U.S. Department of Education
2012 National Blue Ribbon Schools Program
A Public School - 12WY3

School Type (Public Schools):
(Check all that apply, if any)

☐	☑	☐	☐
Charter	Title 1	Magnet	Choice

Name of Principal: Mr. Kenny Jones

Official School Name: Parkside Elementary School

School Mailing Address: 125 South Douglas Street

Mail: 160 North Evarts

Powell , WY 82435-2730

County: Park   State School Code Number*:   1501002

Telephone: (307) 764-6187 E-mail: klj@pcsd1.net

Fax: (307) 764-6152   Web site/URL: http://www.park1.net/Pages/Schools/Parkside.html

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mr. Kevin Mitchell   Superintendent e-mail: KLM@pcsd1.net

District Name: Park County School #1   District Phone: (307) 764-6186

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. Rob McCray

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)

Non-Public Schools: If the information requested is not applicable, write N/A in the space.

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 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 foreign language courses.

5. The school has been in existence for five full years, that is, from at least September 2006.

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

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
   (per district designation):

4	Elementary schools (includes K-8)
1	Middle/Junior high schools
2	High schools
0	K-12 schools
7	Total schools in district

2. District per-pupil expenditure: 13921

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: <u>Small city or town in a rural area</u>

4. Number of years the principal has been in her/his position at this school: 15

5. Number of students as of October 1, 2011 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	22	12	34		7	0	0	0
1	19	18	37		8	0	0	0
2	19	15	34		9	0	0	0
3	25	15	40		10	0	0	0
4	21	18	39		11	0	0	0
5	21	18	39		12	0	0	0
						Total in Applying School:		223

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native

     0 % Asian

     0 % Black or African American

     12 % Hispanic or Latino

     0 % Native Hawaiian or Other Pacific Islander

     84 % White

     4 % 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 2010-2011 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 *to* the school after October 1, 2010 until the end of the school year.	9
(2)	Number of students who transferred *from* the school after October 1, 2010 until the end of the school year.	17
(3)	Total of all transferred students [sum of rows (1) and (2)].	26
(4)	Total number of students in the school as of October 1, 2010	238
(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 of English Language Learners in the school: 4%

     Total number of ELL students in the school: 2

     Number of non-English languages represented: 1

     Specify non-English languages:

     Spanish

9. Percent of students eligible for free/reduced-priced meals: 46%

   Total number of students who qualify: 103

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: 18%

   Total number of students served: 41

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

2	Autism	0	Orthopedic Impairment
0	Deafness	3	Other Health Impaired
0	Deaf-Blindness	13	Specific Learning Disability
0	Emotional Disturbance	20	Speech or Language Impairment
1	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	1	Visual Impairment Including Blindness
0	Multiple Disabilities	1	Developmentally Delayed

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

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	1	0
Classroom teachers	12	0
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	4	12
Paraprofessionals	7	12
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	4	3
Total number	28	27

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:   19:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	95%	95%	96%	95%	99%
High school graduation rate	0%	0%	0%	0%	0%

14. **For schools ending in grade 12 (high schools):**
    Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

    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**%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

    ◉ No

    ☐ Yes

    If yes, what was the year of the award?

PART III - SUMMARY

Parkside Elementary believes that all children have inherent worth and can learn. Our school mission is to assist each student in acquiring the knowledge, skills, and attitudes to become a Productive, Responsible, Inquisitive, Divergent, Evaluative learner (Parkside Pride).

Historically in our District, the continuous improvement process has been done by each individual school in the District. For the past seventeen years all schools in Park County School District #1 have received full accreditation. We believe this demonstrates our understanding of the importance of continuous school improvement. We know that the process for continuous improvement involves a variety of activities based on the specific needs of individual schools and students. Research-based action plans are developed, implemented, monitored, and revised to ensure the achievement of all students within the system. In light of a transition to a District accreditation model Park County School District #1 will utilize the Strategic Plan to guide these activities. Board members, administrators, instructional facilitators, stakeholders, and teachers developed the Strategic Plan in October 2009.

Park County School District #1 encourages each school to provide individual interventions for the students they serve. As data from the action plan is collected and updated, each program is evaluated. This continuous cycle reflects the school system's commitment to student learning.

Parkside Elementary School is a part of Park County School District #1 in Powell, Wyoming. We are a fully accredited NCA school, serving approximately 223 students in kindergarten through fifth grades. We support two sections of each grade and class sizes range from 17-21 students for an average ratio of 19:1. Our faculty consists of a highly qualified staff. Forty-nine percent of our certified staff members provide services to our students on a part-time basis, sharing their expertise between several buildings in the District. The remaining 51 percent comprise our classroom and resource teachers and are at Parkside full-time. Of these educators 75 percent have taught for more than 15 years and 69 percent possess a Master's Degree or beyond. We have a strong child-centered parent group that coordinates fundraising and spends countless hours organizing volunteers for classroom support and special projects.

