

U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Public School - 13AR3

School Type (Public Schools): **Charter** **Title 1** **Magnet** **Choice**

Name of Principal: Mrs. Stacey Freeman

Official School Name: Central Park at Morning Star Elementary School

School Mailing Address: 1400 SW Liberty Avenue
Bentonville, AR 72712-7851

County: Benton State School Code Number*: 401012

Telephone: (479) 696-3200 E-mail: sfreeman@bentonvillek12.org

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mr. Michael Poore Superintendent e-mail: mpoore@bentonvillek12.org

District Name: Bentonville Public Schools District Phone: (479) 254-5000

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: Mr. Travis Riggs

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

_____ Date _____
(School Board President's/Chairperson's Signature)

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

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

PART I - ELIGIBILITY CERTIFICATION

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

1. The school 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

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 10 Elementary schools (includes K-8)
6 Middle/Junior high schools
1 High schools
0 K-12 schools
17 Total schools in district
2. District per-pupil expenditure: 7882

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 2
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	84	71	155
1	79	76	155
2	64	60	124
3	81	68	149
4	77	63	140
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
Total in Applying School:			723

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
4 % Asian
2 % Black or African American
9 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
82 % White
2 % Two or more races
100 % Total

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

7. Student turnover, or mobility rate, during the 2011-2012 school year: 9%

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.	38
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	45
(3)	Total of all transferred students [sum of rows (1) and (2)].	83
(4)	Total number of students in the school as of October 1, 2011	923
(5)	Total transferred students in row (3) divided by total students in row (4).	0.09
(6)	Amount in row (5) multiplied by 100.	9

8. Percent of English Language Learners in the school: 10%

Total number of ELL students in the school: 69

Number of non-English languages represented: 16

Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 19%

Total number of students who qualify: 139

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: 10%

Total number of students served: 73

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>6</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>12</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>7</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>33</u> Speech or Language Impairment
<u>3</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>7</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>5</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>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>29</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>11</u>	<u>5</u>
Paraprofessionals	<u>11</u>	<u>2</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>4</u>	<u>0</u>
Total number	<u>57</u>	<u>7</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:

25:1

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

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	97%	96%	96%	96%	95%
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

Central Park @ Morning Star Elementary (commonly referred to as Central Park Elementary) lives by its mission statement, in partnership with students, staff, parents and community, will endeavor to use the highest standards of instruction and learning in the areas of literacy, math and technology in every class, every day.

Central Park is located in Bentonville, Arkansas which is in Benton County in the northwest corner of Arkansas. Benton County has become a leading retail center for Northwest Arkansas. Many of its major employers include Wal-Mart Stores, Inc., J.B. Hunt, Tyson Foods, retail stores and the healthcare industry. Bentonville is the home of Wal-Mart. Wal-Mart has a rule that any company doing business with them must have an office located in the Northwest Arkansas area. Due to this policy, Bentonville has been growing nonstop. Our school system grows by approximately 500 students per year. Our district has doubled in size since 2005. We have a difficult time staying up with the growth, but it's a great problem to have. Central Park was built to hold 650 students, but actually housed 930 students for the past 3 years. Our eight first grade classrooms were housed in portable buildings. The opening of a new elementary this 2012-13 school year eased our numbers to 730 with only two first grade classrooms in portables. We are currently adding eight classrooms onto our building which will be completed May 2013. We expect all eight rooms to be at full capacity for the 2013-14 school year adding nearly 200 additional students to our numbers.

Central Park started out as a school in a sparsely populated area of the district that was being built to accommodate future growth. At the beginning of construction the first principal met regularly with parents in the area to assure them of the new school's mission and need. Parent groups were involved in the choice of colors, mascot and playground equipment before the walls were even up. A tradition of family and community involvement started at Central Park before the doors opened in 2007. A first year tradition was Tail Gator that was initially a one-time only welcoming event for families to the new school. It was so much fun that the tradition continues. The makeup of the first year was unique. Over 70% of the new families had not been in the area for over a year. They had no cultural awareness or understanding of district policies. They were joined by families from surrounding farms and small towns who had been in the area for generations. As the school grew we continued to be populated by groups from other states and countries. Our school community became very close quickly. There was a bond that helped us accomplish a lot to help one another adjust to the area and be there when a member of our school needed assistance. We quickly built a volunteer base of moms, dads and grandparents who helped with our tutoring, fund raising and landscaping. To this day, the traditions of service, the arts and a strong commitment to Central Park continues.

Recent rezoning, due to the opening of a new elementary and middle school, has resulted in an almost 30% turnover in students. This year, Central Park faces the unique challenge of working with students and families that are new to our building. With no prior experience with their learning styles, strengths and weaknesses, we have struggled to develop learning plans and interventions for students with little or no history beyond their transcripts. When so much of what occurs in the learning process is dependent upon relationship building with both students and families, we have placed an emphasis on community building and relationship development in an effort to make the necessary connections to ensure our students' success.

Central Park's goals for this year include the following:

Priority 1: Literacy

Goal: All students will improve in reading comprehension and written expression with an emphasis on constructing content reading, practical reading, and literary reading open response answers.

Priority 2: Mathematics

Goal: All students will improve in mathematic skills and responding to constructed response questions with additional attention to measurement, geometry, data analysis and probability mathematic strands and open responses.

Priority 3: Wellness

Goal: Central Park @ Morning Star Elementary will provide support for students in making healthy lifestyle choices by promoting healthy lifestyle choices, activities, information and programs for staff and students.

Priority 4: English Language Learners

Goal: To provide support for English Language Learners in the development of spoken and applied English, while building self-confidence and cultural awareness that is essential for success in school and society.

Priority 5: Parental Involvement

Goal: Our goal is to help educate parents in ways that will strengthen their knowledge of how to educate their own children.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A.

The Arkansas Comprehensive Testing, Assessment, and Accountability Program (ACTAAP) is comprised of criterion-referenced test (CRT) and norm-referenced test (NRT) components including the Augmented Benchmark Examinations at grades 3 - 8 and The Iowa Tests® at grades 1 - 2 and 9.

The Augmented Benchmark Examinations for grades 3 - 8 combine the CRT and NRT components. The Iowa Tests comprise the NRT component of the Augmented Benchmark Examinations.

The focus of the testing at these grades is to identify those students who may be in need of remediation in the mathematics and English language arts curricula for grades 3 - 8 and in the science curriculum for grades 5 and 7.

Proficiency level for third grade literacy and math is 500 and above. Proficiency is achieved in fourth grade for both literacy and math at 559 and above.

B:

The subpopulations of low socio-economic status as well as students with disabilities have shown significant growth in literacy when comparing the percentage of students who scored proficient in third grade to the percentage proficient in fourth grade. Those same subpopulations are not, however, experiencing the same level of growth in math. In order to address the deficiencies and close the gap, we have implemented the use of Moby Math as part of a rigorous Response to Intervention (RTI) program. Moby Math is a computer based assessment tool that identifies specific skill deficits for each student. This tool allows the RTI committee to develop an intervention plan that helps to strengthen each student's foundation in math so that significant growth can take place at a rate that encourages their achievement gap to close more quickly.

Central Park Elementary utilizes a comprehensive literacy approach to comprehension instruction with emphasis on monitoring comprehension, using graphic organizers, generating questions, recognizing story structure, summarizing, using prior knowledge and mental imagery as well as writing open responses to increase reading achievement for K-1st grade students.

Writer's Workshop is used to address areas of weakness based on the pre and post writing results on benchmark assessments in grades K-4 with an emphasis in writing content and writing style. Vocabulary instruction is aligned with the ELA/ELF Framework. A pacing guide is in place to identify benchmarks at each nine weeks for all students in Grades K-4. Quarterly formative writing assessment results are used to determine improvement in student writing.

Classroom teachers along with special education, intervention and ESL teachers implement an Academic Improvement Plan for students who possess a deficiency in reading. A deficit in reading for kindergarten students is considered if a student is delayed either in written or oral communication on the Qualls Early Learning Inventory. Supplemental instruction required by an AIP is aligned with scientifically-based reading research and is individualized to each student. This instruction is delivered by a Highly Qualified Teacher and is systematic, explicit and coherent. AIPs are revised periodically due to the student's progress.

2. Using Assessment Results:

Central Park Elementary School conducted a three year data trend analysis of literacy achievement using the results from quarterly formative assessments, local common assessments and the State Augmented Assessments and ITBS exam. Results for both the All Students Population and the Targeted Achievement Gap Group were examined, along with ESEA subpopulations, to identify specific areas of weakness in learning strands. Our data analysis identified the following focus areas for improvement: content reading open response, practical reading open response and literary reading open response. We examined our instructional strategies and classroom structure/grouping, and we are presently modifying our curriculum,

instruction, common assessments and professional development practices to better meet the needs of all our sub-populations. In addition, literacy teachers meet weekly with a literacy coach to review formative, real time classroom performance data, and focus on classroom instruction. Through the use of PLC and Racusch Unit (RIT) teams, we select appropriate interventions and use funds that put us in the best position to address these needs. The result of this was receiving a 95.21% Proficient and Advanced in Reading for the 2012 school year.

Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. RTI is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data

In math, Central Park scored a 96.35% Proficient and Advanced for the 2012 school year. Central Park Elementary School conducted a three year data trend analysis of mathematics achievement using the results from quarterly formative assessments, local common assessments, State Augmented Assessments and ITBS exam. Results for both the All Students Population and the Targeted Achievement Gap Group were examined, along with ESEA subpopulations, to identify specific areas of weakness in learning strands. Our data analysis identified the following focus areas for improvement: measurement and data analysis and probability as well as open responses. We decided improvement in the performance of the subpopulation of students with disabilities would be a primary focus. We examined our instructional strategies and classroom structure/grouping and we are presently modifying our curriculum, instruction, common assessments and professional development practices to better meet the needs of all our populations. In addition, we collaborate in teams as well as an entire faculty for the purpose of making decisions regarding the direction and focus of our classroom instruction. We select appropriate interventions and use funds that put us in the best position to address these needs.

Grade level PLCs meet regularly to review assessment data and plan strategies for all groups in RTI pyramid as well as students performing at levels above proficient. Data from standardized assessments is used as one factor in grouping students to target interventions and provide rigorous academic challenges. Assessment data provides common language for discussion among PLCs, administrators, and other interested stake-holders regarding level and degree that standards are being met by current instructional practices.

The data wall is used to analyze MAPS RIT scores as well as growth. We utilize reading level data in the same manner. We look for outliers (low and high), what we can do to promote student growth, and collaborate to make a short term plan for these students including progress monitoring.

We use assessment data to develop and sustain our 4th grade grouping, and to establish the clinic approach to remediation.

Teachers use assessment data to drive small-group instruction. Groups are created based on the particular skills needed by a particular group of students. Students are taught particular skills based on need not on grade-level specific standards. For example, in third grade, more advanced students are working on context clues at a 5th or 6th grade level. Struggling readers are working on story elements on a third grade level. Teachers are often teaching standards from other grade levels to meet the needs of all learners. Assessment data helps teachers address all the learners in the classroom, and it allows teachers to be very specific in identifying the skills individual students need.

3. Sharing Lessons Learned:

Paul Stolt, a second grade teacher, is the recipient of a Bentonville Public Schools 21C Classroom Grant. The Bentonville Public Schools Foundation (BPSF) provides the opportunity for teachers in the Bentonville Public School District to apply for funds through the Teacher Grants Program. The purpose of this program is to enhance the learning of all students by awarding monetary grants to teachers who

develop innovative projects that seek to engage and motivate students to be active participants in their learning. His classroom has been fully equipped with a class set of iPads and wireless connectivity as well as educational apps. As a grant recipient, his classroom is considered an "open door" to visitors looking to learn more about incorporating technology into education. We frequently have teachers, parents and technology committees step in to see how Mr. Stolt has truly made technology as ubiquitous in his classroom as the pencil and paper are in most classrooms. He collaborates regularly with teachers in other buildings and across the nation who have similar resources. They are continually stretching and growing as they tackle the challenges of 21st century skills paired with standardized testing and results.

Kim Foerster was a presenter for One District/One Book at the state and national level. One of the district and school goals is to have parents involved in their child's education. One District/One Book is a national program that encourages parents to take an active role in reading aloud with their children. The program targets "at risk" families, who may not know the value of reading aloud to a child.

The goal of the presentation was to show other teachers/districts that by encouraging reading aloud at home, a student's literacy skills will improve in the areas of:

- Improved listening comprehension
- Increased vocabulary
- Fluency
- Comprehension
- Stamina
- Positive attitudes toward books and reading

These goals align with the school's goal to improve literacy scores. Additional areas of teacher expertise that have been shared across district and state lines include Kim Kendrick and her involvement with Economics in the classroom as well as Mr. Galen Havner's participation in the Arts Council. Because of the involvement of the school in the arts, we were invited to judge, work and plan the area arts show in 2010. Several staff and administrators did all of the planning along with local and regional artists, art councils of the area and the Bentonville Chamber of Commerce. Central Park was also invited to present on this experience and its benefit to the school and community at a state conference.

4. Engaging Families and Communities:

Central Park has a very active parent and community connection. We have been fortunate to have a number of parents as well as local resources that have been very cooperative and extended their hands of support. As a school, we have made every effort to return that connection and support. To meet our parents' diverse needs, we provide a variety of contact times and dates. We schedule our meetings during the day to accommodate parents who stay at home or work the night shift as well as afternoons and evenings for parents who cannot attend during the day. We have a strong partnership through Partners in Education that provides tutors and mentors to our students through local businesses. Our ESL nights are sponsored both at school as well as at the district and city level at the local library. These events also include food and child care to encourage attendance and involvement.

Through our counselors and parent teacher organization, Central Park provides a variety of opportunities for parents to volunteer in a number of capacities from classroom organization to office help to name a few. In an effort to encourage parents and families and increase their comfort level in the school, we provide volunteer training. In addition to covering confidentiality issues, this training teaches volunteers how to help students while assisting in the classroom, including reading strategies, math facts and comprehension.

An additional outlet that has received strong support has been *Central Park Gives Back* which provides parents specific opportunities to support our own students and families in need of financial assistance. The requests are anonymous but have provided such items as clothes, snack packs, attendance fees and school supplies. This program is in addition to our snack pack program and individual donations.

The nature of Central Park's mission is built on strong community and parental involvement. The teachers take this to heart and provide ongoing outlets for parental involvement through their classrooms as well. Teachers have hosted technology and math nights as well as extended hours and weekends for book fairs. Teachers go above and beyond to maintain communication with parents both directly and through weekly newsletters, emails and conferences.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

During the 2011-2012 school year our school implemented the Common Core State Standards in grades K-2. This was beneficial for our students and showed a great amount of engagement among the students with each other, the teacher and even with their parents. Schools all over the nation are implementing Common Core Standards, but our school takes great pride in taking these standards on and running with them. Central Park has amazing resources such as a full time Literacy Coach and Math Coach that models and guides teachers on the right track if there are every any bumps along the way. Our teachers are trained through professional development to create real world experiences for our students and then to help our parents with this new knowledge that we have gained about teaching our kids the skills they really need to become ready for the college track and become problem solvers. The Common Core State Standards describe the knowledge and skills in English Language Arts and Mathematics that students will need when they graduate, whatever their choice of college or career. These sets of standards define the knowledge and skills students should have to succeed. The standards are based on the best national standards, giving our students a competitive advantage as they enter the world beyond education.

Science and Social Studies state standards are embedded into English/Language Arts and Math curricula to connect theoretical and conceptual content to real-world observations and examples. Many classrooms are adopting project-based practices to increase student choice, engagement, communication and authentic learning.

2. Reading/English:

The reading curriculum, instruction and instructional methods at Central Park Elementary are centered around student and research based best practices. Most foundational reading skills are taught through Words Their Way. Words Their Way is a research based word study for phonics, vocabulary and spelling instruction. This developmental approach requires the teacher to interpret spelling errors and literacy behaviors to determine a plan for developing these foundations. The curriculum gives step-by-step information on how to guide students through this hands-on way of studying words.

The Balanced Literacy Model is a research-based model that includes guided reading, whole group instruction, writing, and vocabulary. We have chosen to use the workshop model as well for its researched based qualities that yield high results. Classrooms implement this model daily through reading and writing mini-lesson formats that focus on the Common Core Standards adopted by the state of Arkansas. While there is whole group instruction through these min-lessons. There are also times for more individualized writing and reading workshops. This is a time after the mini-lesson is taught, where the teachers provide a more individualized set of instructions or guidance. This allows the teacher to follow the progress of the students on a more individual level.

Teachers have been able to reach the students that are outliers by reviewing data and conferencing with one another. In response to these results, teachers use guided reading and strategy groups to close any gaps in their students' learning or to push them further. In some cases a third-grade strategy group may be given a lesson on synonyms at a fifth grade level because, based on data, the students were identified as needing enrichment. In the same manner, some lessons in this third-grade classroom are also taught in small groups on a first or second-grade level to close any gaps so students can be successful at their own appropriate grade level.

3. Mathematics:

Central Park Elementary encourages all teachers to apply cognitive guided instructional modalities into daily math activities. Many of Central Park's teachers have been trained in Cognitively Guided Instruction (CGI) and the school provides resources for those teachers who have not been formally trained. Under the CGI model, student investigation is encouraged and facilitated by teachers prior to direct modeling of strategies allowing students to engage their own background knowledge. Coupled with Common Core Standards, CGI promotes student learning for understanding as opposed to learning as imitation or rote

recall. This particular method of instruction not only facilitates deeper understanding by all students, but it also scaffolds struggling learners, supports competent learners and challenges proficient learners to explore math concepts more deeply.

In addition to on-going daily informal assessment of student progress, common unit assessments and computer based assessments are regularly used to differentiate instruction. Intervention groups are fluid--constantly changing based on student learning needs.

Math curriculum is aligned with Common Core Standards and designed around cognitive-guided instruction to build upon student's innate understanding of numbers and promotes inquiry, exploration and perseverance to solve problems. Students are encouraged to apply a variety of methods and manipulatives to build problem-solving frameworks and methodologies in the process of discovering multiple ways to arrive at a justifiable answer. Math instruction is focused on sense-making and student understanding (conceptual understanding rather than rote procedural knowledge). The use of manipulatives in math instruction has been a priority at Central Park since its opening. In addition to teacher demonstration sets for each classroom, a variety of manipulatives are also provided for each student.

Select teachers in the building have completed trainings in the following areas that they then share and facilitate among peers: Math Solutions (Marilyn Burns) "About Teaching Mathematics", Thinking Mathematically (grades 3-5), and CGI (grades K-2).

To support implementation of Common Core Practice and Content Standards, teachers are using the following resources: Number Talks (Math Solutions), ETA Hands-On Standards, ETA Super Source. Teachers are provided support from a district math specialist to demonstrate lesson and facilitate collaboration.

4. Additional Curriculum Area:

In addition to the music standards present in most performing arts programs, our music program goes above and beyond what most schools provide. The music teacher collaborates strongly with grades K-1 to incorporate basic literacy and math standards into the music experience. Students are often found chanting rhyming words or math facts to common songs or along with a beat that helps the kinesthetic learner to internalize the information. Each year, the fourth grade participates in a junior musical that can only be described as Broadway worthy. It is performed at the district's Arend Arts Center with full costume, music scores and scripts. Participation is dependent on maintaining academic standards and we have 100% participation each year. The collaboration among students as well as the level of involvement by parents can only be found in a production of this size because cooperation and support are vital to its success. Central Park is also proud to sponsor a full ballet program available to all students in grades 1-4. Again, academic diligence is a requirement for participation. Support of these programs is a priority for our staff because they recognize that this may be the only opportunity for some students to have exposure to and participation in the performing arts. Expense is never an issue due to scholarships and donations. Students who would have otherwise not had the opportunity to learn ballet have gone on to pursue additional training in the area of dance. Furthermore, data collected at the fourth grade level demonstrates a direct correlation between participation in the Arts and an improvement in student academic achievement.

5. Instructional Methods:

Central Park Elementary has a large diversity in the special education population. The students are provided services based on varying disabilities and individualized programming.

When the disability is mild, regular classroom teachers are able to modify instruction by identifying methods or adjustments to instruction and classwork which will ensure the student understands the lesson and in turn produce evidence the skill(s) have been learned. Teachers also understand that some instruction may need to be taught again or in a different format.

Some student's academic needs are more severe, therefore the bulk of curriculum is provided in the special education setting. This can branch out into social skills training, too. Our counselors work closely

with teachers and students to provide social skills training both in small groups as well as in the regular classroom setting.

Students identified as gifted and talented also receive individualized instruction. To meet their needs, advanced students may participate in group work centered around standards designed for higher grade levels. Teachers use the data collected to place them in small group instruction as well. Many of these students have their own personal spelling list because they can spell far above their grade level. These students work on spelling as well as vocabulary with their words. In math, the same applies--teachers use the data collected from STAR and MAP to create small groups.

Diverse needs not only include students that attend specialized instruction at the Think Research, Explore, Create Center (TREC) but also those who benefit from whole grade acceleration. We have a few students who are just content accelerated in order to raise the level of learning to meet their needs. Kindergarten and first grade also participate in weekly enrichment lessons where GT staff present once monthly and the classroom teachers provide enrichment lessons at least weekly when GT staff are not available. Many of our schools' lessons are at high levels of Bloom's, providing higher level instruction for all students. At the TREC Center, iPads, laptops, and desktops are used for instruction, research, and product development.

Technology is also utilized at many levels in the building, including a 21st century symposium recipient classroom, classroom laptops and iPads. Programs such as Moby Math, Accelerated Math and Accelerated Reader also facilitate our ability to meet student needs at all levels.

6. Professional Development:

Whenever possible, the school and district approach is classroom-embedded professional development. In order for the learning to transfer, it is essential that it is guided through model lessons and peer coaching. This approach ensures relevance so that teachers can change practice through ongoing and consistent training that is directly applicable to state and federal standards as well as the district vision.

At the building level, the decision on where to focus efforts is guided by data which include ongoing DRA, MAP and STAR scores throughout the year as well as standardized assessments at the state and national level. The principal, assistant principal and building leadership team looks for areas of improvement to help guide the focus of professional development for the building.

In preparation for the implementation of Common Core, we have established core teams of teachers and specialists to unpack standards, to create common assessments, and to provide professional development for teachers to learn how to unpack each piece and begin to look at changes in teaching that need to take place to address the rigor of Common Core Standards.

As part of the district initiative focused on growing our specialists and coaches program, priority is put into professional development related to the differences between current frameworks and Common Core and how those changes will look in the classroom.

One of the critical components and driving forces of the professional development that takes place at Central Park is the development of the required Arkansas Comprehensive School Improvement Plan (ACSIP). ACSIP priorities include Literacy, Mathematics, Wellness, and English Language Learners and serve as the guidelines for professional development. Each priority statement deliberately begins with a data statement that highlights the areas that need to be addressed.

With Partnership for Assessment of Readiness for College and Careers, PARCC, assessment on the horizon as well as a societal demand for student proficiency in 21st century skills, the Bentonville District has adopted a new teacher evaluation system that will be implemented on a pilot basis next year and as the official model during the 2014-15 school year. This model is based on the Arkansas Department of Education as well as the Charlotte Danielson models. These models are based strongly on evidence and measurable data. Administrators are receiving extensive professional development to ensure that teachers

are held to the highest possible standard and that professional growth plans are based on evidence observed rather than personal preference and bias.

7. School Leadership:

Central Park opened in 2005 under the leadership of Dr. Galen Havner as principal. He remained principal until October 2011 when he accepted the Executive Director of Human Resource position for the Bentonville School District. The current assistant principal, Stacey Freeman, stepped into the principal position and a new assistant principal, Rachel Manus, was added a month later. Four months later, Mrs. Freeman was diagnosed with Multiple Myeloma, a form of blood cancer. Five rounds of chemotherapy and two stem cell transplants has placed our principal in remission. Mrs. Freeman returned to school the day after treatment was completed. This journey helped create a strong bond within the Central Park school community.

The current administrative team include Principal and Assistant Principal. This team is somewhat new but has forged a dynamic partnership committed to high standards in all areas for both teachers and students. The result has been a balance of strong elementary experience and a passion for all socio-economic levels rooted in the Central Park heritage with a vision of where our students are headed at the middle level along with a deep understanding of students with special needs. The administration team strives to build capacity within the building by encouraging teachers to access both traditional and unconventional means to ensure student success. The critical requirement is that all approaches must be research-based and resulting actions must be data-driven.

As a building, we have just overcome a year of insurmountable challenges. In addition to a complete leadership change mid-year, the school community was effected when a number of staff, including the principal, encountered serious health problems. In addition, rezoning and reassignments at all levels throughout the district resulted in up to one-fifth of our staff and students being housed in portable classrooms. In the midst of all the turmoil, the administration has been committed to the belief that the staff here at Central Park is a family united by a common vision to provide our families and community a source of education that will ensure student success long after they leave our building. Without a doubt, the administration has upheld the ability to address these challenges in such a way as to maintain the character and stamina of the original mission and goals of Central Park. Today, we are a stronger staff and school because of those challenges.

The building administrative team believes that teacher autonomy fuels passion to explore new options beyond what might be traditionally prescribed. As a result, we place great value in all areas of experience represented in our building. This is especially evident in the makeup of our RTI team. The members include special education teachers, occupational and physical therapists, ESL educators, literacy, math and remediation specialists as well as representatives from a variety of grade levels. With a unique focus on the arts, students of all learning styles have access to supports that address a multitude of needs and interests. At Central Park, we strongly encourage teachers to pursue experience in both traditional and non-traditional teaching styles. The goal is simply student success. The means to get there are endless.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Augmented Benchmark
(ACTAAP)

Edition/Publication Year: 2007-08;08-09;09-10;10-11;11-12

Publisher: Pearson/ Questar & Riverside

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Advanced	97	98	97	96	96
Advanced	87	78	84	68	80
Number of students tested	173	174	173	154	121
Percent of total students tested	100	99	100	99	100
Number of students alternatively assessed	0	1	0	1	0
Percent of students alternatively assessed	0	1	0	1	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	85	94	84	91	86
Advanced	70	59	58	39	
Number of students tested	20	17	19	23	15
2. African American Students					
Proficient/Advanced	0	Masked	Masked	Masked	Masked
Advanced	0	Masked	Masked	Masked	Masked
Number of students tested		1	3	4	2
3. Hispanic or Latino Students					
Proficient/Advanced	80	100	100	100	Masked
Advanced	60	73	80	53	Masked
Number of students tested	10	11	15	17	6
4. Special Education Students					
Proficient/Advanced	79	88	72	Masked	Masked
Advanced	58	44	36	Masked	Masked
Number of students tested	19	25	11	6	7
5. English Language Learner Students					
Proficient/Advanced	Masked	Masked	73	100	Masked
Advanced	Masked	Masked	64	69	Masked
Number of students tested	5	7	11	16	6
6. Caucasian					
Proficient/Advanced	98	98	98	95	95
Advanced	88	81	84	69	
Number of students tested	142	149	127	117	121
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
Pearson wrote the ACTAAP for 2007-08;2008-09;2009-10. Questar wrote it for 2010-11; 2011-12. The publication year updates each year. Do not have advanced totals for sub populations 2007-08 school year.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Augmented Benchmark
(ACTAAP)

Edition/Publication Year: 2007-08;08-09;09-10;10-11;11-12

Publisher: Pearson/ Questar & Riverside

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient and Advanced	94	92	89	79	85
Advanced	76	61	64	51	52
Number of students tested	173	174	173	154	124
Percent of total students tested	100	99	100	99	100
Number of students alternatively assessed	0	1	0	1	0
Percent of students alternatively assessed	0	1	0	1	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	80	14	58	65	67
Advanced	55	5	32	35	
Number of students tested	20	17	19	23	15
2. African American Students					
Proficient and Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	1	3	4	2
3. Hispanic or Latino Students					
Proficient and Advanced	80	73	80	65	Masked
Advanced	80	18	60	41	Masked
Number of students tested	10	11	15	17	6
4. Special Education Students					
Proficient and Advanced	73	68	27	Masked	Masked
Advanced	47	28	18	Masked	Masked
Number of students tested	19	25	11	6	7
5. English Language Learner Students					
Proficient and Advanced	Masked	Masked	54	82	Masked
Advanced	Masked	Masked	27	44	Masked
Number of students tested	5	7	11	16	6
6. Caucasian					
Proficient and Advanced	94	92	92	79	85
Advanced	74	64	65	51	
Number of students tested	142	149	127	117	105
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested. Pearson wrote the ACTAAP for 2007-08;2008-09;2009-10. Questar wrote it for 2010-11; 2011-12. The publication year updates each year. Do not have sub population advanced only totals for 2007-08.					

13AR3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Augmented Benchmark
(ACTAAP)

Edition/Publication Year: 2007-08;08-09;09-10;10-11;11-12

Publisher: Pearson/ Questar & Riverside

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient and Advanced	95	94	97	97	91
Advanced	81	84	80	86	73
Number of students tested	194	196	193	137	133
Percent of total students tested	99	100	99	100	100
Number of students alternatively assessed	1	0	1	0	0
Percent of students alternatively assessed	1	0	1	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	78	76	91	86	72
Advanced	61	56	60	73	
Number of students tested	18	25	35	15	25
2. African American Students					
Proficient and Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	3	3	4	2
3. Hispanic or Latino Students					
Proficient and Advanced	Masked	100	92	Masked	90
Advanced	Masked	81	64	Masked	
Number of students tested	8	16	25	5	10
4. Special Education Students					
Proficient and Advanced	65	47	93	Masked	42
Advanced	35	29	57	Masked	
Number of students tested	20	17	14	5	12
5. English Language Learner Students					
Proficient and Advanced	Masked	70	100	Masked	Masked
Advanced	Masked	60	67	Masked	Masked
Number of students tested	8	10	18	5	7
6. Caucasian					
Proficient and Advanced	96	96	97	96	91
Advanced	84	86	82	86	
Number of students tested	161	145	137	118	111
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
Pearson wrote the ACTAAP for 2007-08;2008-09;2009-10. Questar wrote it for 2010-11; 2011-12. The publication year updates each year. Do not have sub population advanced totals for 2007-08.					

13AR3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Test: Augmented Benchmark
4 (ACTAAP)

Edition/Publication Year: 2007-08;08-09;09-10;10-11;11-12

Publisher: Pearson/ Questar & Riverside

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient and Advanced	96	93	94	93	90
Advanced	81	76	60	62	58
Number of students tested	194	196	193	137	133
Percent of total students tested	99	100	99	100	100
Number of students alternatively assessed	1	0	1	0	0
Percent of students alternatively assessed	1	0	1	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	84	76	82	87	68
Advanced	56	44	31	40	
Number of students tested	18	25	35	15	25
2. African American Students					
Proficient and Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	3	3	4	2
3. Hispanic or Latino Students					
Proficient and Advanced	Masked	94	88	Masked	90
Advanced	Masked	69	44	Masked	
Number of students tested	8	16	25	5	10
4. Special Education Students					
Proficient and Advanced	65	41	72	Masked	33
Advanced	35	29	29	Masked	
Number of students tested	20	17	14	5	11
5. English Language Learner Students					
Proficient and Advanced	Masked	70	83	Masked	Masked
Advanced	Masked	40	44	Masked	Masked
Number of students tested	8	10	18	5	7
6. Caucasian					
Proficient and Advanced	95	95	94	93	89
Advanced	84	77	61	64	
Number of students tested	161	145	137	118	111
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
Pearson wrote the ACTAAP for 2007-08;2008-09;2009-10. Questar wrote it for 2010-11; 2011-12. The publication year updates each year. Do not have sub population advanced only data for 2007-08.					