U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [X] Title I   [ ] Charter   [ ] Magnet   [ ] Choice

Name of Principal <u>Mrs. Michelle L Lesser</u>
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name <u>Penrose Elementary School</u>
(As it should appear in the official records)

School Mailing Address <u>100 Illinois Street</u>
(If address is P.O. Box, also include street address.)

City <u>Penrose</u>   State <u>CO</u>   Zip Code+4 (9 digits total) <u>81240-9668</u>

County <u>Fremont</u>   State School Code Number* <u>1150-6858</u>

Telephone <u>719-372-6777</u>   Fax <u>719-372-0719</u>

Web site/URL <u>http://pes.re-2.org/</u>   E-mail <u>mlesser@re-2.org</u>

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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

_____Date_____
(Principal's Signature)

Name of Superintendent*<u>Mrs. Rhonda Roberts</u>
(Specify: Ms., Miss, Mrs., Dr., Mr.,   E-mail: <u>rroberts@re-2.org</u>
Other)

District Name <u>Fremont Re-2 School District</u>   Tel. <u>719-784-6312</u>
I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

_____Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson <u>Mr. Tommy Covington</u>
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that 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.

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

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

2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) 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, a public school must meet the state's AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be 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.

5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.

6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.

7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.

8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

9. The 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.

10. 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.

11. 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 (Question 1 is not applicable to non-public schools)

1. Number of schools in the district   2 Elementary schools (includes K-8)
    (per district designation):   1 Middle/Junior high schools
                                           1 High schools
                                           0 K-12 schools

                                           4 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:

    [ ] Urban or large central city
    [ ] Suburban with characteristics typical of an urban area
    [ ] Suburban
    [X] Small city or town in a rural area
    [ ] Rural

3. 1 Number of years the principal has been in her/his position at this school.

4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	21	14	35
1	28	18	46
2	21	19	40
3	18	22	40
4	19	20	39
5	15	18	33
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	122	111	233

5. Racial/ethnic composition of   1 % American Indian or Alaska Native
    the school: 0 % Asian
                                     1 % Black or African American
                                     14 % Hispanic or Latino
                                     0 % Native Hawaiian or Other Pacific Islander
                                     80 % White
                                     4 % Two or more races
                                     100 % Total

(Only these seven standard categories should be used to report 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.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 21%

    This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred *to* the school after October 1, 2013 until the end of the school year	24
(2) Number of students who transferred *from* the school after October 1, 2013 until the end of the school year	24
(3) Total of all transferred students [sum of rows (1) and (2)]	48
(4) Total number of students in the school as of October 1	233
(5) Total transferred students in row (3) divided by total students in row (4)	0.206
(6) Amount in row (5) multiplied by 100	21

7. English Language Learners (ELL) in the school: 2 %
                                                       4 Total number ELL
    Number of non-English languages represented: 3
    Specify non-English languages: Spanish, German, Vietnamese

8. Students eligible for free/reduced-priced meals: 54 %

    Total number students who qualify: 126

Information for Public Schools Only - Data Provided by the State

The state has reported that 69 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: <u>13</u> %

       <u>30</u> Total number of students served

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

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>8</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>11</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>5</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>2</u> Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	11
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	6
Paraprofessionals	9
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1   <u>21:1</u>

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

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	94%	94%	95%	94%	94%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**
    Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
    Yes _   No X

    If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: To lead all students to reach their individual potential by pursuing high academic achievement in a nurturing environment that ensures responsible and prepared citizens.

PART III – SUMMARY

The original Penrose School was built in 1916. At that time, it was a K-12 school. The last class to graduate from the high school was in 1960, when Penrose consolidated with Florence. In 2006 Penrose and Florence consolidated into one middle school. Since 2006, when a new addition to the school was built, Penrose Elementary has been a K-5 school. We are the only school located in Penrose. Our school is a pillar of the community and the epicenter to community activities. The town of Penrose is an unincorporated community of approximately 6000 people involved in local business and agriculture. The community and local businesses have been an integral part of our success from monetary donations, water shares, and manpower.

The school is steeped in tradition from the school mascot of the Beaver to the photos of past graduates adorning our hall. One our most prominent traditions is celebrating Penrose Apple Days. The community depends upon the school to participate in the celebration of the harvest on the first Saturday in October. We begin the day with a "fun run", each grade level has a float in the parade, and prizes go to classrooms and teachers. Another tradition is Grandparent's Day. We invite friends, family, and community members in November near the Thanksgiving holiday. They join the children for a feast and take the opportunity to gather with old and new friends.

Penrose Elementary is home away from home to approximately 220 students. 54% of all students at Penrose qualify for free or reduced lunch. The PES administrative team consists of the principal (new to this school in late October 2014), an administrative secretary, and a full time school guidance counselor.

