

U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools): Charter Title 1 Magnet Choice
(Check all that apply, if any)

Name of Principal: Mr. Scott Taylor

Official School Name: Crestwood Elementary School

School Mailing Address: 1020 S. Sappington Road
 St. Louis, MO 63126-1005

County: St. Louis State School Code Number: 096-093

Telephone: (314) 729-2430 E-mail: staylor@lindberghschools.ws

Fax: (314) 729-2432 Web URL: www.lindberghschools.ws

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. Jim Simpson Superintendent e-mail: jsimpson@lindberghschools.ws

District Name: Lindbergh Schools District Phone: (314) 729-2480

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Ken Fey

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

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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

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All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 5 Elementary schools
 (per district designation) 1 Middle/Junior high schools
1 High schools
0 K-12 schools
7 Total schools in district
2. District per-pupil expenditure: 9170

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: 9
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	29	20	49		7	0	0	0
1	29	36	65		8	0	0	0
2	32	25	57		9	0	0	0
3	26	34	60		10	0	0	0
4	25	20	45		11	0	0	0
5	35	21	56		12	0	0	0
Total in Applying School:								332

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
7 % Asian
9 % Black or African American
5 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
79 % 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 2009-2010 school 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, 2009 until the end of the school year.	10
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	23
(3)	Total of all transferred students [sum of rows (1) and (2)].	33
(4)	Total number of students in the school as of October 1, 2009	300
(5)	Total transferred students in row (3) divided by total students in row (4).	0.11
(6)	Amount in row (5) multiplied by 100.	11

8. Percent limited English proficient students in the school: 16%
Total number of limited English proficient students in the school: 58
Number of languages represented, not including English: 17
Specify languages:

Vietnamese, Bosnian, Croatian, Creole/Haitian, Spanish, Kurdish, Arabic, Somali, Albanian, Korean, Chinese, Uzbek, Urdu, Russian, Marathi, Telegu

9. Percent of students eligible for free/reduced-priced meals: 33%
 Total number of students who qualify: 112

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.

Crestwood receives Title I funding from the federal government. We are considered to be a "Title I Targeted" building.

10. Percent of students receiving special education services: 11%
 Total number of students served: 38

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>4</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>10</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>5</u> Specific Learning Disability
<u>3</u> Emotional Disturbance	<u>16</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>16</u>	<u>0</u>
Special resource teachers/specialists	<u>11</u>	<u>4</u>
Paraprofessionals	<u>4</u>	<u>0</u>
Support staff	<u>3</u>	<u>7</u>
Total number	<u>35</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: 21:1

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	97%	97%	97%	96%	97%
Daily teacher attendance	97%	97%	97%	97%	97%
Teacher turnover rate	0%	0%	3%	3%	3%
High school graduation rate	%	%	%	%	%

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%

Crestwood School in Crestwood, Missouri is a school “where the spirit of learning soars and character grows.” Crestwood, the smallest elementary school in the Lindbergh School District, is a place of high expectations for academics and character. Visitors to Crestwood routinely express their delight at the calm, respectful atmosphere they experience throughout the school. They are charmed and surprised by their experience at Crestwood. In a neighborhood of single-family homes, Crestwood was built in 1959 as a twenty-classroom school nestled in a park-like setting. It has grown to include a library with literature-inspired murals of an imaginary world, “Crestlandia,” where kids come first and nothing is beyond reach. This theme, based on the book Weslandia, continues both inside and outside our building and serves as a colorful reminder of our mission.

Over the years, the school has become far more diverse ethnically, socio-economically and academically. An additional change is that many of our families move within the school year. What has not changed is Crestwood’s dedication to the needs of the whole child. As evidenced by “Top 10” MAP scores for six years in a row, Crestwood’s commitment to educational excellence has remained steadfast. Crestwood was also recognized as a Missouri “Gold Star” School in 2009, the highest honor given by the Missouri Department of Elementary and Secondary Education.