Forty-six percent of Parkside School families are eligible for free or reduced-price meals. Sixteen percent of our students are of minority ethnicity (12 percent Hispanic or Latino, and 4 percent belonging to two or more races). Just above 18 percent of our students qualify for special education services. Our turnover or mobility rate is slightly less than 11 percent. Parkside's at-risk students are supported through classroom-specific interventions in small flexible groupings designed for their individual needs. We also provide noon study groups for grades 3-5 and after-school study groups for grades K-5 staffed by experienced professionals to further assist students.

Parkside's School Improvement goals are:

1. All students will improve their writing skills.
2. All students will improve math computation skills.

Our focus on these improvement goals, review of formative and summative data, and implementing interventions designed to meet individual student needs, have proven effective as our 2011 state assessment scores of students (grades 3-5) who scored proficient or higher range from 11.6 percent to 39.9 percent above the state average in math, 8.5 percent to 24 percent above the state average in reading, and 4.5 percent to10.9 percent above the state average in writing. Frequent collaborative efforts between both grade-level partners and multi-grade peer groups monitor progress and share best practice instruction to ensure student growth.

Finally, another area of distinction, supported by our NCA Opinion Inventories, is our school climate. A few of the top items on the NCA Parent Opinion Inventory revealed Parkside is a place where parents feel welcome, all students and staff are treated with respect, and students are provided with a variety of resources to help them succeed. The Student Opinion Inventory revealed 96 percent of the students feel Parkside teachers want all students to learn and 94 percent responded that Parkside's Principal and teachers care about students. The Teacher Opinion Inventory indicated teachers feel they and their colleagues have high expectations for student learning, and students are provided with up-to-date technologies and a variety of resources to help students succeed. Parkside upholds a safe environment where parents, students, and teachers work toward a common goal of providing a positive learning environment for all stakeholders.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The Wyoming Department of Education (WDE) determines each year, based on No Child Left Behind (NCLB) legislation, if Parkside Elementary School and all schools in Park County School District #1 as well as Wyoming have made adequate yearly progress (AYP) according to student achievement in Language Arts (Reading and Writing) and Math. The State assessment has four performance level descriptors: Advanced, Proficient, Basic and Below Basic. Proficient performance indicates that students are meeting the standard. The State of Wyoming uses the Proficiency Assessment for Wyoming Students (PAWS) to determine proficiency. This assessment has been used for the past six years (from 2006 through the present date). It is administered in grades 3 through 8 and in grade 11. The PAWS assessment is based on Wyoming State Standards and reported percentages of the students at the proficiency levels as stated previously in this paragraph.

Our data shows that there is an overall increase in test scores and that Parkside Elementary is above the State average every year. There are several factors that contribute to the high scores achieved at Parkside Elementary School. These factors include the use of data-based summaries that assist in the grouping of students. Small break-out groups in math and reading utilize highly qualified teachers and highly qualified para-professionals. These groups, as well as the school-wide population, use research-based interventions as well as research-based, computer-based interventions such as Lexia, IXL, Odyssey, and Quick Reads, to name a few. Other interventions include the use of iPods to help students improve their reading fluency.

In our 2010 - 2011 data we did have an achievement gap of more than 10 percent in our grade 4 Hispanic population. In response to that, the staff spent an afternoon last August (2011) with Dr. Ruby Payne whereby she presented her framework for understanding poverty which provided us with valuable information on understanding students in poverty and how they learn. One of the areas she stressed to us was that we needed to focus on our personal relationships with students and parents in poverty as that is where their primary motivation for success lies.

2. Using Assessment Results:

Data derived from norm-referenced, summative and formative assessments provide us a comprehensive picture of students' strengths and weakness allowing us to make data-driven decisions. All staff members review and use formative assessments to plan instruction and form instructional groups. Data from standardized tests and norm-referenced tests are used yearly to guide planning in our building, in grade levels and within each classroom. This data is also used to develop school-wide interventions and goals. Data is used to determine progress toward meeting our building goals and success of these goals. Parkside staff uses MAP, PAWS, and DIBELS results in making both academic and professional decisions. Information derived from the data is used in determining specific remediation and interventions for students.   Our Building Intervention Team reviews a collection of assessment data when making recommendations for interventions.

Students use data-based summaries in personal goal-setting in math, reading and writing. The intermediate grade-level teachers think that student goal-setting is a critical component to student success. Over time, personal goal-setting has especially been proven to increase student success. Although goal-setting is stressed in the intermediate grade levels, discussion of goals and why they are important occurs building-wide.

District assessment data is reviewed three times a year; fall, winter and spring. This data drives classroom decisions about progress toward individual and building goals. This data is also used to make decisions regarding our district North Central Accreditation (NCA) Action Plan. Now that we are working toward District Accreditation, we also look at school specific information at the District level. This allows us to collaborate with teachers across our District. This process allows best practices to be discussed and shared, thereby creating a cohesive learning environment where students feel comfortable with the content.

We agree that student needs drive educational decisions. A comprehensive gathering of assessment data supports the decisions we make. In addition to the standardized assessment results, formative and summative assessment results guide our instruction daily. Examples are numerous and include daily anecdotal records/observations collected during math instruction in flexible grouping that can and often change daily, based on analysis of this data; monthly reading assessment results used in determining appropriate pacing of instruction and grouping of students throughout the building; classroom formative assessments guide instruction and indicate students are prepared, at which time District-level assessments are administered and scored. In addition, school-wide writing assessments are administered four times a year. Papers are scored using rubrics. Results and examples are shared during staff meetings. The sharing of papers heightens awareness of writing needs at other grade levels and helps focus the direction the building takes regarding progress toward meeting building goals.