The instructional staff at Penrose consists of 11 classroom teachers encompassing two teachers per grade level in K (which is a full day program) through 4th grades and one teacher in 5th in the 2014/2015 school year. The support staff consists of the following staff members:, one ¼ time English as a Second Language instructor, one physical education teacher, one ½ time music teacher, 2 Resource teachers, and 1 Title Certified reading teacher, and 2 full time Title 1 paraprofessionals. Currently, 80 % of the teachers have more than four years of experience. 16 is the average years of experience for the remaining teachers.

Our school has Curriculum Maps created by Focal Point in 2011/2012. Our maps are aligned to the Colorado Academic Standards in all subject areas. The core resource for reading is the Treasures Literacy Series. The most common resource for math utilized by most grade levels is Saxon Math.

Penrose provides specialized individual services in the area of English as a Second Language, Gifted and Talented, and Resource programs for those students who have been identified. Each student that is identified has a tailored Individualized Education Plan that ensures the services are provided in direct alignment with the identified student educational goals.

A positive behavior intervention support (PBIS) program is in place at Penrose. Specific Behavior expectations are clearly established, defined, taught to students,and prominently displayed throughout the school. The school-wide behavior expectations of Penrose Beavers are Respectful, Safe, Responsible, Caring, and Prepared. Students are recognized for adhering to these school-wide expectations. Students receive Right Choice tickets or Beaver Fever (exceptional behavior) tickets for displaying great behavior. Right Choices are used to purchase items in our school store. Beaver Fevers are recognized during daily announcements.

Our school is filled with staff and student leadership. Everyone has to lead when you have few resources and a small student population. Our third through fifth grade students are given the opportunity to become student council members. This gives them a platform to lead including being role models and giving back to the school and local community by volunteering. Our teachers, all eleven of them, participate in all of our school events, head district committees, such as the technology committee that leads us in the advancement of our our iPad program. Teachers lead our Building Leadership Team, represent our school at district union meetings, and give our thoughts to district level committees. We have 3 teachers who conduct after school tutoring sessions three nights a week for 45 minutes. We have a teacher who facilitates a girl's group that

encourages young ladies to display proper etiquette and take care of themselves physically as they become mature young ladies.

Even though we reside in a low socioeconomic area, our community is not incorporated, 95% of our students are bused from outlying rural areas, we have limited monetary resources, our parents commute to larger communities to work, we are able to meet the needs of our students emotionally, socially, and academically because of the hard working individuals (parents, community members, staff, and students) who are committed to the success of our school.

PART IV – CURRICULUM AND INSTRUCTION

1. **Core Curriculum:**

As a Colorado school we are responsible for implementing the Colorado Academic Standards (CAS) in math, reading, writing and communicating incorporating the entire Common Core State Standards while addressing components that are unique to Colorado, including personal finance, literacy, 21st Century skills. Our first step in any content area is determining what our students should know and be able to do as a result of each unit plan, weekly plan, daily plan, and lesson. Teachers use a "backward planning" process where the CAS are used to determine grade level expectations including horizontal and vertical alignment within and between grade levels, and how those expectations will be taught, assessed, and retaught if needed.

Our English Language Arts block is approximately 90 minutes per day. We use an ELA Curriculum Map created by Focal Point in 2011/2012 and aligned to the Colorado Academic Standards as our "road map" for instruction. We work with our area BOCES to provide a research based, comprehensive Reading Language Arts program for grades K-5 that gives educators resources they need to help all students succeed. We believe that high quality literature and non-fiction texts, coupled with explicit instruction in the 5 components of reading, and ample practice ensures that students grow as life-long readers and writers. SRA is another component of the literacy block, and students have access to the SRA at home from the Ipad. Being recipients of the Early Literacy Assessment Tool Project from the Colorado Department of Education, we are even more committed to early literacy acquisition and intervention The new standards call for a strong emphasis on informational text at all grade levels so literacy is embedded throughout all content areas. An increased emphasis on reading, writing, and listening is being experienced in all classes. In addition, each grade level has a forty minute support time for interventions and extensions to assure all students needs are being met. We are able to close gaps and ensure academic progress of our sub groups by using this model.

Our math block is approximately 60 minutes per day. We use a Math Curriculum Map created by Focal Point in 2011/2012 and aligned to the Colorado Academic Standards as our "road map" for instruction. We continue to develop a math curriculum to meet the needs of our students. We focus on important "processes & proficiencies." Teacher teams at each grade level are working on providing a clear explanation of the critical math concepts needed to build success. Each team is providing multiple resources to engage students in developing an understanding of these concepts. Assessments are developed and data is analyzed. Students are being challenged at individual levels and rates, while securing the math standards which are being taught at each grade level. Being able to use multiple sources allows the teachers to develop expandable lessons. We use our 1 to 1 iPads heavily in math. Teachers are using IXL math and many other websites to enhance student learning and understanding of math concepts. For students who are having difficulty grasping concepts, interventions are offered, after school tutoring and incentives to spend extra time working on concepts at home using IXL. Teachers are striving to have parent involvement and tracking the time which students are spending working on these concepts.