Crestwood students know they belong and are valued. Each morning they are greeted by name and begin the day by reading silently in the main hallway just outside their classrooms. Visitors see 340 students quietly reading books even before the school day begins. As students enter their classrooms, teachers welcome each child individually. This simple, but meaningful, gesture helps the teacher understand the child’s readiness to learn. The principal reads the morning announcements and student-written “thoughts of the day.” Children lead the school in the Pledge of Allegiance. On Fridays, televised announcements spotlight a class performing a school-related rap.

Along with a devoted PTO, teachers, parents, and students work together to ensure each child’s success. An example of this teamwork is our outstanding attendance. Crestwood’s attendance has exceeded 96% for eight years in a row. In 2005-2006, Crestwood set the all-time attendance record (97.11%) for the Lindbergh School District. Within the regular classroom, instruction is differentiated. Each classroom is equipped with five computers with full access to two mobile laptop labs. Math and reading interventions take place in the classroom, with services provided by specialists. The balanced literacy approach to reading and writing instruction recognizes individual ability levels. Our Camp Crestwood Summer Program, Additional School Instruction, Gifted Program, ELL education, special education serving children with autism, and social skills groups are a few of the programs that support classroom instruction.

Part of Crestwood’s charm is that good character is expected and practiced every day. In 2011, Crestwood was recognized as a Missouri “School of Character.” Our character program is strong and supports our mission to provide a safe, nurturing environment. Character is central to many of our traditions. Assemblies such as 9/11 Day of Patriotism, Veteran’s Day, Citizenship, Achievement, Responsibility, Effort and Service (CARES) Awards, DARE Graduation, and our MAP assembly draw parents and the community together to commemorate and celebrate. Because we know our students’ integrity extends beyond the school walls, we confidently took our entire student body to the Missouri Botanical Garden to experience the Chihuly and Niki art exhibits. Our excellent behavior is noticed wherever we go.

The caring relationships formed at Crestwood are lasting and mutual. Our former students regularly return to share successes and dreams. Crestwood’s commitment to educational excellence will remain steadfast. “Our Crestwood School community of responsible students, involved parents and citizens, and a dedicated staff provides an environment where the spirit of learning soars and character grows. We are committed to an education which respects and nurtures diversity and individual learning styles, enabling students to reach their potential and become responsible citizens and life-long learners.”

1. Assessment Results:

Michael Fullan, renowned educator and writer, stated, “The research is abundantly clear. Nothing motivates a child more than when learning is valued by schools and families working together in partnership. These forms of involvement do not happen by accident. They happen by explicit strategic intervention.” Many parents look at Crestwood as an extension of their family. Because of this caring partnership, achievement scores continue to climb. Crestwood is the school where “The spirit of learning soars and character grows!” Not only is our character growing, but our student achievement is growing as well. In 2006, our school-wide AYP communication arts score was 62%. In 2007, we improved to 69% and in 2008, we improved again to 72%. In 2009, we maintained that 72% score and then in 2010, we received our best score ever, 78.3%. In five years, we grew by over 16 percentage points. In mathematics, Crestwood is the only school in Missouri to have a school-wide AYP score of 80% for six consecutive years. Schooldigger.com ranks Crestwood’s student achievement as the fourth highest performing school in the state of Missouri. We have been on Schooldiggers’ Top Ten list for three years in a row. However, Crestwood staff members are more proud of our sub-group performance than we are of our overall performance. For five years in a row, Crestwood has been ranked #1 in sub-group performance in the St. Louis region. Our African American, ELL, IEP and poverty subgroups all outperform the state and in most cases either double or triple the rate of subgroup performance in the state of Missouri. Our ELL subgroup scored our first ever 100% proficient rate in mathematics. Even with high achievement scores, we still work hard every day to find new ways to help students achieve at a higher level. Constant collaboration is occurring as staff members share wonderful ideas with each other. Recently, a student commented on our Additional-School Instruction (ASI) program. “Staying after school for ASI is just like having indoor recess!” What a powerful statement in regard to the learning culture at Crestwood!

