



## **PART I - ELIGIBILITY CERTIFICATION**

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

1. The school configuration 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 (AYP) or its equivalent 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 AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP 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 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 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
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

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All data are the most recent year available.

### DISTRICT

1. Number of schools in the district   1   Elementary schools (includes K-8)  
  1   Middle/Junior high schools  
  1   High schools  
  0   K-12 schools  
  3   Total schools in district
2. District per-pupil expenditure:  7746

### SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Rural
4. Number of years the principal has been in her/his position at this school:   11
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	40	39	79
1	36	34	70
2	31	46	77
3	49	38	87
4	35	47	82
5	0	0	0
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
<b>Total in Applying School:</b>			<b>395</b>

6. Racial/ethnic composition of the school: 2 % American Indian or Alaska Native  
0 % Asian  
0 % Black or African American  
1 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
97 % White  
0 % Two or more races  
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 11%

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

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	15
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	28
(3)	Total of all transferred students [sum of rows (1) and (2)].	43
(4)	Total number of students in the school as of October 1, 2011	395
(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: 0%

Total number of ELL students in the school: 0

Number of non-English languages represented: 0

Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 60%  
 Total number of students who qualify: 247

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

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

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

<u>1</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>12</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>28</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>6</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	<u><b>Full-Time</b></u>	<u><b>Part-Time</b></u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>22</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>7</u>	<u>3</u>
Paraprofessionals	<u>10</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>8</u>	<u>0</u>
Total number	<u>48</u>	<u>3</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1:

18:1

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

	<b>2011-2012</b>	<b>2010-2011</b>	<b>2009-2010</b>	<b>2008-2009</b>	<b>2007-2008</b>
Daily student attendance	94%	95%	95%	95%	94%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

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**

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At Bergman Elementary, home of the Panthers, our vision is to provide all students with a quality educational environment by: promoting academic success; instilling a continued quest for learning; creating opportunities for active community involvement; and fostering an atmosphere that is safe, secure, and respectful. Our school is located in a rural community that covers 117 square miles. The town of Bergman only has 325 citizens. 70% of our students ride a bus to and from school. By developing a partnership with our families and the community, we are confident that our vision will be accomplished. Further, our mission, Educating Students Today for Success Tomorrow, will be achieved one student at a time. Our core beliefs are simple. We believe in putting our students first by: creating a safe and loving environment; instilling a desire in our students to become lifelong learners; providing high quality instruction that promotes independent learning; teaching the whole child; and involving the entire school community in the learning process.

At Bergman Elementary, we take pride in being more than a school. We stand united as a faculty and as a community that is committed to student achievement. Our school includes 409 students in kindergarten through fourth grade. One-fourth of our students live outside the district. Despite the distance, parents continuously choose to enroll their children in Bergman. Like our staff, these parents believe in Bergman's vision, mission, and core beliefs. This continued growth in our student body has resulted in an expanding faculty and the building of a new elementary school. Throughout the years, the love for our school has remained strong in the community as more than one-fourth of our staff members are Bergman graduates.

By involving students, staff, and parents within the school, we have been able to surpass other schools. We believe engaging families is crucial in the educational process. We have monthly Literacy Nights that bring in hundreds of parents and students. Each year, we host a Fall Festival that gives students the chance to participate in games, contests, and fundraising, and this money is used to purchase classroom materials and student awards. In addition there are numerous seasonal events for families to become personally involved in their child's education.

Celebrating our successes is an important part of the Bergman atmosphere. School pride for our Panthers runs throughout our district. Elementary students participate in Spirit Week along with our high school athletic teams. You will see blue and gold days with painted faces and team jerseys. Students line the halls with pom-poms and posters to cheer for our advancing teams as they run through our halls each year. After state-mandated tests, teachers provide cookouts, parties, and prizes to reward students for their hard work. In addition to celebrating student success, our administration honors teachers with a year-end gathering to show appreciation for their contributions throughout the year.

We are proud to have received various awards over the years. For two consecutive years, Bergman received the National Golden Apple Award for being one of the top ten schools in the state of Arkansas. We also earned the National Center for Educational Achievement award in 2009 for being a high performing school. Our Benchmark test scores have consistently stayed above the state average. For the 2011-2012 school year, third grade scored 94% in literacy and 100% in math, while fourth grade scored 96% in both literacy and math.