Parkside Elementary School communicates and disseminates student data through a variety of means to all stake holders: students, parents and community members. Student awareness on all assessments is critical to decision making and student growth. With MAP, DIBELS and District summative and formative assessments student results are known immediately or within 24 hours. Parents have access to summative and formative assessments through our electronic grade book. MAP and District assessments are also communicated to parents twice a year during Parent-Teacher Conferences. Intermediate students review and update personal goals. Then students share these updated personal goals with their parents at conferences. MAP, DIBELS and PAWS assessment results are published in our Principal's school newsletter, generally in the fall. This newsletter is archived on our Parkside website and is electronically accessible throughout the school year. Our Instructional Facilitator and Principal meet with our building Parent Teacher Group during multiple time offerings to share assessment data. A key component to this meeting, however, is their explanation of how to read the data and make sense of the information. In addition, Parkside's testing results are also reported annually in our local newspaper (*The Powell Tribune*), on the Wyoming Department of Education website, and in our District's School Board Newsletter.

3. Sharing Lessons Learned:

Our belief, at Parkside Elementary, is that people make the difference; not the building or latest trends in programs. Because this philosophy works for us, the positive results have radiated across the state. Inquiries as to, "What are you doing?" hum across the phone lines, and educators wander our hallways as detectives. Principal Kenny Jones is the NEASP Regional Zone Director for eight western states, so his Parkside Pride broadcasts a long way! He shares our success with Wyoming Senators and our State Representative in Washington, DC. The Instructional Facilitator for the Wyoming Department of Education's Superintendent of Schools has visited with camera men to record model teachings in literacy at our school to post on the State web site. The WDE also invited Mr. Jones to share success in literacy at the State level and has asked individuals to be part of a grass roots instructional team for literacy training across the State this summer.

There are many exchanges within District as well. The entire administration team meets monthly to communicate ideas and concerns. Our three elementary principals also gather monthly to collaborate and share information regarding curriculum, assessments, and issues concerning today's students. The District provides time for regular grade-level meetings to work on curriculum direction, assessments, and sharing of ideas and pedagogy. Within our building we deliberately share methodologies and tools that produce

success. Exchanges of information flow freely. Teachers team teach at times, model for others, and share best practices and technological advantages, spawning new enthusiasm. Piggybacking ideas creates great success for our students.

4. Engaging Families and Communities:

How do we engage family and community? We are so fortunate to live in a very supportive town, and our open-door policy welcomes families, citizens, and service club members. What does that look like? Like a lot of interaction with students through 128 volunteers logging 994 ¼ hours on the books.

Across the community, connections have been built with our local two-year college NWC (Northwest College), the Rocky Mountain Manor (elderly housing), and numerous individuals. NWC collaborates with our staff for practicum students as well as an international project where Korean teachers observe to learn more about teaching and the English language. Reciprocal relationships have developed between the elderly at the Manor and our student body. Students provide holiday and monthly birthday celebrations, concerts, and interviews for our elderly neighbors. In exchange students acquire empathy for the senior residents. Individual assistance is seen at health screenings, read-a-thons, weekly math cribbage games, and learning extensions. Guest speakers from electricians to mountain men share their expertise. Support is also found during Wyoming Day, Kindergarten Circus, Grandparents' Day, science fairs, donations of backpacks filled with school supplies, weekend lunch-filled backpacks, free books for primary students, and scholarship money for field trips. In a mutual way, Love and Logic parenting classes, and a support group for grandparents parenting grandchildren are provided. Fifth graders assist in the community's Arbor Day, and all participate in raising money for causes and families in need. To honor local heroes, we held an in-school parade. Our students learned about real heroes. As older role models, visiting high school and middle school students also provide examples and opportunities about good choices for our learners.

Our strategy with students is to trigger excitement about learning and school so they will kindle the spark in their parents to become an integral part of their education. Our Amazing Race Family Reading Night drew in over 170 participants of all ages, and Parent-Teacher Conferences boasted a 99.14 percent turn-out in the spring and 97.4 percent overall. Very active Parent Teacher Group members organize an annual auction and dinner to raise extra funds to support learning. They also plan a year-end field day for students, and assist with many events throughout the year such as picture day and health screenings. Field trips for fossil hunts, mountain climbs, Yellowstone Park expeditions, and community kindergarten adventures, to name a few, overflow with parent volunteers. The annual Christmas Program packs the house.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Parkside Elementary School's curriculum is based on District Standards and Benchmarks that align closely with Wyoming State Standards and Benchmarks. We are currently in the process of integrating and moving toward the adoption of the Common Core Standards. Our comprehensive curriculum is research-based and focuses on empowering our students to be lifelong learners. We provide a diversified and student-centered curriculum which allows for and encourages student success on all levels. Our staff also works closely with parents and the community to promote student growth and independence. Parkside's high expectations challenge and inspire students to do their best and reach their true potential.