As stated above our sub-group scores have been the highest in St. Louis County over the past five years. However, we do still have an achievement gap. In 2010, our overall score for communication arts was 78.3% and our free/reduced students score was 59.5%. That is a difference of 18.8%. However, that 59.5% score out performs the state's corresponding subgroup score by over 20 percentage points. Our IEP students had a score of 65.2% proficient for an achievement gap of only 13.1 percentage points. Our IEP students nearly tripled the state score of 26.2%. Our African American students had an achievement gap of 21.2 percentage points, but their score of 57.1% is nearly double the score (32%) of African American students in Missouri. Over the past seven years, our free/reduced subgroup scores have increased from 7% to 59.5% and our African American subgroup scores have increased from 20% to 57.1%. This has occurred through data analysis, small-group instruction, the adoption of Balanced Literacy reading instruction, differentiation and many other strategies.

2. Using Assessment Results:

Michael Schmoker (2002) stated, “The most obvious impediment to results orientation is the failure at the beginning of the year to put the data in front of the teachers, have them look at it and then generate a manageable number of measurable goals based on the previous year’s scores. That should be job one for administrators.” This is also “job one” at Crestwood where staff members look at data early and often. The staff has been trained to utilize many different assessments to understand students’ academic abilities. Our two primary sources of assessment data are MAP tests and Tungsten. Tungsten is given monthly in grades 2-5 in math and reading. Our data show that earning 80% on Tungsten closely predicts proficiency on the MAP test. We meet in PLCs to discuss specific students as well as concepts. The questions we routinely ask are: Who scored Basic or Proficient last year? How are they performing now? Which students need additional instruction? What concepts are consistently low? To answer these questions, we meet in vertical teams to ensure greater curriculum fluency. As a building we have determined common vocabulary to be mastered in math per grade level. Similarly, we analyze data from

teacher observation, Accelerated Reader, DRA, running records, textbook assessments, Title I data and ELL MAC II/LAS. Student grouping is guided by the results and the content of instruction is adjusted. Results determine the need for flexible grouping. ASI teachers help us with these flexible groups.

The Response to Intervention (RTI) model also provides us with important data. The data are used to guide us through the steps of intervention for math, communication arts, and social/emotional/behavioral issues. These assessments are analyzed to help determine the child's progress within the RTI model. A team of Crestwood's professionals agrees to the next steps. Our main focus is to get the needed intervention in place for the student as soon as possible.

3. Communicating Assessment Results:

In 1995, Henderson and Berla performed a comprehensive study of parent involvement. The study concluded that greater parental involvement leads to greater student achievement irrespective of such factors as socioeconomic status or ethnic background. That same research showed that the most accurate predictor of student academic achievement is the ability of the student's family to create a home environment that encourages learning. Crestwood educators also know that we need parental support in order to be successful. All staff members work hard to create and nurture relationships with parents. Every Monday, the principal writes a newsletter that is sent home to parents. Whereas most schools send home monthly or quarterly newsletters, we create a newsletter every week to help keep our parents better informed. Quite often, performance data will be included in those newsletters. Parents are also invited to a PTO meeting each fall where we share all testing data with parents. At Crestwood, we have parent/teacher conferences at the end of the first and third quarters to share student performance results with parents. In addition, many of our teachers hold numerous informal conferences with parents throughout the year. For the past six years, Crestwood has been named to the Missouri Top 10 List. We celebrate this wonderful achievement with our parents and our community by placing large "Top 10" banners throughout our school and campus. We have added a banner on our school sign announcing Crestwood as a Missouri "Gold Star" School, so that every car that passes by our campus knows that we are a high performing school. Crestwood teachers are very committed to making phone calls to parents. Weekly teacher newsletters, emails and individual notes from teachers are additional methods that we utilize to keep parents notified of student performance. Finally, a number of our teachers have websites where parents can access information regarding their child's academic performance at school. At Crestwood, we truly believe that it takes hard-working students, caring teachers and committed parents working together to create a great school.