We have achieved this success through our rigorous curriculum in both literacy and mathematics. Our literacy program, Good Habits, Great Readers, is a comprehensive program incorporating reading, language arts, science, and social studies. Guided reading groups and whole group instruction allow us to reach individual student levels to ensure their success in all areas of literacy. Everyday Math, Cognitively Guided Instruction and The Learning Institute drive our mathematics curriculum. These programs provide a hands on approach to problem solving as well as give students the opportunity to learn at their own

pace. Teachers use instructional methods to meet the needs of all students. We focus on brain based strategies to make learning meaningful and relevant to students.

Bergman's mindset is based on growing and changing for the evolving needs of our students. We recently added the positions of a Literacy Coach and Data Analyst to our staff to assist in our evaluation of student achievement. These resources, along with our team of interventionists, allow us to focus on individual student growth with a data-driven approach. In order to grow as educators, we challenge ourselves to always be learners, too. More than half of our faculty has pursued higher education through earning master's degrees, gaining National Board Certification, and attending the Arkansas Leadership Academy.

Our school's leadership team continues to promote a sense of ownership among all teachers for student success. We are committed to providing relevant professional development that is teacher-led. We strive to provide the latest research-based instructional practices in a meaningful way. We also manage highly effective Professional Learning Communities (PLC). In fact, our success in elementary with PLC encouraged our administration to create district-wide PLC groups that analyze learning progressions across all grade levels. Vertical teams have a focused goal of student learning by aligning standards for smooth transitions between grades. This has not only helped student growth, but it has also built strong, positive relationships among staff members.

Bergman Elementary is worthy of the National Blue Ribbon Award because of our high expectations for students and staff and our dedication to partnering with families and the community. Our staff is devoted to maintaining a collaborative culture that is student-centered and we are proud of our commitment to student achievement and the spirit that runs through our community.

## **PART IV - INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results:**

A.

Third and fourth grade students take the Arkansas Augmented Benchmark Exam the second week in April every year. Test results reflect one of four levels of mastery: below basic, basic, proficient, or advanced.

Bergman Elementary Augmented Benchmark percent of students who scored proficient or advanced during the years 2008 to 2012:

Literacy: Third grade – The Combined Population scored a low of 84% in 2009 and a high of 98.6% in 2011. The Economically Disadvantaged students at their lowest score was 74% in 2009 and their highest scored 94% in 2012. Students with Disabilities had three years in which we had a subgroup, scoring lowest in 2009 with 43% and highest in 2012 with 73%.

Literacy: Fourth grade – The Combined Population consistently scored in the 80's from 2008 to 2011: 89%, 87%, 86% respectively. Our highest score was earned in 2012 at 98%. The Economically Disadvantaged students' lowest score was 72.2% in 2009 and highest was 96% in 2012. Our Students with Disabilities had two years in which we had a subgroup, 2010 and 2011, and scored 54% and 45.5%.

Mathematics: Third grade – The Combined Population showed four straight years scoring in the 90's, with 2009 being the lowest at 93% and 2011 being the highest at 98.6%. In 2012, students scored their highest at 100% proficient or advanced. The Economically Disadvantaged students' lowest performance was in 2009 with a score of 89%. Students with Disabilities had three years in which we had a subgroup, 2009, 2010 and 2012, at which times we scored 64%, 80% and 100%.

Mathematics: Fourth grade- The Combined Population had scores in the 90's with the lowest score of 90% in 2010 and the highest at 96% in 2012. Economically Disadvantaged students' lowest score was 83.3% in 2008 and highest was 98% in 2012. In 2010 and 2011 Students with Disabilities subgroups scored 62% and 63.3%.

Bergman Elementary has high expectations for all assessments. We strive to go beyond the minimum requirements by not limiting ourselves to the standards alone as we develop the intellectual, emotional, and social growth of our students.

B.

In both third and fourth grades in literacy, there has been a trend towards increasing the number of students performing proficient or advanced and decreasing the number of students performing basic or below basic. Third grade math has also increased the number of students performing proficient or advanced to 100% in 2012.

Our economically disadvantaged students achieve at levels similar to the rest of our student population. In recent years in third grade, our students with disabilities have continued to increase scores from 43% in 2009 to 73% in 2012 in Literacy and from 64% in 2009 to 100% in 2012 in Math.

There are several things we have done to decrease the gaps between our combined population and our students with disabilities. Grade level Professional Learning Communities (PLCs) have been utilized to focus on individual student needs. Within these PLCs, Response to Intervention (RtI) is being monitored by classroom teachers and is very well directed. Twice a month, teachers review and identify the students that will be given extra attention with one of our three interventionists. The interventionists are paraprofessionals who focus on specific skills in which these students require additional assistance. Students at higher risk receive intensive, systematic instruction in small groups by our Literacy Coach. Our speech pathologist has increased the amount of phonemic awareness she includes in her lessons with

her students. We have two paraprofessionals who travel to classrooms to monitor students while the classroom teacher works with low achieving math students. To ensure the best learning in our special education classrooms, teachers are placed according to their experience and expertise in specific grade levels. Our students with disabilities are instructed in both the regular classroom and the special education classroom.

