tested	31	32	8	8	5
6. White					
Meets or Exceeds Standard	91	93	91	90	87
Exceeds Standard	67	53	53	59	56
Number of students tested	102	120	118	178	179
NOTES: ELL data not reported for 2005-2006, 2006-2007, and 2007-2008 because # of students tested was less than 10.					

11DE3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets or Exceeds Standard	83	82	88	81	82
Exceeds Standard	41	40	38	41	41
Number of students tested	197	224	233	300	298
Percent of total students tested	97	95	98	99	100
Number of students alternatively assessed	0	8	0	0	0
Percent of students alternatively assessed	0	3	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets or Exceeds Standard	75	69	76	61	68
Exceeds Standard	30	24	19	20	22
Number of students tested	84	92	83	83	108
2. African American Students					
Meets or Exceeds Standard	83	84	83	71	72
Exceeds Standard	28	31	18	23	33
Number of students tested	40	51	72	78	79
3. Hispanic or Latino Students					
Meets or Exceeds Standard	77	83	67	70	55
Exceeds Standard	54	50	19	30	15
Number of students tested	13	12	21	20	20
4. Special Education Students					
Meets or Exceeds Standard	48	48	70	37	25
Exceeds Standard	4	10	5	11	3
Number of students tested	23	21	37	35	36
5. English Language Learner Students					
Meets or Exceeds Standard	48	47	50	75	60
Exceeds Standard	19	3	0	38	0
Number of students tested	31	32	8	8	5
6. White					
Meets or Exceeds Standard	92	89	95	87	88
Exceeds Standard	50	48	51	49	45
Number of students tested	100	118	118	178	179
NOTES:					

11DE3