4. Sharing Lessons Learned:

Crestwood is proud to welcome visitors to our school on a regular basis. Visitors come to learn from our teachers and staff of ways to improve student achievement. Crestwood is well known for our high achievement with our subgroup students. On a regular basis, teachers, principals and central office administrators come observe in our classrooms, take part in our grade level meetings and come with questions to ask the principal. Our visitors enjoy visiting our "Battle of MAP" in our 5th grade classrooms where students come to school dressed in their camouflage gear and join their "troops" in earning their ranks by answering questions to help prepare our students for our upcoming achievement tests. Recently, Crestwood was named a Missouri School of Character. One of the principals, who performed the site visit, is returning to Crestwood next month with a number of his staff. They are coming to observe our school culture, our character education components and our instructional methods.

In the Lindbergh Schools, grade level teachers meet together on a quarterly basis. In these meetings teachers are allowed to share their best practice with their colleagues. Crestwood teachers are able to share their best practices with others and learn from them as well. We also host teachers and administrators from our district who perform "walkthroughs" in our building to learn from our staff.

Our principal has presented at numerous conferences with regard to the student achievement at Crestwood Elementary School. He has presented nationally at the Learning Forward Conference and also the National Association of Elementary School Principals on three different occasions. He is a motivational speaker with the H.O.P. E. Foundation and has presented at national workshops in eighteen states for thousands of educators. He is also in the final stages of writing a book that will highlight many of the practices in place at Crestwood.

1. Curriculum:

Crestwood School's instruction follows the core content curriculum adopted by the district. Communication Arts is a priority at Crestwood. A balanced literacy approach provides students with instruction in the areas of phonemic awareness, phonics, sight words, vocabulary development, reading strategies, and independent reading. Students are regularly assessed and placed in flexible groups through which they learn essential reading strategies. The "Step Up to Writing" program is a tool used for writing instruction and growth as young writers. Friendly letters exchanged with buddies in other grades give students opportunities for authentic writing and building caring relationships.

Crestwood's math programs have achieved a high level of differentiated instruction. Each grade level uses a sequenced text series to provide teachers a base of instruction from which student success is monitored and grade-level expectations met. In addition, third- through fifth-grade students work with Additional School Instruction (ASI) teachers each week to enhance math reasoning and understanding. Math kits for each grade level provide hands-on learning. Response to Intervention (RTI), Daily Math Review (DMR), and Tungsten Math Assessment are in place to address students' areas of weakness. Parental support is vital and evidenced through their commitment to math fact fluency, Summer Math Stars, Camp Crestwood and Homework Heroes.

Science at Crestwood is experiential and inquiry based. Each grade level participates in PRISM, our district science exhibition. We participate in the Greater St. Louis Science Fair where many Crestwood students distinguish themselves with high-quality projects.

Art, music and physical education are important disciplines in our curriculum. Providing a strong background in theory, production, practice and performance, these areas of instruction help unify the curriculum and provide enriching activities. Other out-of-school enrichment possibilities include art, foreign languages, music, athletics, and high-interest topics. Fourth- and fifth-grade students participate in strings and choir.

Character education is infused into all curricular areas with award-winning strategies exemplified in the 2008 National District of Character Award for Lindbergh and in Crestwood being named a 2011 Missouri School of Character. We are awaiting news to see if we are being considered as a 2011 National School of Character.