We have recently added an elementary Alternative Education classroom called *The Rising Stars Academy*. This is an effective program that individualizes instruction for students who face social, behavioral, or academic challenges in a regular classroom setting. The instructional content follows the established curriculum of the regular education classroom, while providing differentiation for students.

Our school has moved to a comprehensive literacy model that deepens comprehension for all students through a variety of methods. Students have opportunities to master literacy foundational skills in both whole group and small group settings. A program called the *Daily 5* has been implemented this year in all grade levels. It is an organizational and management program that helps students demonstrate accountability for their own learning. This student-driven approach enables students to learn to work independently while becoming responsible lifelong readers. Students have shown tremendous growth by moving away from teacher-led instruction to student-centered learning.

We have incorporated Cognitively Guided Instruction (CGI) into our math curriculum to allow students to build on prior knowledge and share their individual problem-solving strategies. Teachers recognize that all students have intuitive mathematical skills that they bring to the classroom. Students approach problem-solving at their own developmental level. Through sharing these strategies with classmates, students justify their reasoning and expose each other to new ideas. They are able to assume responsibility for their own learning and advancement.

## **2. Using Assessment Results:**

Bergman Elementary systematically collects various types of assessment data to screen students, determine curriculum needs, and identify areas of strengths and weakness for future instructional planning.

Students are required to take a mandated state assessment. First and second grades are assessed using The Iowa Test of Basic Skills (ITBS), while third and fourth grades use the Augmented Benchmark Exam. After realizing a need for improvement in literacy scores, we adopted a comprehensive literacy program to better meet the needs of our students. Making this change to our curriculum increased fourth grade literacy scores by over 10%. Teachers collaborate across grade levels to analyze student performance. We look at students who are at risk, on grade level, and high achieving to evaluate instructional needs and enhance individual understanding. To inform parents, we invite them to attend a Benchmark Night. Teachers spend time explaining the importance of the test, sharing samples, and providing practice opportunities to take home. Scores are reported in the local newspaper and published online showing the community our academic achievement.

The Developmental Reading Assessment (DRA) is administered to all grade levels to assess comprehension and oral fluency at the beginning and middle of each school year. Results are used to form guided reading groups to meet the needs of individual students. Scores are placed on a data wall that is used to track students' progress week by week. This data is used to make decisions about interventions or enrichment opportunities. We use this universal screening system as a baseline to analyze growth and provide parents with an indication of their child's reading level when advancing to the next grade. Word Analysis is a subsection of the DRA test and is used when students demonstrate abilities in the emerging or developmental range. It assesses five strands of spoken and written words to identify the areas in which a student needs more resources for success.

Interim assessments are given through The Learning Institute (TLI) in both literacy and math. The TLI allows teachers to align the Common Core State Standards with their curriculum. Grade level teachers meet to discuss data reports after each assessment to share effective strategies and identify learning gaps. Teachers are able to seek additional resources to address concerns and increase student outcomes. Parents are notified of upcoming tests and practice quizzes created through the TLI website are sent home for additional support. Data from TLI assessments is also used by teachers to prepare for the next year's students to best meet their learning needs.

Kindergarten students are given the Qualls Early Learning Inventory (QELI) to show each student's development in oral and written communications. Teachers also use Dynamic Indicators of Basic Early Literacy Skills (DIBELS) as a placement test at the beginning of the year. It is required for students who need an intensive reading intervention. Teachers engage in progress monitoring eight times a year over skills taught during each quarter, adjusting the curriculum as needed. An analysis of these assessments determines which students will receive additional support in reading. Our teachers communicate with parents through weekly reports, progress reports, and report cards to determine when individual skills have been mastered.

First through fourth grade teachers use running records monthly to assess students' oral fluency. Results are used to determine if students are reading accurately on grade level. Teachers then provide additional fluency support for those students who are not meeting grade level requirements.

The Developmental Spelling Assessment (DSA) is given to determine a student's level of spelling development. Individualized spelling lists are created for students based on their stage of spelling during the screening process. As students experience success on their level, they are able to continue through more advanced stages to become independent spellers.

The variety of assessment types used at Bergman Elementary is crucial in evaluating student skill levels, instructional requirements, and preparation for each year's curriculum to maximize achievement.