We have been much more cognizant of teaching Science and Social Studies at the elementary level in the last few years. We use a Science Curriculum Map and a Social Studies Curriculum Map created by Focal point in 2011/2012 that is aligned to the Colorado Academic Standards as our "road map" for instruction. We have several outside resources to supplement our teaching, but we focus on teaching science and social studies as an integrated concept into our reading and writing program.

In science, our students learn about plant and animal systems, the human body, weather, forces and motion, solar systems and more. Teachers are able to use technology to make science come "alive" for students through the use of different applications like Promethean Planet and Brain Pop. Students can use iPad apps to experience "dissecting" a virtual frog or see a tornado's effects in action. Our entire school experiences the life cycle of a butterfly every year. One of our parents purchases the caterpillars and we display them in our library. Students read about life cycles, write about life cycles, and even use math calculations to determine "hatch" dates for our butterflies. The last week of school we celebrate the release of the butterflies. In addition to these fantastic experiences we encourage field trips. Our fifth graders participate in

an agriculture fest, second graders take a trip to the zoo, and our student council gives back to the community by cleaning up our local park, planting flowers, and recycling appropriate items.

In Social Studies, our students learn about government structures, citizenship, civic ideas, regions, conflict resolution, US symbols, and traditions. Students have opportunities to read and write about history. They create iMovies, brochures, or dioramas depicting the important events and people. We are able to use our technology to travel to faraway places with just the touch of a bottom or through an iPad app. Virtual "field trips" back in time allow our students to experience history.

2. Other Curriculum Areas:

Being a small school our resources are limited. However we are very fortunate to have a district committed to the "whole" child.

Our students in kindergarten through fifth grade attend a P.E. Health/Nutrition class with a certified Physical Education teacher 3 to 4 days a week. Physical education classes include a variety of activities and lessons that concentrate on basic locomotor skills and fundamental movements. Nutrition is incorporated into the physical education classroom, where the Colorado health and nutrition standards are presented and followed by all students. We have implemented the CDE sponsored Healthy School Champion Grant/Coordinated School Health initiative. It is our fundamental belief that children develop self confidence through learning physical skills and basic health concepts, which will allow them to enjoy a lifetime of physical activity. Students who embrace this understanding miss fewer days of school, are less likely to engage in risky behavior, and are able to concentrated for longer periods of time so they develop the stamina to complete standardized assessments.

Likewise, our kindergarten through fifth grade students receive Music instruction from a certified music teacher 2 to 3 days a week. We believe children should have the opportunity to be creative with music, have a personal connection to music, and develop music skills that can be applied to many areas of life. Our music teacher incorporates movement, voice, and instruments into her lessons. Each grade level performs a music program that incorporates the Colorado Academic Standards. We know students who have a well rounded education make better choices as they get older. We recognize the importance of self esteem, and acknowledge the multiple intelligences, such as music.

In addition to physical education and music education, every student participates in a computer technology class once a week, this is in addition to our iPad program. In the technology class our students learn the basic functions of a desktop, laptop, and iPad, develop word processing skills, w software is used that reinforces what is being taught in the classroom, students learn how to conduct research, how to email, proper use and safety of internet and social media, and students are taught to give multi-media presentations.

21st Century learners are highly relational and they demand quick access to new knowledge. Our district has committed monetary and human resources to our district iPad initiative. All students in 3rd through 12th grade have a 1 to 1 iPad that is used at school and home. Our K-2 students have class sets that are utilized during the school day. We see a transformation occurring, our teachers are becoming catalysts for learning by orchestrating and facilitating learning versus disseminating information. Students are discovering, designing, researching, discussing, problem solving, and demanding progressive technology. It not unusual to walk into a classroom and see students work on individual projects or group projects using the iPad. Teachers email assignments to students. Work is completed on the iPad, eliminating the demand and cost of paper. Formative assessments/quizzes are taken on the iPad after an objective is taught. Instant feedback is given to the student and reteaching can occur almost immediately. This initiative has truly revolutionized 21st Century skills in our school. Not only are we focusing on reading, writing, and math, but we are teaching our students to think critically, be creative, communicate, and collaborate.

3. Instructional Methods and Interventions:

One of our high leverage strategies includes a well structured lesson format where we tell students what they will be learning and why, we present new information and demonstrate/model the expectation, we check for

understanding by using several types of questioning strategies, we then provide guided practice with the support of the teacher, finally students practice independently.