2. Reading/English:

One of the keys to reading instruction at Crestwood is balanced literacy. One of the key components of balanced literacy is guided reading. With guided reading, students are taught in a small group setting based on their individual reading level. Students are assessed by their teachers who take "running records" on a regular basis. Running records are a short snapshot, or evaluation, of a students' ability to read books at a various reading level. We introduced balanced literacy at Crestwood a number of years ago and our reading achievement improved dramatically. During balanced literacy time, students not only meet with their teachers on a regular basis, but they also have time for self-selected reading, readers workshop, writers workshop, word work and other components. Students have time each day to read books at their own level and also work with their teachers on books that challenge their reading skills.

One of Lindbergh's best practices is our use of Class-Size Reduction Teachers (CSR's). CSR's are certified teachers who have received intensive training in reading instruction. We have two CSR's who push-in to our primary classrooms on a daily basis. For example, in first grade our CSR pushes into each classroom for fifty minutes per day. During this time, our CSR works with two of our guided reading groups each day. This allows all of our students to have additional contact time with our teachers.

Our students that are below grade level also have the opportunity of working with one of our remedial reading teachers. We have two reading teachers who meet with our struggling readers on a daily basis. They also have time built into their schedules for reading tutorials; a forty-five minute one-to-one reading session for some of our lowest level readers.

3. Mathematics:

Thernstrom and Thernstrom (2003) stated that “Test scores matter. They tell us precisely what we need to know if we have any hope of reforming education and closing the racial gap in academic achievement.”

As stated earlier, Crestwood is the only school in the state of Missouri to have a score of 80% proficient in mathematics for six years in a row. We are very proud of that accomplishment. That means that we have a consistent record of high achievement. Test scores matter! They are a source of feedback that helps you determine if your instruction and curriculum are on the right track. We have wonderful mathematics teachers at Crestwood. Many of our teachers model their reading instruction with their math instruction. Differentiation is once again the key. Teachers teach students at their individual level instead of using whole group instruction.

We have two retired teachers who tutor our students twelve hours per week. We have a tutor for reading and a tutor for math. Each of our tutors serves students in grades 3-5. Each classroom teacher signs up for a thirty minute period for their students to work with the tutors. If a few students are struggling with a particular concept, the teacher can have them with the tutor until they reach mastery on that concept.

At Crestwood we have two Developmental Math Teachers (DMTs) on our staff. Developmental Math is a Title I program and the teachers work with our lowest performing students in grades 3-5. Students meet with our DMTs for thirty minutes each day. The curriculum for DMT's is completely separate from the classroom curriculum. DMTs use programs like FASTMATH to help their students learn basic math facts. Students also work on higher-level thinking skill questions to help them prepare for our achievement tests.

We also offer After-School Instruction (ASI) for our struggling students. Students attend ASI for one hour twice a week. During ASI time, students receive instruction in both math and reading for thirty minutes

4. Additional Curriculum Area:

LINC (Lindbergh Interactive Classroom) is new program that will establish our district as a regional leader in instructional technology and give teachers the training and tools they need to tailor instruction to a computer-savvy generation.

The goal of LINC is to train all teachers and administrators to be proficient in classroom technology usage by 2013-14. Currently, 150 Lindbergh classrooms are set up for interactive instruction, and will equip the remaining classrooms with interactive equipment such as white boards and projectors, to engage students and teachers in a new, more advanced type of learning.

At Crestwood we are very excited about LINC. In most of our classrooms we are now equipped with interactive whiteboards. It is amazing how fast our students have acclimated to using these high-tech devices. In our primary- grade classrooms, the whiteboard is now a center for our students to work independently on many wonderful software programs.

In our hallways we have two traveling laptop carts. Teachers check out the carts to enable their students to write and edit stories, take Tungsten tests or visit various websites. In our classrooms, we have a learning center with five PC computers. In our intermediate grades, we have a cabinet with five “mini” laptops. These laptops are especially popular with our students.

During our early release professional development days, the focus for learning quite often centers on technology instruction. Our district technology department does an outstanding job of training district staff and keeps us all abreast of technology innovations.