Our language arts curriculum is based on a balanced literacy model which includes: shared reading, guided reading, literature circles, read aloud, Accelerated Reader, supported reading, literacy groups, and independent reading. The Six-Traits Writing Model serves as the basis for our writing curriculum. As a school, we meet regularly to discuss our students' progress in writing and to identify strengths and weaknesses. Based on those meetings, our writing instruction is adjusted and fine-tuned in order to meet the changing and diverse needs of our learners.

The five major areas of our math curriculum are: numbers and operations, geometry, measurement, algebra, and data analysis and probability. Mastery of math standards and benchmarks is achieved through both whole-group and small-group instruction focused on application of skills and processes to real-world problems. Our goal is for the students to be able to successfully apply their mathematical knowledge and skills to a variety of practical problems. We want all of our students to truly be able to think mathematically with a high level of confidence and competence.

Our science curriculum concentrates on concepts and processes. The scientific process is stressed as a basis for all science instruction. The history and nature of science are also emphasized.

Our health curriculum promotes self-management of health and disease prevention. A significant emphasis is also placed on developing and utilizing goal-setting and decision-making skills. Second Step is being utilized as a program to facilitate conflict management.

The overall purpose of our social studies curriculum is to encourage students to become responsible and positive learners. The focus of the curriculum expands as the grades progress – beginning with self and classroom/school. From there we move to community, state, national, and then global awareness and issues. The strands for social studies follow the State Standards of Citizenship, Government, and Democracy; Culture and Cultural Diversity; Production, Distributions, and Consumption; Time, Continuity and Change; and People, Places and Environments. Good citizenship, accountability, and patriotism are promoted through the curriculum at all levels.

Fine arts instruction includes music and art. Each grade-level class meets 60 minutes per week for instruction of music concepts that students perform both vocally and instrumentally. Art instruction is delivered by each individual classroom teacher and is based on District art standards and benchmarks developed by a District-wide Fine Arts Curriculum Committee.

The physical education curriculum consists of the following strands taught at all grade levels: movement, fitness, and personal/social behaviors. Sportsmanship and safety are also promoted and fostered through the P.E. curriculum. All students attend P.E. classes twice a week for a total of 60 minutes of physical education instruction.

Spanish instruction is introduced in kindergarten and is continued through the second grade. This exposure promotes awareness and acceptance of global communities.

2. Reading/English:

Active literacy is at the heart of our instructional decisions with regard to reading. Multiple approaches and instructional strategies are employed to serve our students in a manner that develops strong reading skills and strategies that will last a lifetime. A variety of research-based methods and programs are utilized to promote balanced literacy including: Guided Reading, Accelerated Reader, Literature Circles, The Comprehension Toolkit, and the Macmillan/McGraw Hill basal series.

There are many principles that guide our work. We strive to foster environments that promote passion and curiosity. Finding meaningful materials inspires kids to be compelled by what they are learning. Both guided reading groups and literature circles encourage students to share their ideas and work collaboratively with one another. Incorporating the basal series along with a variety of other programs and methods ensures a strong systematic approach to reading that includes all five components of reading with a strong foundation in phonemic awareness. *The Comprehension Toolkit* has been a beneficial resource in teaching students cognitive strategies necessary to monitor their comprehension and keep track of their thinking.

Spiegel has defined balance in literacy as a "decision making approach through which the teacher makes thoughtful choices each day about the best way to help each child become a better reader and writer" (Spiegel, 1998). Constantly taking into consideration how our instruction, materials, and assessments can be adapted to students with varying reading proficiencies, learning styles, and language backgrounds promotes balanced literacy and differentiation within each of our classrooms. Flexible grouping is used at all levels to address students' individual needs as they develop reading skills. DIBELS progress monitoring, MAP testing, and other formative assessments have been implemented to track student growth and allow for instruction to be more prescriptive, attending to the specific needs of each student.

Parkside is fortunate to have ample resources of qualified individuals, materials, and technology. Paraprofessionals are able to take our flexible reading groups and provide students quality small-group instruction. One-on-one reading tutors through Title I provide some of our third through fifth grade students with additional reading support in preparation for the state assessment. Our students are immersed in quality literature, and are capable of utilizing technology to enhance their understanding of various texts. Parkside students are also encouraged to read at home and during the summer, as we participate in the Wyoming Association of Elementary School Principals' Summer Reading Program, Accelerated Reader, and library reading incentives.

Spiegel, D. L. (1998). Silver bullets, babies, and bath water: Literature response groups in a balanced literacy program. The Reading Teacher, 52, 114-124.

3. Mathematics:

We have made a commitment to strive to continue excellence in math through sustainable learning. Parkside Elementary has adopted the MacMillan/McGraw Hill Math Connects basal program in kindergarten through fifth grade. This is a scientifically research-based program that is designed to meet the standards established by the National Council of Teachers of Mathematics. This program provides strong vertical articulation, smooth transitions between grade levels, and daily strategic interventions, as well as significant practice and spiral review.