We use our iPads for note taking, vocabulary development, summarizing, and graphic organizers. The engagement is high and participation is monitored.

Cooperative groups are a common occurrence in our classrooms. This technique ensures all students are participating and taking on a leadership role with peers. We have found engagement to be a major factor in student success.

In addition to strategies, our teachers are perfecting techniques that drive student achievement. Our students are not allowed to "opt out" of answering questions or participating in class discussion. We want our students to know and understand that our school is a place where effort counts and it's not acceptable not to try. Another technique is asking frequent rigorous questions, encouraging students to try new words, to answer in another way, to apply skills in a different setting, so students can demonstrate mastery. They know the reward for achievement is more knowledge.

We utilize a school-wide Response to Intervention model that allows for the utilization of resources for students in need of academic or behavioral support. We have a tiered and seamless system of interventions and resources which allow students to make significant progress whether they are at risk for failure or gifted and talented and not meeting their full potential. Various assessment tools are used to determine where difficulties may be. Teachers and interventionist meet regularly to review data collected.

In tier one all students receive research-based, high quality instruction. At this tier teachers are responsible for providing additional help, as well as accommodations and modifications. In tier two the supports are more individualized and the school problem solving team is consulted. A plan is put into place based on the specific area and deficit. Multiple personnel provide these supports including the classroom teacher, intervention specialist, or other staff. Tier three is intensive support designed for students with significant and/or chronic deficits. Moving to Tier 3 is determined by the building problem solving team. The interventions increase in time, intensity and often require one-on-one instruction with prescriptive materials.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Penrose Elementary was nominated for the Blue Ribbon award because of our outstanding student growth and achievement in our disaggregated groups. We are very proud of the elimination of learning gaps for our students.

Math Growth & Achievement: 3rd Grade continues to be at or above the state average over the last 5 years in Math. 4th Grade continues to be at or above the state average over the last 5 years in Math. 5th Grade was above the state average in 2011 in Math. We began to trend down in 2012, where we remained at 50% for two years which was below state average in Math. We have begun a trend up in 2014 and are currently above the state average in Math. The median growth percentile of 4th and 5th grade students in math increased from 22 to 28 to 50 as measured by CSAP/TCAP between 2012-2014

Reading Growth & Achievement: 3 grade reading CSAP/TCAP data indicates slight increases and slight decreases over the last 5 years. We are currently just below the state average in reading. 4th Grade data indicates a slight decrease in 2012 and a significant increase in 2013 and 2014. Scores remain above the state average. 5th Grade data indicates a slight decline in 2012 but an increase in 2013 and 2014. Scores are currently above the state average. The median growth percentile of 4th and 5th grade students in reading increased from 35 to 42 to 58 as measured by CSAP/TCAP between 2012-2014

Subgroups: In the past five years, our students who qualify for free and reduced meals, often out perform their peers, with our greatest number of advanced students coming from this group. The median growth percentile of free and reduced lunch students in reading increased from 29 to 42 to 68 as measured by CSAP/ TCAP between 2012-2014. This was a significant achievement for Penrose Elementary.The median growth percentile of free and reduced lunch students in math increased from 25 to 29 to 42 as measured by CSAP/TCAP between 2012-2014.

In the past five years, our students receiving Special Education services as a whole, are performing at the proficient level.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

Many different instructional methods and interventions are used at Penrose Elementary. In order to teach effectively we use formative and summative assessments and curriculum based measures. We are a very data rich district. We give NWEA maps tests three times a year, we have common math and writing assessments given each trimester, along with the our curriculum based measurements; Aimsweb and Dibels.

We use school wide data from state assessments several different ways. First, it provides us with a reference from which we can discern patterns of growth over time. Second, we use it to look for general strengths and weaknesses within our school, grade levels, and in curriculum. We look at trends and find resources to assist us in closing gaps for students. We also use this summative data to plan for professional development for the year. We share this data school wide and with our parents through a presentation to the School Advisory Council/Accountability Committee.

Our district provides us with a 45 minute early release time every Wednesday afternoon for professional development. We utilize a large portion of this time to break down our formative data and dissagregate it by standard, objective, and student outcomes. We use this data to identify the strengths and areas of challenge for our instructional program and for each student.

Based on a learning continuum of skills and concepts, and the Colorado Academic Standards, we use the information gathered to enhance, develop, or introduce concepts. We utilize instructional groupings based on the assessments so students are receiving instruction in a particular skill or concept at their developmental level. We provide ample opportunities for our students to self-assess and monitor their own

progress in NWEA and Dibels. Students chart their progress and set goals for themselves. We share the results our student assessments with parents at our Parent Teacher Conferences that occur in the Spring and Fall of the year.