On Wednesdays, we have www.Wednesdays. During announcements, our principal shares websites and various technology tips with our students and staff. For example, during February, African American History Month, websites are shared with students and staff with regard to websites highlighting biographies of famous African Americans.

In the Lindbergh Schools our advances in technology are helping us to meet our mission statement. *“Our Crestwood School community of responsible students, involved parents and citizens, and a dedicated staff provides an environment where the spirit of learning soars and character grows. We are committed to an education which respects and nurtures diversity and individual learning styles, enabling students to reach their potential and become responsible citizens and life-long learners.”*

5. Instructional Methods:

Crestwood distinguishes itself in differentiating instruction based on assessments, learning styles, and special needs. Lee Shulman (1996) writes, “The teacher must remain the key. No microcomputer will replace them, no television system will clone and distribute them, no scripted lessons will direct and control them, no voucher system will bypass them.” Even with numerous technological advances, the teacher remains the key. Teachers analyze data which will allow them to differentiate instruction for all students. When assessments indicate students have not mastered a skill, flexible groups are formed. Balanced Literacy, Accelerated Reader, Readers’ and Writers’ Workshops are used by teachers to help address the students’ individual communication arts abilities. Crestwood students have individual Accelerated Reader goals set each quarter. These are differentiated as to grade level and the amount of points needing to be earned. Reading teachers also create individual goals for their students. “Step Up to Writing” provides models for writing paragraphs based on the student’s writing ability. Math intervention teachers, ASI instructors, and classroom teachers group students based on math assessments and observations. These groups use manipulatives, peer teaching, concept review, technology, studyisland.com, Tungsten, Math Jeopardy, math grade-level vocabulary, journals, rhymes, and songs to help students find success. With Tungsten, students can view their past scores and set goals for the next month. Some students benefit by having tactile-kinesthetic help with wiggle cushions, headphones, talk-back phones, T-chairs, and lap pads. ELL students work with our ELL instructors to better understand vocabulary and concepts by using many visuals, vocabulary cards, and experiences. The ELL and general education teachers constantly share information to coordinate concepts taught. Many of our students, including our gifted students, can pre-test to demonstrate the concepts already mastered in order to guide differentiation of their instruction. They also may pursue individual quests for knowledge in addition to attending gifted classes. “The teacher must remain the key” to reaching students through differentiated instruction.

6. Professional Development:

Focusing on high academic standards, believing in the potential and promise of ALL children, and making connections with colleagues, students and the community set the stage for increasing student achievement at Crestwood Elementary. Standing squarely behind this belief is Crestwood’s professional development program that consistently and continuously provides the essential connections and structure for improving the learning of all students. Over the past five years, professional development has evolved into carefully selected, ongoing collaborative sessions that are aligned with district and building goals.

Crestwood’s yearly professional development schedule includes two full days and eight two-hour sessions, two district vertical team meetings, four elementary grade level meetings, monthly faculty meetings, monthly building grade-level meetings, monthly administrative team meetings, and numerous administrative data analysis meetings. Crestwood teachers also participate in summer technology and

literacy trainings with extended follow-up sessions during the school year that include half-day training and individual peer coaching.

Professional development is carefully planned and executed throughout the year to enable teachers to make connections with curriculum, instructional strategies and best practices in the field of education. Academic plans are developed each year to provide measurable achievement goals and key strategies in grades K-5. Professional development themes are generated from identification of needs based on the academic plans, building goals, the district CSIP, and MSIP requirements.

During the last few years, Crestwood has received several awards which directly tie to a strong professional development plan. The awards include: Ten Distinction in Performance Awards, Missouri Top Ten rankings for the past six years, ranking in the Top 10 on Schooldigger.com for the past three years and being named a 2011 Missouri School of Character along with numerous National School of Character Promising Practice Awards.

Professional development provides the connections and structure for ongoing learning among the faculty. Quality professional learning is translated to high student achievement in Crestwood's K-5 classrooms.

7. School Leadership:

In his award winning book, Failure is Not an Option, Alan Blankstein discusses six principles that are vital to successful student achievement. Principle Number Six is titled "Building Sustainable Leadership Capacity." One of the great keys to success at Crestwood Elementary is shared leadership. Staff is often involved in the decision-making process. For two years, Crestwood staff studied and discussed PLCs. After this two-year study, the staff voted unanimously to implement this collaborative program. PLCs have truly improved the quality of instruction at Crestwood. If we had implemented PLCs without staff input, the acceptance of PLCs would not have been as successful. Within the PLCs, staff is empowered to make decisions leading to improved student achievement. Sharing responsibility for leadership requires courage from staff members and encouragement from the principal. Teachers at Crestwood are very willing to step in to leadership roles to help advance the achievement of our students.

During PLC time, teachers identified a need for common math vocabulary and assessments. Teachers met in grade-level teams and created these common assessments and common vocabulary to be used within our grade-levels and throughout our school.

Another example of shared leadership and decision-making occurred within the area of curriculum and instruction. Our principal had a strong interest in implementing "Step Up to Writing" in our building. Instead of dictating that change, the staff spent a year studying the writing program and then voted to adopt the program for our students. Once again, staff interest in the program was high due in part to their ability to take part in the decision-making process.

During the past six years, Crestwood has been selected as a Missouri Top 10 School numerous times. The sub-group student scores at Crestwood are excellent. The leadership structure at Crestwood is very positive and staff morale is very high. At Crestwood, teachers come to school excited about teaching and work in an environment where shared decision-making and collaboration are highly encouraged. Increased student achievement is truly a by-product of our shared school leadership.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Missouri MAP Test

Edition/Publication Year: 2006, 07, 08, 09, 10 Publisher: McGraw Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Advanced	91	74	88	78	73
Advanced	33	25	33	24	29
Number of students tested	43	53	33	45	45
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					
Proficient/Advanced	90	47		50	64
Advanced	10	13		14	14
Number of students tested	10	15		14	14
2. African American Students					
Proficient/Advanced				62	62
Advanced				8	8
Number of students tested				13	13
3. Hispanic or Latino Students					
Proficient/Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested					
6.					
Proficient/Advanced					
Advanced					
Number of students tested					
NOTES:					

11MO3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Missouri MAP Test

Edition/Publication Year: 2006,07,08,09,10 Publisher: McGraw Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Advanced	74	55	73	62	56
Advanced	44	32	36	33	27
Number of students tested	43	53	45	53	45
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					
Proficient/Advanced	60	40		28	50
Advanced	30	13		21	22
Number of students tested	10	15		14	14
2. African American Students					
Proficient/Advanced				23	46
Advanced				8	8
Number of students tested				13	13
3. Hispanic or Latino Students					
Proficient/Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested					
6.					
Proficient/Advanced					
Advanced					
Number of students tested					
NOTES:					

11MO3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Missouri MAP Test

Edition/Publication Year: 2006, 07, 08, 09, 10 Publisher: McGraw Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Advanced	78	92	74	80	85
Advanced	29	32	26	23	40
Number of students tested	51	37	50	44	53
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					
Proficient/Advanced	56	82	56	62	75
Advanced	13	9	0	15	17
Number of students tested	16	11	16	13	12
2. African American Students					
Proficient/Advanced			50	64	73
Advanced			0	0	9
Number of students tested			14	11	11
3. Hispanic or Latino Students					
Proficient/Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient/Advanced	50		82		69
Advanced	17		9		23
Number of students tested	12		11		11
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested					
6.					
Proficient/Advanced					
Advanced					
Number of students tested					
NOTES:					