Our students are able to stress initial understanding of mathematical principles. Students are given ample opportunity to develop their mathematics skills through problem solving, drill, practice, and the application of mathematic concepts to everyday situations. Direct instruction provides extensive problem-

solving assignments that enrich the child's learning experience, resulting in a thorough and deep understanding of the concepts. Our math instruction may include whole group and small group, as well as independent activities to provide the best possible learning environment for all children. Technology has become an integral part of our math instruction. Our teachers recognize that one book, one series, isn't always the best fit for all students. Many other resources have been pulled in to help meet the diverse needs of our students. Rocket Math, concentrated rotation studies, and use of manipulatives and hands-on learning are examples of a variety of supplementary materials used in our day. Students who need additional support in math are served in a variety of ways, including intervention groups, Resource Room support, English Language Learners, and Title I Math Program. Parkside also offers before and after-school programs to reinforce needed skills. The diverse student needs at this school provide everyone with an awareness and appreciation for all learning levels and styles.

Our staff sets high standards of achievement for both students and themselves and firmly believes that all students can be successful. Students with special talents, those who are at-risk, those who are working at grade level, and those who have special needs all share classroom space at Parkside. While the results of our mandated and school-based assessments point to the high level of success our students attain, the best indicator is to walk through our classrooms. Our students are engaged, active participants responding to rigorous instruction, and are having fun in the process of doing so. Math instruction is differentiated, based upon the strengths and needs of the learners with an emphasis on helping each student continually expand their skills and their horizons.

4. Additional Curriculum Area:

Parkside Elementary made an ambitious school-wide effort to improve students' writing, which became one of Parkside School's building goals. The District initially sent various teachers to training of Six Traits Writing in New Orleans. These teachers returned and trained other teachers in Six Traits Writing. Several Parkside teachers then attended the Wyoming Writers' Workshop, a scientifically research-based model which has proven to be successful both nationally and in Wyoming. Staff requested training during one of our building's professional development days for the entire certified staff. During this time we set goals. These goals included the overall mission of improving students' writing in grades K-5. In order to accomplish this goal, each grade level created writing prompts for their students. Each month we administered, scored, and shared our results with the other staff members. The scoring of the prompts involved teachers meeting as grade-level teams to score students' writing. Teachers developed data-driven plans after each assessment. Instructors gave appropriate feedback and held conferences with students to set goals for the next writing. We then placed each student in his or her appropriate quartile. We have continued to administer writing prompts over the past six years. Now we administer a writing prompt, score the students' writing and share the results four times during the school year. We use the Six Traits Writing rubric used for scoring the PAWS Writing Assessment. Teachers collect anchor papers, and allow students to also score writing prompts. Parkside purchased and currently utilize Lucy Calkins Units for Teaching Writing to improve our students' work. As students have been allowed to experience the writing process, they have acquired the knowledge, skills, and attitudes necessary to improve their writing. Parkside students use the rubric, know the different traits, and recognize how implementing these traits help them become better writers. Through the writing process students are more skilled in critiquing their own writing and realize which traits they have gained and which traits still need to be incorporated in their written work. Their overall attitude toward writing has improved so they are willing to write for sustained amounts of time. These acquired skills, knowledge, and attitudes have helped Parkside students become Productive, Responsible, Inquisitive, Divergent, and Evaluative learners which is the Parkside School Mission (Parkside Pride).

5. Instructional Methods:

At Parkside Elementary School, teachers use a wide variety of instruction in mathematics and language arts that is research-based. We use Macmillan/McGraw Hill Treasures for reading instruction as well as small guided reading groups and literature circles to meet individual reading needs. At Parkside School

we are fortunate to have qualified staff who can meet the needs of our students in small reading groups for guided reading practice daily. The primary groups use grade-appropriate literature (trade books) and upper grades use novels for their instruction. These groups focus on essential skills. Many teachers also use Stephanie Harvey's Comprehension Toolkit to teach questioning and comprehension skills. We use computer programs such as Lexia, Headsprout, Quick Reads, Read About, Read Naturally, and Read 180 to supplement our reading programs. Individual Reading Plans (IRP) use a research-based program called Horizons in first and second grade to help at-risk students. Several grade levels use iPods and iPads to work on reading fluency as well. Kindergarten classes use Sounds in Action and other teacher-developed reading practices that address students' needs.

MacMillan/McGraw Hill Math Connects is our research-based textbook, but teachers use a wide variety of supplemental math materials along with many computerized math programs to enhance instruction. Instructors use good teacher practices using hands-on manipulatives to enhance learning. Once again we are lucky to have people who instruct small-group math instruction. The MAP test is used to help put students in math groups in third through fifth grade. These groups are also based on the students' math essential needs.

Parkside teachers formulate math and reading groupings according to data. They look at the MAP test, DIBELS assessments, teacher observation, formative and summative tests. DIBELS assessments are given in the fall, winter, and spring. The intensive students are progress-monitored every two weeks and the strategic students are monitored every month moving them from one area to another. Students are taught using flexible, small and large group settings or one-on-one to meet instructional needs. We utilize teachers, paraprofessionals, Title I and special education staff to help differentiate instruction in order to meet the needs of each of our students. Our Title I program also uses tutors to target students in grades 3-5 who will benefit from extra instruction in order to be proficient on the PAWS reading test.