Part VI School Support

1. School Climate/Culture

To achieve the mission and vision we set for ourselves we work as a community, sharing learning, developing trust, and caring among ourselves, and sharing the actions that make a difference. We bear the responsibility for modeling what we wish our children to become. Children cannot achieve what they do not see or hear or feel.

Each year we revisit our norms, values, expectations, and core beliefs with each other, parents, and students. We are able to accomplish this through our Back to School Night which occurs the first week of school in August. We invite our school community to join us for dinner, then we invite them into our gym for introductions, and the principal's message for the new school year. Families attend sessions with teachers to learn about programming and expectations in classrooms.

We always aim for positive student /adult interactions. Model respect, seek first to understand, before being understood. Always care enough to confront. Having this effective, proactive approach, prevents inappropriate behavior, and leaves us with very few discipline issues.The discipline issues that do occur are tracked and monitored so the data can be used to implement strategies, add supervision, or re-teach expectations. The tracked data is shared and discussed with staff and students, and then action is taken.

When teachers and students feel safe, are trusted, and feel empowered, they have the physical and psychological energy for teaching and learning. We have developed this sense of safety, trust, and empowerment, by establishing clear school-wide rules and expectations. The rules and expectations are visible throughout the school and specifically modeled and taught in the appropriate environment (library rules are taught in the library, office rules are taught in the office) and reviewed a minimum of twice per year. Our guidance counselor assists in teaching character education and bully proofing to our students. We have clear procedures and consequences for not choosing to follow the expectations of a Penrose Beaver. But more importantly, we recognize and reward students and teachers for upholding those expectations.

2. Engaging Families and Community

Because our community is so small and tight knit, we are fortunate to have a tremendous amount of engagement from our families and our community. However, it is our responsibility to provide the communication that keeps the engagement thriving.

One of the first things we have done to increase and keep our engagement is establishing vehicles for communication. Our school website is incredible. It includes teacher pages, email links, learning links, a link to monthly newsletters, lunch menus, calendars, and more. Along with our website, we communicate through personal phone calls (principal, counselor, teachers, auto caller), emails, report cards, parent teacher conferences twice per year, and face to face communication. We have a direct connection to our local paper printed once a week, so we are very cognizant of promoting our school in positive ways. If a local business or community member donates items we write a thank you note and send it in a timely manner.

Our parents and community are very important to our success so we encourage two way communication. We have surveys on our iPads during Parent Teacher Conferences. The survey gives parents and community members a platform for input and change. We post the survey link to our website and "advertise" its presence so we get comprehensive feedback.

The second strategy we use for community and family engagement is creating and establishing opportunities for "day to day" running of the school. We encourage volunteerism. We ask that our volunteers go through a background check and fingerprinting process, but we try to make the process simple. We have a parent who volunteers as our school librarian 1 1/2 days a week. She teaches lessons and assists our students in checking out books. We have another parent who purchases caterpillars and takes the

time to teach students about the butterfly life cycle and then we have a "release" party when the butterflies emerge. A retired veteran reads to, and with, our first graders five days a week. Our local fire fighters join our students for recess on occasion.

The third strategy we employ is community and family events held at our school. We have a Parent Teacher Organization which sponsors book fairs, family movie night, a fall carnival and more. Our teachers organize family learning nights where we encourage our parents to learn along with their children (iPad apps, math games, reading strategies, PE games, musical instruments, etc).

We are very lucky to have the involvement we do. When children and teachers feel supported by their community, they can focus on teaching and learning. When the focus is on teaching and learning, student achievement is high.

3. Professional Development

Our district is committed to developing its teachers. Every Wednesday our students are released 45 minutes early. Our staff and administrator dedicate 2 hours per week to growing as professionals.

Penrose Elementary believes that professional development should be job-embedded, learner centered, based on data and the needs of students (increasing achievement for all), collaborative, focused, and on-going. Our professional development plan is a static document. It changes with the needs of our students and staff. We prioritize our needs on a careful analysis of dissaggregated student data. We have used our state assessment data (CSAP, TCAP, and now PARCC) and our local data (teacher created common assessments, NWEA Maps, Dibels, and Aimsweb).

We plan our learning collaboratively with those who will be participating and facilitating. We ensure our content reflects research and best practice that enables teachers to further develop their expertise in subject content, teaching strategies, use of technology, and other essential elements in teaching to high standards. In order for our learning to be effective we have had to provide ample opportunity to implement. We know that mastery can only occur with continuous practice, and yes, even failure. We have learned without adequate time to practice, we create a "knowing /doing gap". It is imperative that we give teachers the time to assist each other and act as "coaches". This coaching occurs during Professional Learning Communities, observations of peers, and open dialogue.