11MO3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Missouri MAP Test

Edition/Publication Year: 2006, 07, 08, 09, 10 Publisher: McGraw Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Advanced	80	89	70	68	60
Advanced	49	43	32	34	37
Number of students tested	51	37	50	44	53
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					
Proficient/Advanced	56	73	31	68	42
Advanced	38	36	6	31	25
Number of students tested	16	11	16	13	12
2. African American Students					
Proficient/Advanced			43	73	36
Advanced			7	0	9
Number of students tested			14	11	11
3. Hispanic or Latino Students					
Proficient/Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient/Advanced	75		73		46
Advanced	33		36		23
Number of students tested	12		11		14
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested					
6.					
Proficient/Advanced					
Advanced					
Number of students tested					
NOTES:					

11MO3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: Missouri MAP Test

Edition/Publication Year: 2006, 07, 08, 09, 10 Publisher: McGraw Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Advanced	84	75	83	84	84
Advanced	54	39	26	58	42
Number of students tested	37	52	42	55	31
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					
Proficient/Advanced	67	63	64	62	67
Advanced	42	21	29	46	17
Number of students tested	12	19	14	13	12
2. African American Students					
Proficient/Advanced		40		67	
Advanced		20		25	
Number of students tested		11		12	
3. Hispanic or Latino Students					
Proficient/Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient/Advanced			80	62	
Advanced			10	39	
Number of students tested			10	13	
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested					
6.					
Proficient/Advanced					
Advanced					
Number of students tested					
NOTES:					

11MO3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Missouri MAP Test

Edition/Publication Year: 2006, 07, 08, 09, 10 Publisher: McGraw Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Advanced	81	72	72	76	77
Proficient	54	28	29	48	50
Number of students tested	31	55	42	53	37
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					
Proficient/Advanced	67	42	64	62	55
Proficient	42	5	36	39	46
Number of students tested	12	19	14	13	12
2. African American Students					
Proficient/Advanced		55		58	
Proficient		0		25	
Number of students tested		11		12	
3. Hispanic or Latino Students					
Proficient/Advanced					
Proficient					
Number of students tested					
4. Special Education Students					
Proficient/Advanced			60	50	
Proficient			20	17	
Number of students tested			10	13	
5. English Language Learner Students					
Proficient/Advanced					
Proficient					
Number of students tested					
6.					
Proficient/Advanced					
Proficient					
Number of students tested					
NOTES:					

11MO3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Advanced	84	81	83	82	82
Advanced	35	37	28	32	37
Number of students tested	126	144	1215	142	131
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					
Proficient/Advanced	68	67	66	58	69
Advanced	21	18	18	25	16
Number of students tested	38	45	39	40	38
2. African American Students					
Proficient/Advanced	57	62	56	66	67
Advanced	20	13	4	14	9
Number of students tested	15	16	26	36	32
3. Hispanic or Latino Students					
Proficient/Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient/Advanced	61	57	80	68	64
Advanced	21	26	13	31	21
Number of students tested	24	23	39	29	24
5. English Language Learner Students					
Proficient/Advanced	100	90			
Advanced	9	27			
Number of students tested	11	11			
6.					
Proficient/Advanced					
Advanced					
Number of students tested					
NOTES:					

11MO3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Advanced	78	72	73	70	63
Advanced	53	34	39	39	36
Number of students tested	131	142	125	144	129
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					
Proficient/Advanced	60	52	51	53	47
Advanced	37	16	21	30	29
Number of students tested	38	45	39	40	38
2. African American Students					
Proficient/Advanced	57	57	48	57	38
Advanced	36	10	11	9	22
Number of students tested	14	21	26	36	32
3. Hispanic or Latino Students					
Proficient/Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient/Advanced	65	65	67	48	48
Advanced	29	35	30	21	21
Number of students tested	24	23	30	29	24
5. English Language Learner Students					
Proficient/Advanced	55	73			
Advanced	18	18			
Number of students tested	11	11			
6.					
Proficient/Advanced					
Advanced					
Number of students tested					
NOTES:					

11MO3