Students who are not making adequate growth in academic areas are taken to our Building Intervention Team (BIT). The team looks at the whole child and gives the teacher ideas or suggestions to try in the classroom. The student's progress is monitored and the BIT team may even recommend a need to do further testing.

6. Professional Development:

At Parkside, we consistently work to better ourselves as instructors in order to facilitate the best learning opportunities for our students. One of our best tools to accomplish our goals in this area is the professional development of all staff.

As a staff, we meet on a regular basis to evaluate how students are doing in the core areas of math, reading and writing. We look at the trends in performance to find areas of strength and areas needing improvement.   We then set goals for how to better our instruction in those areas.   Writing has been an area in which we have been learning how to better monitor the growth of each student. After instruction in this area, we have seen improvement in how our students are writing; from kindergarten all the way through fifth grade. We continually meet as a staff to study samples of student writing assessments at each grade level and then make instructional adjustments as needed. This gives all classroom teachers an idea of how to instruct in order to help further improve student writing at all grade levels.

Parkside staff has also been working on "smart goals." A "smart goal" is something that each teacher feels that he or she needs to work on to become a better instructor. Professional development in this area is varied to allow the teacher to individualize his or her goal. This can range from taking a class to observing other teachers in the building. Our Instructional Facilitator is available to help coordinate some of the professional development activities. Most teachers in this building know that if they have an idea of how to improve their teaching, the resources are made available for them.

District-wide we have also participated in many other professional development activities to aid in classroom management, assessment building, team building, Quantum Learning, grade book training, poverty impact with Ruby Payne, Handwriting Without Tears, Stephanie Harvey Writing, and other instructional techniques. These trainings include assessment training through the Center for Assessment by Karin Hess, Reading Comprehension from trainer Stephanie Harvey, Colorado Reading Council training, and opportunities through our District for online training allowing each instructor to choose areas geared towards their needs or interests.

7. School Leadership:

The most succinct way to describe the leadership philosophy at Parkside School is to say it is "shared." No single person has all of the knowledge, skills, expertise, and energy to fulfill the leadership responsibilities required to run a school with a continued, high level of success. Over the years this shared leadership has been fostered by our Principal identifying and developing educators to lead smaller collaborative teams within the building. Parkside is fortunate to have Instructional Facilitators who work quite well in this area. The two people who have held this position over the past six years were selected based on the influence they have on their peers, their sense of self-efficacy and willingness to persist, and their ability to think systematically on top of the fact they were master teachers within their classrooms. The Instructional Facilitators have taken the lead in technology and instructional support within the classroom and school, mentored new teachers, provided training on new programs, collected and analyzed student data as well as organized and proctored the common assessments given within the building. Our Instructional Facilitator is the chair of our Building Intervention Team which meets at least twice a month to discuss our most at-risk students. This allows the Principal the opportunity to be highly visible among the staff and students. Mr. Jones is out at recess each morning and is in the cafeteria each day providing the opportunity for him to get to know all of the students more personally which creates a high level of trust and respect. Our Principal manages the staff by providing feedback and guidance during walk-throughs, evaluations, goal-setting meetings and grade-level meetings. The Principal leads the staff through the school improvement process and takes the lead on providing book studies and other professional development opportunities that are offered at the building and District level. Mr. Jones hosts monthly Parent Teacher Group meetings and writes weekly school newsletters to keep parents informed of the happenings within the school. The Parent Teacher Group is involved with the school improvement process and acts as an "advisory board" to the community of Powell.

Parkside teachers are expected to teach the District-approved curriculum and are empowered to do so by the Principal. They are provided the necessary resources to get the job done and as one can see by the data provided, our students achieve at a high level.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: Proficiency Assessments for Wyoming Students (PAWS)

Edition/Publication Year: 1st / 2006

Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient & Advanced	100	88	88	92	91
Advanced	66	56	43	23	31
Number of students tested	38	41	40	39	32
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	100	95	82	86	82
Advanced	47	50	45	14	24
Number of students tested	17	22	11	14	17
2. African American Students					
Proficient & Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient & Advanced	100	57	50	75	75
Advanced	100	43	0	50	0
Number of students tested	3	7	2	4	4
4. Special Education Students					
Proficient & Advanced	100	78	75	100	57
Advanced	100	33	50	33	43
Number of students tested	3	9	8	3	7
5. English Language Learner Students					
Proficient & Advanced					
Advanced					
Number of students tested					
6.					
Proficient & Advanced					
Advanced					
Number of students tested					
NOTES:					

12WY3

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 3 Test: Proficiency Assessment for Wyoming Students

Edition/Publication Year: 2006 - 2007 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient & Advanced	88	71	71	74	88
Advanced	35	17	17	15	17
Number of students tested	36	38	38	38	32
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	83	68	68	68	76
Advanced	20	16	16	13	14
Number of students tested	15	10	10	13	17
2. African American Students					
Proficient & Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient & Advanced					
Advanced					
Number of students tested	3	1	1	4	4
4. Special Education Students					
Proficient & Advanced					
Advanced					
Number of students tested	6	9	9	5	7
5. English Language Learner Students					
Proficient & Advanced					
Advanced					
Number of students tested	1			1	
6.					
Proficient & Advanced					
Advanced					
Number of students tested					

NOTES: Scores reported are English Language Arts (ELA). Based upon a waiver granted to WDE by the U.S. Department of Education, 2008/2009 reporting remained in effect for the 2009/2010 reporting year; 2009/2012 data were used for reporting AYP graduation rate determinations.

12WY3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: Proficiency Assessment for Wyoming Students (PAWS)

Edition/Publication Year: 1st / 2006

Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient & Advanced	95	98	87	83	94
Advanced	46	43	23	37	27
Number of students tested	39	40	39	35	33
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					1
Percent of students alternatively assessed					100
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient & Advanced	95	94	69	76	88
Advanced	37	39	8	24	29
Number of students tested	19	18	13	17	17
2. African American Students					
Proficient & Advanced					
Advanced					
Number of students tested					1
3. Hispanic or Latino Students					
Proficient & Advanced					
Advanced					
Number of students tested	7	3	2	5	4
4. Special Education Students					
Proficient & Advanced	100				
Advanced	30				
Number of students tested	10	8	4	9	6
5. English Language Learner Students					
Proficient & Advanced					
Advanced					
Number of students tested					
6.					
Proficient & Advanced					
Advanced					
Number of students tested					

NOTES: PAWS-ALT Wyoming alternate assessment, Proficiency Assessments for Wyoming Students "Alternate (PAWSALT), is designed for a small number of students with the most significant cognitive disabilities. It is part of a statewide instructionally supportive assessment system which complies with the requirements of the No Child Left Behind Act of 2001 (NCLB) and the Individuals with Disabilities Education Improvement Act of 2004 (IDEA). Wyoming has rigorous academic standards for all students. The Wyoming Department of Education believes that the results of the PAWS-ALT, along with other measures of student performance, will enable teachers to provide individualized academic instruction to enable students to achieve high standards of academic performance and improve instructional programs. A student's participation in the PAWS-

ALT is appropriate when the Individualized Education Program Team has determined that the student's academic achievement is best measured by Alternate Academic Achievement Standards, consistent with Wyoming's participation requirements. The PAWS-ALT is administered to students in grades 3 - 8 & 11 in reading, writing, and mathematics and to students in grades 4, 8, & 11 in science. The PAWS ALT is comprised of the Portfolio of Student Work (PSW) and the Student Performance Events (SPE), through which students demonstrate their mastery of grade-level-aligned extended Wyoming Academic Content Standards and Academic Benchmarks. The grade-level, extended Wyoming Academic Content Standards and Academic Benchmarks specify essential learning for all students who participate in the PAWS ALT. The extended Academic Benchmarks, though reduced in breadth, depth and complexity, are linked to the Wyoming Content and Performance Standards and define the knowledge and skills, which students are expected to master at appropriate levels of challenge. Teachers ensure access to the general academic curriculum through teaching and learning opportunities aligned to the extended Academic Benchmarks. Teachers employ a wide range of instructional strategies as determined by a student's individual learning characteristics and communication modes and levels, and through the use of adapted, grade-level appropriate materials.

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: Proficiency Assessment for Wyoming Students (PAWS)

Edition/Publication Year: 1st / 2006

Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient & Advanced	87	81	81	80	77
Advanced	35	30	30	19	19
Number of students tested	38	38	38	33	30
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					1
Percent of students alternatively assessed					100
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient & Advanced	80	68	68	72	80
Advanced	31	11	11	0	20
Number of students tested	18	12	12	17	15
2. African American Students					
Proficient & Advanced					
Advanced					
Number of students tested					1
3. Hispanic or Latino Students					
Proficient & Advanced					
Advanced					
Number of students tested	7	2	2	5	4
4. Special Education Students					
Proficient & Advanced	82				
Advanced	10				
Number of students tested	12	6	6	9	6
5. English Language Learner Students					
Proficient & Advanced					
Advanced					
Number of students tested				1	
6.					
Proficient & Advanced					
Advanced					
Number of students tested					

NOTES: Scores reported are English Language Arts. Based upon a waiver granted to WDE by the U.S. Department of Education, 2008/2009 reporting remained in effect for the 2009/2010 reporting year, 2009/2010 data were used for reporting AYP graduation rate determinations.

12WY3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: Proficiency Assessment for Wyoming Students (PAWS)

Edition/Publication Year: 1st / 2006

Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient & Advanced	95	95	92	86	88
Advanced	51	44	49	35	12
Number of students tested	41	39	37	37	42
Percent of total students tested	98	100	100	100	100
Number of students alternatively assessed				1	
Percent of students alternatively assessed				100	
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient & Advanced	88	100	88	73	77
Advanced	50	36	24	20	0
Number of students tested	16	14	17	15	13
2. African American Students					
Proficient & Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient & Advanced					
Advanced					
Number of students tested	3	2	5	5	4
4. Special Education Students					
Proficient & Advanced	90				
Advanced	30				
Number of students tested	10	4	9	10	4
5. English Language Learner Students					
Proficient & Advanced					
Advanced					
Number of students tested					
6.					
Proficient & Advanced					
Advanced					
Number of students tested					

NOTES: PAWS-ALT Wyoming's alternate assessment, Proficiency Assessments for Wyoming Students Alternate (PAWS ALT), is designed for a small number of students with the most significant cognitive disabilities. It is part of a statewide instructionally supportive assessment system which complies with the requirements of the No Child Left Behind Act of 2001 (NCLB) and the Individuals with Disabilities Education Improvement Act of 2004 (IDEA). Wyoming has rigorous academic standards for all students. The Wyoming Department of Education believes that the results of the PAWS-ALT, along with other measures of student performance, will enable teachers to provide individualized academic instruction to enable students to achieve high standards of academic performance and improve instructional programs. A student's participation in the PAWS-

ALT is appropriate when the Individualized Education Program Team has determined that the student's academic achievement is best measured by Alternate Academic Achievement Standards, consistent with Wyoming's participation requirements. The PAWS-ALT is administered to students in grades 3-8 & 11 in reading, writing, and mathematics and to students in grades 4, 8, & 11 in science. The PAWS ALT is comprised of the Portfolio of Student Work (PSW) and the Student Performance Events (SPE), through which students demonstrate their mastery of grade-level-aligned extended Wyoming Academic Content Standards and Academic Benchmarks. The grade-level, extended Wyoming Academic Content Standards and Academic Benchmarks specify essential learning for all students who participate in the PAWS ALT. The extended Academic Benchmarks, though reduced in breadth, depth and complexity, are linked to the Wyoming Content and Performance Standards and define the knowledge and skills, which students are expected to master at appropriate levels of challenge. Teachers ensure access to the general academic curriculum through teaching and learning opportunities aligned to the extended Academic Benchmarks. Teachers employ a wide range of instructional strategies as determined by a student's individual learning characteristics and communication modes and levels, and through the use of adapted, grade-level appropriate materials.

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: Proficiency Assessment for Wyoming Students (PAWS)

Edition/Publication Year: 1st / 2006

Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient & Advanced	88	83	83	70	85
Advanced	36	32	32	0	15
Number of students tested	41	37	37	34	40
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed				1	
Percent of students alternatively assessed				100	
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient & Advanced	97	73	73	54	82
Advanced	33	20	20	0	23
Number of students tested	15	17	17	14	11
2. African American Students					
Proficient & Advanced				100	
Advanced				0	
Number of students tested				1	
3. Hispanic or Latino Students					
Proficient & Advanced					
Advanced					
Number of students tested	3	5	5	5	3
4. Special Education Students					
Proficient & Advanced	92	60	60	56	
Advanced	24	0	0	0	
Number of students tested	12	10	10	10	3
5. English Language Learner Students					
Proficient & Advanced					
Advanced					
Number of students tested					
6.					
Proficient & Advanced					
Advanced					
Number of students tested					

NOTES: Scores reported are English Language Arts (ELA) Based upon a waiver granted to WDE by the U.S. Department of Education, 2008/2009 reporting remained in effect for the 2009/2010 reporting year; 2009/2010 data were used for reporting AYP graduation rate determinations.

12WY3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Proficient & Advanced	96	93	88	87	90
Advanced	54	47	38	31	22
Number of students tested	118	120	116	111	107
Percent of total students tested	99	100	100	100	100
Number of students alternatively assessed	0	0	0	1	1
Percent of students alternatively assessed	0	0	0	50	50
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient & Advanced	94	95	80	78	82
Advanced	44	42	24	19	21
Number of students tested	52	54	41	46	47
2. African American Students					
Proficient & Advanced					
Advanced					
Number of students tested					1
3. Hispanic or Latino Students					
Proficient & Advanced	84	74		78	75
Advanced	38	41		21	0
Number of students tested	13	12	9	14	12
4. Special Education Students					
Proficient & Advanced	95	90	81	72	70
Advanced	39	33	23	0	29
Number of students tested	23	21	21	22	17
5. English Language Learner Students					
Proficient & Advanced					
Advanced					
Number of students tested					
6.					
Proficient & Advanced					
Advanced					
Number of students tested					
NOTES:					

12WY3

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Proficient & Advanced	87	78	78	74	83
Advanced	35	26	26	13	16
Number of students tested	115	113	113	105	102
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	1	1
Percent of students alternatively assessed	0	0	0	50	50
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient & Advanced	86	70	70	65	78
Advanced	28	16	16	0	18
Number of students tested	48	39	39	44	43
2. African American Students					
Proficient & Advanced					
Advanced					
Number of students tested				1	1
3. Hispanic or Latino Students					
Proficient & Advanced	79			44	68
Advanced	18			0	10
Number of students tested	13	8	8	14	11
4. Special Education Students					
Proficient & Advanced	87	59	59	59	74
Advanced	20	0	0	0	24
Number of students tested	30	25	25	24	16
5. English Language Learner Students					
Proficient & Advanced					
Advanced					
Number of students tested	2			2	
6.					
Proficient & Advanced					
Advanced					
Number of students tested					
NOTES:					

12WY3