An outstanding example of such learning occurred with the implementation of our iPad initiative. Several teachers were able to embrace the technology and implement it with the students immediately. These teachers are consistently seeking new ways to implement the iPads into their classrooms and are even encouraging children to take on the learning and teaching role. However, we have other teachers who are not comfortable with technology and the iPad initiative. They have needed more support, time, and practice. Because we are a caring and committed community of learners, those teachers who are the iPad "experts" have been quick to assist their colleagues. Teachers plan technology lessons together, share successful lessons, observe one another, and they do it all in the name of student achievement.

4. School Leadership

As an educational leader, the school principal is responsible for articulating core beliefs, assumptions and values regarding education. She must provide a safe, and physically comfortable learning environment that promotes academic excellence through a standards based teaching and learning cycle. The principal has a duty to create and implement structures, processes, and procedures that ensure the focus is on student growth and achievement, by focusing on curriculum, assessment, and instruction. The principal builds and enhances the self-esteem of others by modeling the aspects of positive relationships and mutual respect between students, and adults. The principal has expectations of classrooms where researched best practices are incorporated, instructional activities focus on different learning styles, multiple intelligence assignments, and technology. The principal must advocate for the needs of children while respecting the needs of teachers. The principal believes teachers, students, parents, and community members share the

responsibility for supporting the school mission, through empowerment so everyone has a sense of ownership and pride in the school.

Our Building Leadership Team operates by ensuring all views and concerns of all members of the school are represented. They meet regularly and publish the agenda. Minutes are scribed and published in a timely manner. Any member of our school community can submit an "issue or concern" for the BLT to address. Building Leadership Team members are accessible and attentive to the needs of their constituents. They establish relationships by being optimistic even when faced with challenges. The team is honest by being truthful in words and actions.

Data is always the driving force behind discussion and decisions. Therefore a collaborative decision making process is used. For example once an issue is brought forward, the problem is framed. Questions are asked: What is the specific concern? Who is impacted? How are they impacted? What is the desired outcome? This allows the team to identify all factors affecting the decision, so important information or influences are not omitted inadvertently. The next step is collecting meaningful and reliable data. Teachers and parents are often "surveyed", achievement data is compiled, opinions sought, and an observation is completed if appropriate. The third step in the decision making process is evaluating alternatives and making a decision. If warranted, a cost-benefit analysis is completed by the Building Leadership Team to compare and contrast alternatives. The final step in the process is developing an implementation and monitoring plan. This type of process has allowed us to foster teamwork, use facts to increase the feelings of accountability, and decrease the levels of conflict.

Penrose parents, staff, students, and community know they will receive accurate information without ulterior motives.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math	Test: CSAP
All Students Tested/Grade: 3	Edition/Publication Year: 2014
Publisher: McMillan McGraw-Hill	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Level 3, meets standard and above	42	43	41	43	43
Level 4, exceeds standard	31	41	29	24	33
Number of students tested	36	37	34	37	49
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Level 3, meets standard and above	43	38	42	41	36
Level 4, exceeds standard	17	48	29	18	32
Number of students tested	23	21	24	22	25
2. Students receiving Special Education					
Level 3, meets standard and above	67	25	20	27	0
Level 4, exceeds standard	0	0	0	9	0
Number of students tested	3	4	5	11	4
3. English Language Learner Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
4. Hispanic or Latino Students					
Level 3, meets standard and above	25	67	71	44	25
Level 4, exceeds standard	50	0	0	22	25
Number of students tested	4	3	7	9	8
5. African- American Students					
Level 3, meets standard and above					
Level 4, exceeds standard					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
6. Asian Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
7. American Indian or Alaska Native Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
9. White Students					
Level 3, meets standard and above	44	41	35	41	46
Level 4, exceeds standard	28	44	35	26	34
Number of students tested	32	32	23	27	41
10. Two or More Races identified Students					
Level 3, meets standard and above	0	100	25	100	0
Level 4, exceeds standard	0	0	50	0	0
Number of students tested	0	1	4	1	0
11. Other 1: Other 1					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
12. Other 2: Other 2					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
13. Other 3: Other 3					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math	**Test:** TCAP	
All Students Tested/Grade: 4	**Edition/Publication Year:** 2012	
Publisher: CTB McGraw-Hill		

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Level 3, meets standard and above	38	63	49	52	49
Level 4, exceeds standard	46	22	7	17	18
Number of students tested	37	27	45	52	45
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Level 3, meets standard and above	33	85	37	58	50
Level 4, exceeds standard	48	8	7	10	17
Number of students tested	21	13	27	31	24
2. Students receiving Special Education					
Level 3, meets standard and above	33	33	11	22	22
Level 4, exceeds standard	17	0	0	0	0
Number of students tested	6	3	9	9	9
3. English Language Learner Students					
Level 3, meets standard and above	0	0	0	0	0
Level 4, exceeds standard	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Hispanic or Latino Students					
Level 3, meets standard and above	67	60	38	44	25
Level 4, exceeds standard	0	20	0	11	25
Number of students tested	3	5	8	9	8
5. African- American Students					
Level 3, meets standard and above	0	0	0	0	0
Level 4, exceeds standard	100	0	0	0	0
Number of students tested	1	0	0	0	0
6. Asian Students					
Level 3, meets standard and	0	0	0	0	0