### **3. Sharing Lessons Learned:**

Bergman Elementary School has many wonderful teachers who are always a model to other educators. We are constantly sharing strategies and ideas with colleagues within and beyond our district. Our elementary has presented the benefits of having an effective Professional Learning Community (PLC) to our middle and high school staff. We created a district PLC consisting of representatives from each building, along with administrators. Our purpose was to share our own school's success and assist them in their initial development of a PLC. We shared strategies for scheduling, interventions, enrichment, and forming an effective team with a common goal.

We have a team as well as individuals that attend the Arkansas Leadership Academy to communicate leadership skills and teaching strategies. This intensive conference allows us to build and maintain collaborative relationships. Through an evidence portfolio, we are able to share our school's innovative practices with other schools in the state. Our Classroom Walk Through system inspired other principals to seek additional information to implement this procedure in their own schools. Individual teachers who attend the academy collaborate with other teachers to improve classroom instruction. They spend time researching the latest ideas that improve student achievement.

Each month, our Instructional Facilitator meets with other local educators to share successful strategies in place at our school. After we participated in a book study, our Literacy Coach showed the importance of the role of text complexity in the classroom at one of these meetings. With the adoption of Common Core State Standards, teachers need more resources to evaluate components of text complexity. In addition to local collaboration, members of our staff are currently working on a presentation, *On the Right Track: Strategies to Bring Everyone on Board* for the Model School Conference in Washington, D.C. We hope to empower other teachers to utilize our model in their schools so they experience the same successes that we have. By allowing teachers to share, Bergman has inspired other schools to become more competent in their own teaching practices.

### **4. Engaging Families and Communities:**

Bergman Elementary School aspires to engage family and community members for student success and school improvement. We understand the importance of staff, families, and the community working together to successfully make a difference and improve student learning. Our administrators and teachers work hard to create a culture of partnership by offering family and community participation in school-based and school-sponsored events, encouraging family engagement, and building relationships through effective communication. Programs and events invite community members to become actively involved in our school.

With the adoption of Common Core State Standards, our school incorporated a Common Core night for each grade level to inform parents of the changes in education. Our goal was to facilitate conversations

among teachers and parents to ensure that we were all working together to prepare students to be college and career ready. Teachers had the opportunity to explain the expectations for the year, demonstrate lessons, and answer questions concerning changes in the curriculum.

Each month our school opens our doors to promote science, math, and literacy enrichment. These family nights help us communicate to our parents the importance of their child's education while sharing the experience with them. We invite parents and members of the community to participate because we believe this has a positive influence on how well their children will do in school. Surveys are given at the end of each night to provide feedback and comments to better serve our parents.

Effective parent and teacher communication is a key component to student success. Grade level newsletters that share classroom happenings, upcoming events, homework, and expected learning goals are sent home weekly. Bergman School District has a website where each teacher has a classroom page to share information with parents about grades, assignments, and important announcements. Parent-teacher communication folders are sent home weekly to track student progress in both academics and behavior. We initiate feedback from parents through folders, emails, and phone conversations. Student-led conferences are held twice a year for students to reflect on their strengths and weaknesses. They share their progress in different subject areas while creating a plan to improve their performance. The response from parents has been overwhelmingly positive as they see their students take ownership of their own success. We provide the resources, energy, and leadership to work closely with family and community members to ensure our efforts to increase student achievement are successful.

# **PART V - CURRICULUM AND INSTRUCTION**

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## **1. Curriculum:**

Bergman’s core curriculum extensively addresses the learning standards that apply to our school. We utilize several tools and resources that guarantee every standard is taught. Our staff assumes a collective responsibility for gaining a deep knowledge of our required standards and managing our curriculum to support the learning of these standards.

Since adopting the Common Core State Standards (CCSS), we have been working to make standards clear and consistent in a KUD format, or “Knowledge,” “Understand,” and “Do.” Grade level teachers meet to dissect each standard. We determine the “Know” of a standard as the facts and procedures students will obtain. We then collaborate about what actions students will be able to take with this standard (“Do”). The final step is to “Understand” the big ideas that support this standard and how students can apply this knowledge. This process has enabled us to cohesively comprehend the learning standards that apply to our school.

Each grade level adopted the comprehensive literacy program, *Good Habits, Great Readers*, which is aligned with CCSS and integrates reading, language arts, science, and social studies. The reading program consists of whole-group lessons, as well as guided reading groups that reinforce these same concepts. We use many non-fiction texts of science and social studies content, giving students more opportunities to master these standards, too. Integrating language arts is also included in the instruction. We use the provided checklist to monitor each standard as it is mastered for each student.

Bergman’s mathematics curriculum is driven by our rigorous model that each grade level creates with The Learning Institute (TLI). Since we determine the pacing of the instruction, we are able to focus on our math standards one at a time. Using TLI-based lessons, assessments, and reports, we are continuously aware of the mastery of each standard. We use the reports to review student performance. We then create focus groups based on individual needs to master a particular standard.

Science and social studies instruction is comprised of several parts. We keep a record of the learning standards in these subjects and highlight them as they are taught. These subjects are not only a part of the comprehensive literacy program, but are also taught through *QuickReads*, the Houghton Mifflin textbook series, and *TIME for Kids*. All of these resources are based on our learning standards.

Visual and performing arts are also part of our core curriculum. Through weekly classes, projects, and performances, students are taught our required standards. We also integrate both classroom and art standards by collaborating with each other to create thematic units to reinforce these learning goals for students. This allows us to work together when we review standards as they are mastered.

Physical education is taught twice a week. Students master the standards through physical and written assessments given throughout the year. As each standard is taught, it is checked off a list kept by our teachers. In addition, nutrition classes have been taught in the regular classroom by certified nutritionists that visit the school. After reviewing which standards need reinforcing, focus lessons are taught based on those results.

Technology standards are taught in the classroom, Media Center, and the Computer Lab. We provide students with instructions on the proper use and care of technology equipment. We use a technology program, *Type to Learn*, which teaches students required learning standards. Weekly reports are generated to show student progress on these standards.

Each department collaborates through a systematic process to identify the explicit content that students need to acquire at each grade level.

## **2. Reading/English:**

At Bergman Elementary, we have adopted *Good Habits, Great Readers* and incorporated the *Daily 5* into our literacy curriculum. *Good Habits, Great Readers* is aligned with Common Core State Standards and focuses on the 7 Habits of Great Readers. These habits spiral throughout the grade levels, enabling students to deepen their comprehension. This curriculum focuses on phonics, phonemic awareness, vocabulary, fluency, and comprehension to provide a well-balanced approach to teaching literacy.

Shared reading is an instructional approach in which the teacher models how proficient readers appreciate and make sense of text. Each shared reading lesson begins with a focus on skills and strategies that are beneficial to literacy development. The lesson is followed by explicit teacher modeling, moving to supported partner work, to independent practice.

Guided reading allows the teacher to provide support for small, flexible groups, and meet the individual needs of students as they learn to use reading strategies independently. Groups are formed according to similar needs and abilities. Teachers select appropriate texts to meet the instructional goals of the group. To ensure students are grouped properly, it is essential for teachers to track student progress through ongoing observations and assessments, and regroup as students become more skilled and their needs change.

The Daily 5 is an effective program that helps manage our literacy curriculum and ensures success of our guided reading groups. Students engage in a series of independent reading and writing tasks while the teacher coaches a focused, small reading group. This literacy management system allows every child to become immersed in his/her own learning.

Grade level PLC teams meet to discuss students that are performing above and below grade level. Procedures are put in place to accurately identify children. A team of teachers analyze data that is collected from a variety of assessments. The data is used to make decisions about interventions or enrichment opportunities. If interventions are necessary, students work with interventionists to improve on specific skills. Teacher's monitor targeted students for a minimum of six weeks. If further interventions are needed our Literacy Coach provides more intensive, systematic instruction. Our team of interventionists and the Literacy Coach are available to work with these children in small groups and one-on-one for continuous literacy achievement.

Bergman is committed to ensuring all students reach their full potential. When students have mastered a skill they will be provided with an opportunity to extend their knowledge. Teachers enhance the curriculum by providing activities outside of the classroom as well as within. Our goal is to challenge the students by providing new knowledge, taking risks, and thinking in unusual ways.

### **3. Mathematics:**

For the past several years Bergman School has been using Everyday Math curriculum in our classrooms. This is a research-based program that makes real-world connections, engages students in problem-solving and critical thinking, and accommodates different learning styles. Everyday Math was chosen because of its continuous building of skills, open-ended questioning, and spiraling of skills which allows for constant review. It also provides ample opportunity to use hands-on manipulatives.

As we begin the shift to Common Core State Standards, we have incorporated Cognitively Guided Instruction (CGI) into our daily practice. CGI allows the teacher to differentiate instruction for each student. Students are presented problems they approach at their own developmental level and with individual reasoning abilities. Students are expected to share their strategies with the class exposing different levels of sophistication in problem solving. This student centered instruction places the responsibility on students while challenging them to find their own solutions.

Bergman's math curriculum focuses on developing conceptual understanding. We offer repeated practice for long-term retention of knowledge and of basic computation skills. Instruction through multiple methods enables students to become strong mathematical thinkers.

The Learning Institute (TLI) is an effective tool we use to enhance our curriculum. We align our standards through the TLI system creating a pacing guide each year. It provides teachers with resources such as lesson ideas, practice, and assessments geared toward increasing student achievement. Feedback of student assessments is available immediately through an online portal for teachers and administrators.

A huge emphasis is placed on using data from TLI. This model provides teachers with information of student's mastery of the standards tested. Based on these results, we examine strengths and weaknesses of student knowledge and our curriculum. We provide interventions for students needing additional support and enrichment for those capable of higher learning. Interventionists come into the classroom to assist teachers to differentiate and focus on fundamental skills, meeting the individual needs of each student. Teachers monitor targeted students for a minimum of six weeks and then determine if intensive interventions are necessary. We challenge students to extend their learning by offering projects and embed rich mathematical tasks into everyday classroom practices.

#### **4. Additional Curriculum Area:**

The visual and performing arts program at Bergman Elementary is an integral part of the success in achieving our school's mission. The curriculum for this program is structured with three main objectives and beliefs:

\*By providing opportunity for creativity and expression through the arts, students are engaging in higher level cognitive activities, divergent thinking, and problem solving.

\*By developing deep awareness and understanding of how the arts are an integral part of culture and daily life, we create connections that facilitate learning in all other core subjects.

\*Arts education provides unique and alternative challenges that have lasting impact on development of life skills and self-awareness.

We believe that it is imperative to develop creative thinking to prepare our students for success. Students are challenged with a variety of lessons that lend themselves to creative problem solving. Creating sculptures from recycled materials, drawing in response to poems, analyzing artwork, writing songs and improvisational performances are just a few examples of how that challenge is met in the fine arts curriculum.

Central to our mission is our Professional Learning Communities (PLC). Our PLC has been developing grade-level cross curricular units of studies that are specific to the social studies or science standards. Our goal is that students will understand how all disciplines are interdependent and begin to make relevant connections between the standard curriculum and art, music, library, and physical education. A specific example of how we have achieved these connections is the success of our annual Arkansas Heritage Day. This event is planned by our fine arts staff for the 4th grade class. The concept is to make Arkansas Heritage relevant and meaningful through the arts. One school day is devoted to six workshops facilitated by professional artists and musicians who teach students about Arkansas Heritage through their particular craft or expertise.

Our curriculum includes lessons and opportunities that provide students with challenges for interpersonal communication that helps build confidence and social skills. Students learn to collaborate and communicate with each other through group art projects, such as murals and critiques. Grade level musical performances for the school and community foster a sense of pride among teachers, students, and parents.

We believe in the importance of the arts in awakening individual expression, creativity, and exploration of ideas. We are dedicated to providing those experiences to ensure the success of our students.

#### **5. Instructional Methods:**

Bergman school strives to meet the diverse needs of students by differentiating instruction. Our teachers have received professional development on brain-based learning strategies that activate different areas of the brain to create meaning. Our goal is to move from teacher-led instruction to student-centered learning. One instructional strategy being used is role play. In a social studies lesson, students act as members of each branch of the government. They assume the professional responsibilities of these leaders in a classroom setting, making the learning more relevant.

In order to ensure achievement in literacy, we focus on guided reading groups that provide individual student support. Groups are formed according to similar needs and abilities. Providing instruction in this way helps meet the instructional learning goals of the group. Students performing below level receive

additional interventions both inside and outside the classroom. Our team of paraprofessionals use a research-based leveled literacy intervention program to give support in a small group setting. If students continue to struggle, our Literacy Coach provides more intensive, direct, and systematic instruction that focuses on phonemic awareness, phonics, fluency, vocabulary, and comprehension. When students have mastered the material, we provide enrichment opportunities to enhance their learning. Students reading above level are challenged with texts of higher complexity. They assume the responsibility to facilitate their own group discussions and complete a task that goes beyond the text.

Cognitively Guided Instruction (CGI) gives students the chance to achieve in mathematics based on their schema and individual skill level. Teachers use a variety of methods to extend children's mathematical thinking. Through questioning, listening, and sharing strategies, students are exposed to different ways of learning. Eventually, students adopt more sophisticated problem-solving strategies as they become more comfortable. Math paraprofessionals come into the classroom daily to assist students while teachers work with small focus groups. This allows teachers to continuously monitor each student's development and mathematical approach.

The Rising Stars Academy is an alternative education classroom for students who face social, behavioral, or academic challenges in a typical classroom setting. The instruction is differentiated for these students while following the regular classroom curriculum. Students may also be receiving Tier 3 interventions or special education services.

Response to Intervention (RtI) is an integral part of the process we use to meet student needs. Students experiencing difficulty in learning receive early intervention, frequent progress monitoring, and intensive systematic instruction. Teachers follow a process of weekly documentation of interventions proving to be successful and those that are not.

Technology is used to support all learning subgroups. In literacy, students listen to audio texts to increase fluency and comprehension. Teachers incorporate SMART board lessons for students to interactively build on foundational skills. Students falling behind in grammar benefit from using the program BrainPop, while students exceeding the requirements are challenged on ScootPad. These programs are enjoyable, aligned with the Common Core State Standards, and allow teachers to supplement with technology when needed.

## **6. Professional Development:**

Our professional development is driven by our leadership team that our principal formed after attending the Arkansas Master Principal Institute. During this intensive training five areas of development are addressed: Creating and Living the Mission, Vision, and Beliefs; Leading and Managing Change; Developing Deep Knowledge about Teaching and Learning; Building and Maintaining Collaborative Relationships; Building and Sustaining Accountability Systems. After completing this program she used these focus areas to inspire a culture that promotes continuous growth and self reflection for all teachers and herself. This leadership team is made up of our principal, data analyst, literacy coach, school counselor, special education teacher, and a grade level representative. This team meets bi-weekly to collaborate and improve our professional practices. Discussion at these meetings allows us to focus on the needs of our staff and students that arise throughout the year.

Data is collected in various ways to determine the professional learning that is necessary for growth. We have conducted online surveys for students and staff to ensure everyone has a voice. All teachers participate in classroom walk-throughs to collect data on instructional practices of their colleagues. November results showed an increased need for student-centered learning. Using this information, the leadership team is able to plan professional development that is relevant and meaningful to best meet the needs of our school.

The shared decision-making process empowers our staff to take ownership in student achievement. Realizing the importance of a Professional Learning Community, teachers requested the support of a respected speaker to encourage our success and inspire the staff district-wide. Teachers also felt the need for brain-based strategies to engage all types of learners. All district faculty members attended multiple workshops that demonstrated how to maximize student achievement through the use of these methods. Music, movement, role play are a few that we have incorporated in the classrooms. With the adoption of Common Core State Standards, teachers sought professional resources to supplement our math

curriculum. All elementary teachers are now receiving training in Cognitively Guided Instruction to foster the collaborative atmosphere that Common Core requires.

To address our school's needs we have expanded our Professional Learning Community to the entire district. As a district, we meet each quarter to set goals that support our mission and vision, develop plans to attain those goals, and monitor our progress. The work of this district team keeps our focus on meeting the state's academic standards and student needs. Collaborating in this way has strengthened our relationships and created a positive culture for professional development.

## **7. School Leadership:**

At Bergman School the leadership philosophy is one that works in tandem with our goal of "Educating Students Today for Success Tomorrow." The superintendent and school board develop policies that support our goal of ensuring a school climate that is conducive to effective teaching and learning for all its members.

Our principal has the highest of expectations for all teachers. She not only inspires teachers to be leaders and to take pride in Bergman School, but also plays a vital role in the planning and implementation of all instruction and policies. She attends grade level PLC meetings to participate in discussions and instill a positive attitude towards change and student success.

Several teachers from various disciplines have benefited from attending the Arkansas Leadership Academy where they have honed their leadership knowledge and skills. Others have advanced their knowledge of leadership qualities and teaching strategies by their involvement in the Deep Knowledge Team Institute. These and other learning opportunities have created strong teacher leaders able to share and model talents at professional development. In addition to developing these leadership strategies with our staff, members of our school are working on the presentation, *On the Right Track: Strategies to Bring Everyone on Board* at the Model Schools conference this summer in an effort to empower other schools to consider and perhaps utilize our model to lead their schools.

Bergman teachers believe that collaboration among teachers and parents is of ultimate importance. Collaboration and commitment drive our process. We have formed task groups known as Professional Learning Communities (PLCs) whose focus is student achievement. There are three types: Grade level PLCs, Enrichment PLCs, and Vertical PLCs.

Grade level PLCs are attended by every teacher of each grade level, the principal, school counselor, data analyst, and literacy specialist. Enrichment PLCs are comprised of the Art, Music, P.E., Library and Gifted/Talented teachers. Vertical PLCs are made up of one member of each grade level and one specialist or enrichment teacher. During all PLC meetings, the discussion centers around a shared purpose of addressing the needs of those students who are struggling and those who exhibit a need for more challenge in various academic arenas. Vertical PLCs focus on curriculum alignment to ensure a smooth transition from one grade to the next and one subject to another. The PLC collaborates to determine effective strategies, programs, and resources, therefore utilizing one another's strengths to positively affect the achievement of each student.

Bergman Elementary staff agrees that each child carries a collective responsibility and that we have a common purpose of ensuring that every student reaches his potential academically, socially, emotionally, and personally. Through our leadership abilities and collaboration, we develop the whole child and guarantee a proper education today for personal success tomorrow.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Augmented Benchmark

Edition/Publication Year: 2008-2012 Publisher: Questar/Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient/Advanced	100	96	97	93	95
Advanced	82	90	78	72	78
Number of students tested	74	78	74	75	98
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	0	0	2	1
Percent of students alternatively assessed	3	0	0	2	1
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient/Advanced	100	93	95	89	94
Advanced	80	91	78	65	69
Number of students tested	45	47	36	34	36
<b>2. African American Students</b>					
Proficient/Advanced			Masked		
Advanced			Masked		
Number of students tested			2		
<b>3. Hispanic or Latino Students</b>					
Proficient/Advanced	Masked	Masked	Masked	Masked	
Advanced	Masked	Masked	Masked	Masked	
Number of students tested	2	2	4	2	
<b>4. Special Education Students</b>					
Proficient/Advanced	100	Masked	81	66	Masked
Advanced	70	Masked	36	33	Masked
Number of students tested	10	5	11	12	3
<b>5. English Language Learner Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>6.</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested.					

13AR2

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Augmented Benchmark

Edition/Publication Year: 2008-2012 Publisher: Questar/Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient/Advanced	94	96	85	84	85
Advanced	78	63	55	47	52
Number of students tested	74	78	74	75	98
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	0	0	2	1
Percent of students alternatively assessed	3	0	0	2	1
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient/Advanced	94	94	78	73	86
Advanced	76	64	61	41	50
Number of students tested	45	47	36	34	36
<b>2. African American Students</b>					
Proficient/Advanced			Masked		
Advanced			Masked		
Number of students tested			2		
<b>3. Hispanic or Latino Students</b>					
Proficient/Advanced	Masked	Masked	Masked	Masked	
Advanced	Masked	Masked	Masked	Masked	
Number of students tested	2	2	4	2	
<b>4. Special Education Students</b>					
Proficient/Advanced	70	Masked	54	42	Masked
Advanced	50	Masked	18	25	Masked
Number of students tested	10	5	11	12	3
<b>5. English Language Learner Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>6.</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested.					

13AR2

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Augmented Benchmark

Edition/Publication Year: 2008-2012 Publisher: Questar/Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient/Advanced	96	92	89	92	92
Advanced	63	56	66	71	65
Number of students tested	87	77	82	103	75
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	2	1	0
Percent of students alternatively assessed	0	0	2	1	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient/Advanced	98	85	82	86	83
Advanced	63	44	53	53	53
Number of students tested	51	41	49	43	30
<b>2. African American Students</b>					
Proficient/Advanced					Masked
Advanced					Masked
Number of students tested					1
<b>3. Hispanic or Latino Students</b>					
Proficient/Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	4	3	1	2
<b>4. Special Education Students</b>					
Proficient/Advanced	Masked	63	50	Masked	Masked
Advanced	Masked	18	33	Masked	Masked
Number of students tested	3	11	12	7	6
<b>5. English Language Learner Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>6.</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested.					

13AR2

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Augmented Benchmark

Edition/Publication Year: 2008-2012 Publisher: Questar/Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient/Advanced	96	83	88	88	88
Advanced	64	48	38	52	49
Number of students tested	87	77	82	103	75
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	2	1	0
Percent of students alternatively assessed	0	0	2	1	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient/Advanced	94	73	84	77	86
Advanced	53	41	33	40	43
Number of students tested	51	41	49	43	30
<b>2. African American Students</b>					
Proficient/Advanced					Masked
Advanced					Masked
Number of students tested					1
<b>3. Hispanic or Latino Students</b>					
Proficient/Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	4	3	1	2
<b>4. Special Education Students</b>					
Proficient/Advanced	Masked	45	58	Masked	Masked
Advanced	Masked	9	8	Masked	Masked
Number of students tested	3	11	12	7	6
<b>5. English Language Learner Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>6.</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested.					

13AR2