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
above					
Level 4, exceeds standard	0	0	0	0	0
Number of students tested	0	0	0	0	0
7. American Indian or Alaska Native Students					
Level 3, meets standard and above	0	0	0	0	0
Level 4, exceeds standard	0	0	0	0	0
Number of students tested	0	0	1	0	0
8. Native Hawaiian or other Pacific Islander Students					
Level 3, meets standard and above	0	0	0	0	0
Level 4, exceeds standard	0	0	0	0	0
Number of students tested	0	0	0	0	0
9. White Students					
Level 3, meets standard and above	34	58	55	55	54
Level 4, exceeds standard	50	26	9	19	14
Number of students tested	32	19	33	42	35
10. Two or More Races identified Students					
Level 3, meets standard and above	100	100	33	0	0
Level 4, exceeds standard	0	0	0	0	0
Number of students tested	1	3	3	1	0
11. Other 1: Other 1					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
12. Other 2: Other 2					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
13. Other 3: Other 3					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					

NOTES:

Subject: Math	**Test:** CSAP
All Students Tested/Grade: 5	**Edition/Publication Year:** 2012
Publisher: CTB McGraw-Hill	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Level 3, meets standard and above	41	38	9	71	54
Level 4, exceeds standard	25	13	41	23	13
Number of students tested	32	40	58	40	39
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Level 3, meets standard and above	62	17	44	74	33
Level 4, exceeds standard	8	21	6	21	4
Number of students tested	13	24	34	19	24
2. Students receiving Special Education					
Level 3, meets standard and above	0	11	8	20	13
Level 4, exceeds standard	0	0	0	0	0
Number of students tested	4	9	13	5	8
3. English Language Learner Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
4. Hispanic or Latino Students					
Level 3, meets standard and above	83	29	50	40	0
Level 4, exceeds standard	0	0	0	17	0
Number of students tested	6	7	12	6	0
5. African- American Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
6. Asian Students					
Level 3, meets standard and					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
above					
Level 4, exceeds standard					
Number of students tested					
7. American Indian or Alaska Native Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
9. White Students					
Level 3, meets standard and above	29	39	40	72	54
Level 4, exceeds standard	33	16	11	22	13
Number of students tested	24	31	45	32	39
10. Two or More Races identified Students					
Level 3, meets standard and above	50	50	0	100	0
Level 4, exceeds standard	0	0	0	100	0
Number of students tested	2	2	1	1	0
11. Other 1: Other 1					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
12. Other 2: Other 2					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
13. Other 3: Other 3					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA		Test: TCAP
All Students Tested/Grade: 3		Edition/Publication Year: 2012
Publisher: CTBS McGraw-Hill		

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Feb	Feb	Feb	Feb	Feb
SCHOOL SCORES*					
Level 3, meets standard and above	70	73	71	68	70
Level 4, exceeds standard	6	3	0	3	1
Number of students tested	36	37	34	37	50
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Level 3, meets standard and above	65	76	71	64	59
Level 4, exceeds standard	0	0	0	0	0
Number of students tested	23	21	24	22	27
2. Students receiving Special Education					
Level 3, meets standard and above	0	25	20	27	20
Level 4, exceeds standard	0	0	0	9	0
Number of students tested	3	4	5	11	5
3. English Language Learner Students					
Level 3, meets standard and above	0	100	0	0	0
Level 4, exceeds standard	0	0	0	0	0
Number of students tested	0	1	0	0	0
4. Hispanic or Latino Students					
Level 3, meets standard and above	75	67	71	78	0
Level 4, exceeds standard	0	0	0	0	0
Number of students tested	4	3	7	9	0
5. African- American Students					
Level 3, meets standard and above	0	100	0	0	0
Level 4, exceeds standard	0	0	0	0	0
Number of students tested	0	100	0	0	0
6. Asian Students					
Level 3, meets standard and					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
above					
Level 4, exceeds standard					
Number of students tested					
7. American Indian or Alaska Native Students					
Level 3, meets standard and above	0	0	0	0	0
Level 4, exceeds standard	0	0	0	0	0
Number of students tested	0	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
Level 3, meets standard and above	0	0	0	0	0
Level 4, exceeds standard	0	0	0	0	0
Number of students tested	0	0	0	0	0
9. White Students					
Level 3, meets standard and above	69	72	70	67	70
Level 4, exceeds standard	6	3	0	4	1
Number of students tested	32	32	23	27	50
10. Two or More Races identified Students					
Level 3, meets standard and above	0	100	75	0	0
Level 4, exceeds standard	0	0	0	0	0
Number of students tested	0	1	4	1	0
11. Other 1: Other 1					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
12. Other 2: Other 2					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
13. Other 3: Other 3					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					

NOTES:

Subject: Reading/ELA		Test: CSAP	
All Students Tested/Grade: 4		Edition/Publication Year: 2010	
Publisher: CTBS McGraw-Hill			

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Level 3, meets standard and above	78	74	62	69	67
Level 4, exceeds standard	0	0	2	0	0
Number of students tested	37	27	45	52	45
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Level 3, meets standard and above	76	69	52	61	63
Level 4, exceeds standard	0	0	0	0	0
Number of students tested	21	13	27	31	24
2. Students receiving Special Education					
Level 3, meets standard and above	17	0	11	33	22
Level 4, exceeds standard	0	0	0	0	0
Number of students tested	6	3	9	9	9
3. English Language Learner Students					
Level 3, meets standard and above	0	0	0	0	0
Level 4, exceeds standard	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Hispanic or Latino Students					
Level 3, meets standard and above	67	80	63	56	100
Level 4, exceeds standard	0	0	0	0	0
Number of students tested	3	5	8	9	8
5. African- American Students					
Level 3, meets standard and above	100	0	0	0	2
Level 4, exceeds standard	0	0	0	0	0
Number of students tested	1	0	0	0	2
6. Asian Students					
Level 3, meets standard and	0	0	0	0	0

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
above					
Level 4, exceeds standard	0	0	0	0	0
Number of students tested	0	0	0	0	0
7. American Indian or Alaska Native Students					
Level 3, meets standard and above	0	0	100	0	0
Level 4, exceeds standard	0	0	0	0	0
Number of students tested	0	0	1	0	0
8. Native Hawaiian or other Pacific Islander Students					
Level 3, meets standard and above	0	0	0	0	0
Level 4, exceeds standard	0	0	0	0	0
Number of students tested	0	0	0	0	0
9. White Students					
Level 3, meets standard and above	78	68	61	74	57
Level 4, exceeds standard	0	0	3	0	0
Number of students tested	32	19	33	42	35
10. Two or More Races identified Students					
Level 3, meets standard and above	100	100	67	0	0
Level 4, exceeds standard	0	0	0	0	0
Number of students tested	1	3	3	1	0
11. Other 1: Other 1					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
12. Other 2: Other 2					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
13. Other 3: Other 3					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA	**Test:** CSAP	
All Students Tested/Grade: 5	**Edition/Publication Year:** 2012	
Publisher: CTB McGraw-Hill		

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Level 3, meets standard and above	72	60	55	73	54
Level 4, exceeds standard	3	3	2	5	0
Number of students tested	32	40	58	40	39
Percent of total students tested	100	100	100	100	98
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Level 3, meets standard and above	85	50	50	68	44
Level 4, exceeds standard	0	0	0	5	0
Number of students tested	13	24	34	19	18
2. Students receiving Special Education					
Level 3, meets standard and above	25	11	8	0	22
Level 4, exceeds standard	0	0	0	0	0
Number of students tested	4	9	13	5	8
3. English Language Learner Students					
Level 3, meets standard and above	0	0	0	0	0
Level 4, exceeds standard	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Hispanic or Latino Students					
Level 3, meets standard and above	83	71	42	83	49
Level 4, exceeds standard	0	0	0	0	3
Number of students tested	6	7	12	6	8
5. African- American Students					
Level 3, meets standard and above	0	0	0	100	0
Level 4, exceeds standard	0	0	0	0	0
Number of students tested	0	0	0	1	0
6. Asian Students					
Level 3, meets standard and	0	0	0	0	0

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
above					
Level 4, exceeds standard	0	0	0	0	0
Number of students tested	0	0	0	0	0
7. American Indian or Alaska Native Students					
Level 3, meets standard and above	0	0	0	0	0
Level 4, exceeds standard	0	0	0	0	0
Number of students tested	0	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
Level 3, meets standard and above	0	0	0	0	0
Level 4, exceeds standard	0	0	0	0	0
Number of students tested	0	0	0	0	0
9. White Students					
Level 3, meets standard and above	71	55	60	69	52
Level 4, exceeds standard	4	3	2	6	0
Number of students tested	24	31	45	32	31
10. Two or More Races identified Students					
Level 3, meets standard and above	50	100	100	100	0
Level 4, exceeds standard	0	0	0	0	0
Number of students tested	2	2	1	1	0
11. Other 1: Other 1					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
12. Other 2: Other 2					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
13. Other 3: Other 3					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					

NOTES: