

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

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

Name of Principal: Dr. Vicki Carter

Official School Name: Central Elementary School

School Mailing Address: 95 North 400 East
Pleasant Grove, UT 84062-2899

County: Utah State School Code Number*: 139

Telephone: (801) 785-8711 E-mail: vcarter@alpinedistrict.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*: Dr. Vernon Henshaw Ed.D. Superintendent e-mail:
vhenshaw@alpinedistrict.org

District Name: Alpine District District Phone: (801) 610-8420

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. John Burton

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 53 Elementary schools (includes K-8)
12 Middle/Junior high schools
9 High schools
3 K-12 schools
77 Total schools in district
2. District per-pupil expenditure: 5200

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: 6
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	16	12	28
K	53	53	106
1	41	35	76
2	39	33	72
3	28	39	67
4	42	34	76
5	35	29	64
6	41	38	79
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:			568

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
1 % Asian
1 % Black or African American
10 % Hispanic or Latino
1 % Native Hawaiian or Other Pacific Islander
86 % 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: 13%

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.	37
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	32
(3)	Total of all transferred students [sum of rows (1) and (2)].	69
(4)	Total number of students in the school as of October 1, 2011	512
(5)	Total transferred students in row (3) divided by total students in row (4).	0.13
(6)	Amount in row (5) multiplied by 100.	13

8. Percent of English Language Learners in the school: 6%

Total number of ELL students in the school: 32

Number of non-English languages represented: 3

Specify non-English languages:

Spanish, Portuguese, and Russian

9. Percent of students eligible for free/reduced-priced meals: 55%

Total number of students who qualify: 245

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: 57

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>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>23</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>29</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>3</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>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>2</u>	<u>2</u>
Paraprofessionals	<u>2</u>	<u>9</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>4</u>	<u>8</u>
Total number	<u>31</u>	<u>19</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:

26:1

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	95%	97%	95%	98%	97%
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 Elementary's mission statement is to educate and inspire students to achieve their academic and social potential. Our vision statement is to create a positive and nurturing learning community that strives for high achievement. Our vision statement applies to both the students and the staff. Teachers and staff members work together to create a positive learning culture with the belief that all students can learn. The teachers also set goals individually and collectively with their students to help them achieve their full potential. The Utah State Office of Education has recognized Central Elementary as a recipient of the Utah High Performing Title I Schools Recognition in 2010, 2011, and 2012.

Central Elementary has a rich heritage. The first school built here was built in 1893—three years before Utah was granted statehood. Throughout its 120 year history, Central has undergone several renovations and generations of students have walked through its halls and learned from its teachers. We are proud to continue the tradition of offering an exceptional education to all students who come here.

Central Elementary currently has about 590 students. In addition to our preschool, we educate students in grades K-6. We are proud to report that Central Elementary School has always passed state and federal requirements for student achievement. We attribute this to the hard work of the students, parents, and teachers of our school. We value our school-community partnerships and encourage all parents to look for ways to volunteer their time and talents to help all our students meet their potential.

One of the greatest strengths at Central Elementary is our dedicated staff and their willingness to effectively collaborate. Each grade level has a strong team of teachers who put student needs first. They collaborate ten days during the summer focusing on curriculum maps, identifying best teaching practices, creating common assessments, and integrating curriculum to make better use of teaching time. Teams also collaborate every Monday afternoon throughout the year. The discussions focus on student data and how to improve student learning. Collaboration happens continually through informal conversations in the teacher workroom, lunchroom, halls and classrooms. Additional teachers, including Reading Recovery, English Language Development, Computer, and Special Education meet regularly with grade level teams to coordinate and provide targeted instruction. The efforts of our teachers are enhanced by the work of our highly qualified Title I aides. Under the direction of the teachers they are able to provide targeted help for identified students.

Central Elementary has a strong PTA that contributes countless hours to benefit and improve our school. They have implemented several programs that are invaluable to our staff and students. The *You, Me, & A Book* program is a lending library that provides a different book sent home to each of our students in kindergarten through third grade. PTA volunteers come in daily and exchange the books for each student. Students have a wide variety of books to read at their independent reading level and parents are more involved in their children's education. As each student completes a reading level they get a small prize such as a pencil or bookmark. This program has been very beneficial to our students who are learning English. The PTA also provides literacy events inviting Moms, Dads, and Grandparents to come on designated days before school to read with their students. This helps to focus the whole school on the importance and power that comes from reading. The PTA has also coordinated local author visits to each grade level this year to talk about a variety of concepts in reading and writing. The students have been excited about these visits and some have expressed the desire to become a writer. The PTA also supports the arts at our school. They have supported our school choir, sponsored a school play in the spring, and have created an art cart that provides teachers with supplies that they may not otherwise have access to.

Central Elementary is also home of the Christa McAuliffe Space Education Center. The Space Center opened in 1990. Students from all around Utah and some surrounding states come to the Space Center to learn about space science and gain a love for space exploration. Over 300,000 people have attended the

Space Center, participating in over 26,800 missions. Students in our fifth and sixth grades are able to volunteer in the Space Center based on their citizenship, academics, and attendance. Students are motivated to work hard in their classrooms to earn this privilege. The students gain a lot of confidence and self-assurance as they provide a valuable service to the program. The Space Center makes Central Elementary School a unique learning environment that benefits our community.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Central Elementary has been able to increase student proficiency in language arts, math, and science over the past five years. Proficiency is defined as the students passing the state end of level tests. The gains have been dramatic, especially over the past two years. This can be attributed to the strength of our grade level teams, the effectiveness of their collaboration, their ability to focus on the data, and implementing instructional changes based on the data.

In language arts, over the past five years we have moved from a school-wide proficiency of 73% to a proficiency of 90%, an increase of 17%. The third and sixth grades made the most significant gains with pass rates increasing by 16% and 19%. In math, over the past five years we have moved from a school-wide proficiency of 70% to a proficiency of 88%, an increase of 18%. The fourth and fifth grade made the most significant gains at 20% and 25% respectively. In science, over the past five years we have moved from a school-wide proficiency of 69% to a proficiency of 84%, an increase of 15%. The fourth and fifth grade made the most significant gains at 16% and 19%.

The Utah Comprehensive Accountability System (UCAS) gives a score of 300 points for growth and 300 points for proficiency. Central earned 531 points scoring in the 91st percentile in the state. These results exceed the levels of performance expected and also the goals set on our school improvement plan. We are pleased with our progress in each curriculum area and will continue to improve our instruction to make further progress.

The results that we have been able to achieve are the result of an intensive double dose program, increased capacity of teachers and teams, more focused weekly collaboration meetings, summer collaboration, better use of highly qualified aides, NWEA testing, and improved common formative assessments. All of these elements have contributed to the improvements that we have made and will continue to make.

Our double dose program has been in place for four years. The goal of the double dose is extending the school day for students who need additional time, focused instruction, and/or re-teaching. Identified students are invited to attend instruction taught by a certified teacher beginning one hour before school starts or immediately after school. Students may be invited to attend for literacy and/or math instruction. The teachers teaching double dose are members of the grade level team. During weekly collaboration, the curriculum for the week and the students attending are reviewed. The model is to pre-teach the curriculum as much as possible. This is especially effective for math instruction. This program has been effective because the teachers are able to teach to mastery and there are few interruptions before and after school. Students have more confidence as learners and have adopted an “I can” instead of an “I can’t” attitude. Movement in and out of the double dose class is fluid; however, some students benefit from it all year. Parent support is vital to this program and we appreciate the willingness of parents to support the program by bringing their students. For those students unable to attend the double dose session before and after school, teachers work together to provide extra time during the week to help those students.

The capacity of our teachers and teams has increased. The best example of this is our fifth grade team. Five years ago, we had a teacher who refused to collaborate. We have been able to add members to the team and the collaboration at that grade level is dramatically different. The fifth grade team is one of our strongest teams according to the data and student achievement.

Collaboration throughout the school is focused on student achievement and growth. Teachers are becoming experts at using the data to guide instruction. Each grade level team has been able to meet together for ten days during the summer the past several years to work on curriculum maps, common

assessments, and other projects that enhance instruction. By working on these projects during the summer, the teachers are more focused during the school year.

We have also added a part-time English Language Development (ELD) teacher to our staff. Her instruction has been invaluable to our ELL students because she has been able to help them improve their English and also focus on grade specific vocabulary that they need to know and understand to succeed. Likewise, our special education teacher has worked with grade levels teams during collaboration. In addition to focusing on the students' IEP goals, she has also helped students learn grade level concepts and vocabulary. These united efforts are helping our students to become more confident and successful.

Teacher teams are using the highly qualified Title I aides assigned to their grade levels more effectively. Many of our aides are former teachers with exceptional skills to work with our students. The teams are more strategic assigning students to work with the aides and also having the aides monitor independent work providing time for the teacher to work with a small group of students needing intensive instruction.

Teachers meet regularly to discuss all of the assessments we are using, both formal and informal. Each assessment provides important information that helps us to focus instruction and meet the needs of our students.

2. Using Assessment Results:

Central Elementary uses the Developmental Reading Assessment (DRA), NWEA Measures of Academic Progress (MAP) tests, district math assessments (K-2), Direct Writing Assessment (DWA) in 5th grade, and common assessments to monitor the progress of our students. The teachers regularly discuss the results of these assessments during their weekly collaboration meetings.

The Developmental Reading Assessment (DRA) is administered to every student in kindergarten through sixth grade. The test is administered three times during the year with the exception of kindergarten not being tested in the fall and sixth grade not being tested in the spring. This test helps us determine the instructional reading levels for the students. It is helpful for organizing guided reading groups; however adjustments in groups are made as needed. Teachers in the first and second grades set goals to move the students to levels above benchmark thus trying to ensure that all students will reach benchmark. Results of students scoring below the benchmark level are reported to parents after each assessment for students in the first through third grades.

The NWEA Measures of Academic Progress (MAP) is also given three times during the year. This is an adaptive test that helps us to pinpoint each student's RIT score for reading, language arts, and mathematics. Each student is tested three times during the school year. Teachers set goals with each of their students before each test is given. The test provides a score as soon as the test is completed. This provides immediate feedback to both the student and the teacher. We have found that most of our students are very motivated to achieve the goals that have been set. We have used the NWEA test for the past two years and have noticed that students seem to be more serious as they are taking the test. They want to achieve their goals so they are taking their time and carefully answering the questions. They are also more prepared for the year-end testing because they have had two other testing opportunities during the year. At the end of each testing window, teachers meet together to analyze the data and adjust instruction as needed.

District math assessments are administered individually to students in kindergarten through second grade twice each year. Students in these grades are not required to take the state year-end testing so this provides valuable information across our school district for how our students are progressing in mathematics. We also have the NWEA testing for these students, so we have two good measures for mathematics understanding in the lower grades.

The Direct Writing Assessment (DWA) is given to all fifth grade students in the spring. This is the only formal writing assessment that is given in our elementary school. Our new state core curriculum has a lot more writing built into the curriculum. We are working to increase our writing instruction and develop rubrics to use with writing projects at all grade levels.

Common assessments are used at every grade level. These assessments are very valuable for monitoring daily instruction. The teachers have worked together to create the common assessments and are continually reviewing them to ensure that they are the best measures of student learning. We have at least two sets of Smart Response System at each grade level to help the teachers get immediate class and individual student results. The students use clickers to record their responses and the results are immediately compiled into data graphs and tables. Teachers meet to discuss common assessment regularly. Based on common assessments, students are invited to double dose sessions before or after school, given additional instruction, or provided with enrichment learning.

Parents and students receive feedback formally at parent teacher conferences twice each year. Parents and students have access to Skyward which is our student information system including grades and progress. Teachers regularly update the information in the system. Report cards are sent home at the end of each trimester. Teachers and parents also communicate through phone calls and email. A Stakeholder's Report is compiled annually to report our school progress to parents, members of the community, and the Board of Education.

3. Sharing Lessons Learned:

Teachers and the administrator from Central Elementary have shared successful strategies through district Title I grade level collaboration meeting, requests to meet with specific teams from district schools, a presentation at a meeting attended by all district administrators, and a presentation at a cluster meeting involving representatives from the high school, junior high, and seven elementary schools. We welcome the opportunity to share with other educators because the resulting dialog helps us to improve and refine our practice. We usually learn as much as we are able to share.

The Title I schools in our district have a summer collaboration program. As part of the program, grade level teams from each of the schools met together to share best practices. A strong grade level team from one of the schools was chosen to facilitate and lead the sessions. Teams from Central Elementary were chosen to lead the second grade and fifth grade groups. They discussed data, collaboration practices, and curriculum.

The testing data in our district is very transparent. Grade level teams from other schools have noticed the great results of some of our grade level teams and have met with them to discuss strategies and how they are teaching the curriculum. Individual teachers have also been videotaped teaching literacy. These tapes have been shared during district professional development meetings.

Central Elementary was one of six schools highlighted during a recent K-12 administrator meeting for testing results. Administrators from elementary, secondary and the district office attended the meeting. Administrators from each highlighted school shared a few of their best practices during a panel discussion followed by a question and answer session.

Central Elementary is part of the Pleasant Grove cluster that includes the high school, junior high, and seven elementary schools. During a recent meeting we were looking at the data for our cluster. We discussed strategies that we know are positively impacting student learning. A very successful practice at Central is our double dose program taught by certified teachers. The program is taught before or after school and students are invited to attend. A presentation was made at the cluster meeting to share the highlights of what we have learned as we have implemented the double dose program over the past four years.

4. Engaging Families and Communities:

The most successful tool that we have for engaging our families and community members is communication. We provide a weekly E-Communication to each of our families. Information regarding all school events and other items of interest are included. Hard copies of the information are sent to the families who prefer that method of distribution. We also have a school translator who helps us communicate with our Spanish parents and provide documents in Spanish. Each teacher also provides a monthly newsletter to keep the parents informed about curriculum and classroom events.

As a school, we provide two school-wide performances involving every student. One is a singing performance where every grade level prepares a couple of songs to sing to the parents. The second is a dance festival where each grade level performs a dance. These two events draw a large number of parents and provide a great opportunity for the parents to visit the school. In addition, some grade levels and individual classrooms present programs during the year. Each year our computer teacher teaches each of our students in first through sixth grade how to create a PowerPoint presentation. Parents were able to view their student's finished product during parent teacher conferences.

We have a strong PTA that encourages volunteerism. We love to have parents volunteer both in the classroom and for school-wide events. When parents are in the school, they are much more aware of the good things that are happening for their students. Programs that the PTA sponsors to bring parents into the school are literacy events inviting Moms, Dads, and Grandparents to come an hour before school and read with their students, a school play, a school chorus, school book fairs twice a year in conjunction with parent teacher conferences, Reflections, and a spring carnival.

Our School Community Council consisting of parents and educators meets regularly to discuss our Title I plan, our School Trust Land plan, our School Improvement plan, and safety issues. Our police department has an officer visit our school every day. Local authors have made reading and writing presentations to every grade level. The Kiwanis Club has helped with literacy events and sponsors the Hope of America award for sixth grade students. The Lions Club provided dictionaries for all of our third grade students. We appreciate the amazing support from our community.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The curriculum taught at Central Elementary is based on the Utah State Core Curriculum. The teacher team at each grade level creates a curriculum map to guide their teaching throughout the year. The curriculum maps are reviewed each year and adjusted as needed throughout the year. Our goal is to provide excellent Tier I instruction that meets the needs of most of our students. We are continually working to improve our initial instruction. For students who need extra help, we have a variety of Tier 2 interventions.

We value technology and the role it plays in each of our student's lives. Each of our classrooms is equipped with a mounted projector, document camera and Smart Board. We also have sets of Smart Response systems to help teachers administer common assessments with instant feedback to monitor student learning.

Reading and writing are taught during our literacy block. The primary grades teach literacy approximately three hours each day. We use a balanced approach to teach literacy throughout the school. The components of balanced literacy are read aloud, interactive read aloud, shared reading, guided reading and independent reading. Writing is taught using shared writing, writing mini-lessons, guided writing, and independent writing. One of the strengths of our school is that guided reading is taught at every level from kindergarten through sixth grade. This targeted instruction benefits all of our students. Our reading instruction is enhanced by author presentations for each grade level, school-wide literacy assemblies, opportunities for parents and grandparents to come in before school to read to their students and a school-wide reading incentive program sponsored by a local foundation.

Math is taught using a balanced approach. We want our students to understand math concepts, become proficient in computation, apply their understanding of math concepts to solve real-world problems, and be able to explain their solutions to math problems.

Science and social studies are taught at each grade level using the state core curriculum as the guide. Teachers use many science and social studies texts during their guided reading lessons. This provides two great benefits, the first is that students are learning to read and understand nonfiction text and the second is that we are able to better utilize time by teaching reading and another subject together. The integration of teaching multiple subjects during reading helps us focus the time allotted to those subjects for more hands-on experiences such as science experiments and map-making.

Art, music, PE, and health are taught at every grade level either by each individual teacher or by a teacher on the team focusing on one area and teaching it to all of the students at that grade level. Music performance opportunities are available to students who choose to participate in our school chorus. In addition to our regular physical education and health education, we are participating in a state sponsored program that encourages daily physical activity and healthy eating. Students are especially encouraged to eat more fruits and vegetables. Our PTA sponsors Red Ribbon Week that also focuses on healthy behaviors.

Each student attends a computer class each week. Our computer teacher teaches the basic skills for using a computer, computer keyboarding, and how to use software programs such as Word, Excel, and PowerPoint. The computer teacher collaborates at least once a month so that she can integrate grade level curriculum into the projects the students are working on. An example is that each first grade student made a PowerPoint focusing on coins and their values while sixth grade students created theirs based on the solar system.

2. Reading/English:

Central Elementary teaches a balanced literacy curriculum as outlined by our school district. The elements of balanced literacy are read aloud, interactive read aloud, shared reading, guided reading and independent reading. Writing is integrated throughout our literacy instruction. We believe that students need to be good readers and good writers. We use a balanced literacy approach to ensure that the students have all the skills needed for reading and writing and also to provide a continuum of teacher support leading to student independence. We use the Rigby Reading program school wide.

During the read aloud, the teacher models reading for the students and students are able to hear and see what good reading looks like. The interactive read aloud gives the students opportunities to interact with the text by making connections, thinking about the text, and exploring. During shared reading the teacher and students read together. Guiding reading groups provide students with the opportunities to read materials at their instructional levels. We also have a large guided reading library to provide a larger selection of books for teachers to use.

One of our school goals is to help students be successful with non-fiction as well as fiction. The teacher provides mini-lessons on reading strategies for non-fiction, based on students' reading levels. Teachers use a hierarchy of guided reading mini-lesson topics that are matched to the student instructional reading levels. During the guided reading groups, the teacher regularly takes running records to monitor student progress. Finally, the students are given the opportunity to participate in independent reading. A variety of materials are available from classroom libraries and our school library. We also try to give each student at least one book a year to help them add to their own personal libraries.

Students performing below grade level are invited to attend double dose classes taught by certified teachers before and/or after school. These classes are offered at every grade level. Targeted students in first grade may also be taught using Reading Recovery. For students who are unable to attend the double dose classes, additional time is provided during the school day using our highly qualified Title I aides. Students who are above grade level receive instruction at their instructional level. We also offer the enrichment program Battle of the Books for third through sixth grade students.

3. Mathematics:

Central Elementary teaches math using a balanced approach. We want our students to understand math concepts, become proficient in computation, apply their understanding of math concepts to solve real-world problems, and be able to explain their solutions to math problems.

Math lessons are designed with the following components: launch, exploration and investigation, teacher modeling, direct instruction, guided practice, and independent practice. During the lesson launch students learn how the math skills will benefit them and how they can use the skills in their own lives. They are given the information they need to complete the tasks in the lesson. During the exploration and investigation portion of the lesson, the students are able to work individually or in small groups to solve the problem. The students are encouraged to find multiple ways to solve math problems and to share what they have discovered with the other students in the class. The students are able to build confidence as they share with their class how they were able to solve the problem. When students are able to teach others, it helps them to develop a deeper understanding of the concept. The teacher helps the students to understand the different ways the problems were solved with appropriate modeling. Direct instruction, guided practice, independent practice and enrichment are essential to effective math instruction. Not every component will be used with every lesson.

Teachers often use the Smart Boards during their math instruction. It helps to create a highly interactive lesson. At the conclusion of the lesson, the teachers are able to complete a quick common assessment using the Smart Response system. The results are instantaneous for both the class and for individual

students. Teachers also use computer programs and songs to help the students master their basic math facts.

Students performing below grade level are invited to attend double dose classes taught by certified teachers before or after school. These classes are offered at every grade level. Double dose for math is often pre-teaching so that the students have been introduced to the materials before they receive instruction with the rest of the class. This helps to boost their confidence as they participate in the lesson that is presented to all students. For students who are unable to attend the double dose classes, additional time is provided during the school day using our highly qualified Title I aides.

4. Additional Curriculum Area:

Each grade level follows the science curriculum outlined by the Utah State Core Curriculum. Teachers have worked hard to integrate science content books into their guided reading lessons. It has been very beneficial for students to learn how to read and understand nonfiction text and to also learn the science content. This also helps us to use teaching time to its full advantage. During the formal science instruction, teachers are able to review the content read about during reading and then move on to a more “hands on” approach to teaching science. Involving the students in performing experiments and working with manipulatives helps them to better understand and remember the concepts they are taught.

Continual review helps to deepen the students' understanding of the concepts taught in science. Teachers find ways to review the science content throughout the year. A concept can't be taught in September or October and never discussed again. Instead, the science information is discussed throughout the year. For example, if the class had been learning about clouds and weather, the teacher before starting a PE activity outside may ask the class to identify the clouds they see. Or perhaps on a wintry day, there may be a discussion regarding the condensation on the windows. This may also include some pre-teaching. If the class is outside the teacher may point out cloud formations before the unit is ever taught and then refer back to the experience later.

Field trips are planned to reinforce the learning that has taken place in the classroom. Students are able to apply what they have learned in the classroom and apply it to their world. They are able to make connections to their own life. At Central Elementary we are also able to use the resources of the Christa McAuliffe Space Center located within our school. In conjunction with the space simulation missions, there is science instruction taught. This program especially benefits our upper grade students.

5. Instructional Methods:

Central Elementary teachers work together to differentiate and provide a comprehensive curriculum for all students. Teachers, including all specialty teachers, collaborate each week using student data. Each grade level team discusses the students within their grade level. The special education and computer teachers meet with each grade level team at least monthly to help integrate the grade level core curriculum into their instruction. The Reading Recovery and English Language Development (ELD) teacher meet with the first grade team every week. Technology is integrated throughout the day. Each classroom has a projector, a document camera, and a Smart Board used regularly for student instruction. We also have two computer labs that are consistently used by all grade levels.

One of the best practices we have implemented to meet the needs of students is our double dose sessions taught by certified teachers before and/or after school in all grades kindergarten through sixth grade. Students who need additional support in the core curriculum areas of literacy and/or math are invited to attend. The groups are fluid and students attend only as long as they need the extra help. The teachers only teach the students at their own grade level so they are experts at teaching the concepts and communicate regularly about each of the students. One goal of this program is to pre-teach concepts so that the students have more confidence when the concept is taught in their class; we have found that pre-teaching works best for math. The literacy double dose sessions are focused on helping the students gain

the skills they need to increase their reading proficiency.

The special education teacher provides targeted instruction for each of her students based on their IEP goals. In addition, she collaborates with the general education teachers so she can teach and reinforce the grade level core curriculum. This practice helps the students meet their IEP goals and be more successful in their general education class.

Our students who are learning English receive targeted instruction from our ELD teacher. Her main focus is to help students from every grade level learn English. She collaborates closely with the grade level teachers to know the grade level specific vocabulary that the students need to be more successful. Our Reading Recovery teacher works with identified first grade students 30 minutes each day to help them move to benchmark in reading.

6. Professional Development:

Professional development for Central Elementary, organized by a multi-year plan, focuses on implementation of the new Utah State Core Curriculum for language arts and math formulated by Alpine School District; a school-wide plan to implement new technology; Collaboration Team Leader (CTL) training; and teacher/grade level team training as needed.

We are currently in the process of implementing the new Utah State Core Curriculum. Teachers in kindergarten through fifth grade attended three days of district sponsored professional development that gave an overview of the new language arts core curriculum and strategies for implementing it. Two teachers from Central were presenters at the training. Sixth grade teachers attended three days of training for the new math core curriculum. Each grade level also met for ten days of summer collaboration to plan out curriculum maps to meet the standards of the new core. Teams also used this time to help integrate informational text from science and social studies into their maps. Finally, teams wrote common assessments to use throughout the year. Next year, the sixth grade will receive professional development for language arts and kindergarten through fifth grade will be trained for math.

Our School Community Council has focused on improving the technology available in each classroom using School Trust Land funds. Over the past four years we have been able to mount a projector, provide a document camera, and install a Smart Board in every classroom. Grade levels also received at least two sets of Smart Response clickers to help with common assessments. We have provided professional development for each type of technology we have purchased to ensure that teachers will feel comfortable using the technology for instruction. Teachers have been trained to also help the students use and interact with the technology.

Our Collaboration Team Leaders are trained every year to help continually improve our collaboration. Individual teachers and/or grade level teams may choose to attend professional development opportunities to improve their teaching. Recent examples are teacher teams attending PLC training, The Literacy Promise National Conference, and the Ron Clark Academy. In addition, grade level teams are meeting with each other to discuss vertical alignment to make sure our students are prepared for each grade level. These meetings have included the preschool teacher working closely with the kindergarten teachers and the sixth grade teachers meeting with the teachers from the junior high.

7. School Leadership:

A school is successful when the entire staff is committed to the beliefs and values of the school. Our values include maintaining a positive and flexible attitude toward our learning community; striving for improvement through each other's strengths and abilities; and accepting responsibility. The leadership must honor these values and lead by example. This sets the tone for the school.

The leadership structure at Central Elementary consists of a principal and a collaboration team leader (CTL) in each grade level. The CTL is responsible to lead the weekly collaboration meetings; however, in most grade levels there is shared leadership. This builds capacity and ownership. The CTL is the main contact teacher for each grade level. The principal is responsible to attend to the culture of the school, facilitate the decision making process, provide the needed resources so that teachers can successfully teach, and ensure the integrity of the curriculum being taught.

There must be a culture where everyone feels accepted and safe. The culture impacts every person in the school and can even impact visitors to the school. Our school has a very collaborative culture. We try to focus on building relationships, providing clear communication, and promoting life-long learning. The culture is positively impacted as we genuinely compliment staff members and show appreciation for all they do.

Involving teachers in the decision making process when appropriate is vital. Decisions must be based on what is best for students after reviewing all of the information available. Clearly, what truly happens at a school begins in the classrooms. Teachers are the ones who usually implement the decisions made and they must believe in the importance and need for the decisions being made. Teachers are motivated when their opinions are heard and valued.

Teachers must have access to the resources that they need to effectively teach the curriculum. The principal must provide the teachers with necessary resources and be the instructional leader for the school. When a strategic core curriculum is in place with curriculum maps at every grade level and the resources available to teach the core, students will be able to make adequate progress.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: Utah Criterion Referenced Test Mathematics 3rd Grade

Edition/Publication Year: Math: 2004, 2009 Publisher: Utah State Office of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Advanced	85	83	75	73	71
Advanced	49	60	47	40	51
Number of students tested	75	65	81	67	75
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	69	78	71	73	64
Advanced	31	57	36	30	33
Number of students tested	35	37	45	37	39
2. African American Students					
Proficient and Advanced	Masked	Masked	0	Masked	0
Advanced	Masked	Masked	0	Masked	0
Number of students tested	3	1		1	
3. Hispanic or Latino Students					
Proficient and Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	9	9	8	8	9
4. Special Education Students					
Proficient and Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	9	9	7	5	5
5. English Language Learner Students					
Proficient and Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	8	6	6	7
6. Pacific Islander					
Proficient and Advanced	0	Masked	0	Masked	0
Advanced	0	Masked	0	Masked	0
Number of students tested		1		2	
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13UT1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Test: Utah Criterion Referenced Test: Language Arts
3 3rd Grade

Edition/Publication Year: Language Arts:
2004

Publisher: Utah State Office of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Advanced	85	75	77	78	69
Advanced	53	37	49	46	39
Number of students tested	75	65	82	67	74
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	74	70	76	76	61
Advanced	37	27	39	38	32
Number of students tested	35	37	46	37	38
2. African American Students					
Proficient and Advanced	Masked	Masked	0	Masked	0
Advanced	Masked	Masked	0	Masked	0
Number of students tested	3	1		1	
3. Hispanic or Latino Students					
Proficient and Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	9	9	9	8	8
4. Special Education Students					
Proficient and Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	9	9	7	5	5
5. English Language Learner Students					
Proficient and Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	8	7	6	6
6. Pacific Islander					
Proficient and Advanced	0	Masked	0	Masked	0
Advanced	0	Masked	0	Masked	0
Number of students tested		1		2	
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13UT1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: Test: Utah Criterion Referenced Test: Mathematics 4th
4 Grade

Edition/Publication Year: Math: 2004,
2009

Publisher: Utah State Office of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Advanced	87	88	78	67	67
Advanced	48	50	42	47	39
Number of students tested	62	78	76	75	61
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	87	85	71	53	57
Advanced	76	61	55	37	37
Number of students tested	37	41	42	38	30
2. African American Students					
Proficient and Advanced	Masked	0	0	0	0
Advanced	Masked	0	0	0	0
Number of students tested	1				
3. Hispanic or Latino Students					
Proficient and Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	6	7	9	9	9
4. Special Education Students					
Proficient and Advanced	64	Masked	30	Masked	62
Advanced	64	Masked	20	Masked	38
Number of students tested	11	5	10	9	13
5. English Language Learner Students					
Proficient and Advanced	Masked	Masked	40	Masked	Masked
Advanced	Masked	Masked	30	Masked	Masked
Number of students tested	2	6	10	7	7
6. Pacific Islander					
Proficient and Advanced	Masked	0	Masked	0	Masked
Advanced	Masked	0	Masked	0	Masked
Number of students tested	2		1		1
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13UT1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Test: Utah Criterion Referenced Test: Language Arts
4 4th Grade

Edition/Publication Year: Language Arts:
2004

Publisher: Utah State Office of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Advanced	89	78	80	75	78
Advanced	48	50	42	47	41
Number of students tested	62	78	76	75	59
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	84	71	74	63	68
Advanced	43	34	31	37	39
Number of students tested	37	41	42	38	28
2. African American Students					
Proficient and Advanced	Masked	0	0	0	0
Advanced	Masked	0	0	0	0
Number of students tested	1				
3. Hispanic or Latino Students					
Proficient and Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	6	7	9	9	7
4. Special Education Students					
Proficient and Advanced	73	Masked	40	Masked	77
Advanced	64	Masked	10	Masked	15
Number of students tested	11	5	10	9	13
5. English Language Learner Students					
Proficient and Advanced	50	67	60	43	80
Advanced	0	17	0	12	0
Number of students tested	16	12	19	17	20
6. Pacific Islander					
Proficient and Advanced	Masked	0	Masked	0	Masked
Advanced	Masked	0	Masked	0	Masked
Number of students tested	2		1		1
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13UT1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: Test: Utah Criterion Referenced Test: Mathematics 5th
5 Grade

Edition/Publication Year: Math: 2004,
2009

Publisher: Utah State Office of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Advanced	91	92	80	72	66
Advanced	59	50	51	52	24
Number of students tested	78	66	80	60	58
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	91	82	54	72	47
Advanced	50	35	31	34	16
Number of students tested	42	34	39	32	19
2. African American Students					
Proficient and Advanced	Masked	0	0	0	Masked
Advanced	Masked	0	0	0	Masked
Number of students tested	1				1
3. Hispanic or Latino Students					
Proficient and Advanced	Masked	90	Masked	Masked	Masked
Advanced	Masked	70	Masked	Masked	Masked
Number of students tested	8	10	8	9	7
4. Special Education Students					
Proficient and Advanced	Masked	Masked	43	50	30
Advanced	Masked	Masked	14	25	20
Number of students tested	6	9	21	12	10
5. English Language Learner Students					
Proficient and Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	7	6	8	7
6. Pacific Islander					
Proficient and Advanced	0	0	0	Masked	0
Advanced	0	0	0	Masked	0
Number of students tested				1	
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13UT1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Test: Utah Criterion Referenced Test: Language Arts
5 5th Grade

Edition/Publication Year: Language Arts:
2004

Publisher: Utah State Office of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Advanced	91	88	71	78	68
Advanced	60	50	51	52	24
Number of students tested	77	66	80	60	59
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	91	82	54	72	47
Advanced	50	35	31	34	16
Number of students tested	42	34	39	32	19
2. African American Students					
Proficient and Advanced	Masked	0	0	0	Masked
Advanced	Masked	0	0	0	Masked
Number of students tested	1				1
3. Hispanic or Latino Students					
Proficient and Advanced	Masked	70	Masked	Masked	Masked
Advanced	Masked	20	Masked	Masked	Masked
Number of students tested	8	10	8	9	3
4. Special Education Students					
Proficient and Advanced	Masked	Masked	24	58	40
Advanced	Masked	Masked	10	42	20
Number of students tested	6	9	21	12	10
5. English Language Learner Students					
Proficient and Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	7	6	8	7
6. Pacific Islander					
Proficient and Advanced	0	0	0	Masked	0
Advanced	0	0	0	Masked	0
Number of students tested				1	
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13UT1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: Test: Utah Criterion Referenced Test: Mathematics 6th
6 Grade

Edition/Publication Year: Math: 2004,
2009

Publisher: Utah State Office of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Advanced	88	82	57	75	75
Advanced	68	70	41	43	60
Number of students tested	69	73	63	61	53
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	81	74	42	63	65
Advanced	56	54	24	29	46
Number of students tested	36	35	33	24	26
2. African American Students					
Proficient and Advanced	0	0	0	Masked	0
Advanced	0	0	0	Masked	0
Number of students tested				1	
3. Hispanic or Latino Students					
Proficient and Advanced	73	Masked	36	Masked	Masked
Advanced	55	Masked	13	Masked	Masked
Number of students tested	11	5	11	6	9
4. Special Education Students					
Proficient and Advanced	Masked	31	20	Masked	Masked
Advanced	Masked	15	13	Masked	Masked
Number of students tested	8	13	15	8	9
5. English Language Learner Students					
Proficient and Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	2	8	5	6
6. Pacific Islander					
Proficient and Advanced	0	Masked	Masked	Masked	Masked
Advanced	0	Masked	Masked	Masked	Masked
Number of students tested		1	1	1	1
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13UT1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Test: Utah Criterion Referenced Test: Language Arts
6 6th Grade

Edition/Publication Year: Language Arts:
2004

Publisher: Utah State Office of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Advanced	96	79	76	77	77
Advanced	61	52	46	43	45
Number of students tested	70	73	63	61	53
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	92	71	67	63	70
Advanced	47	40	27	17	35
Number of students tested	36	35	33	24	26
2. African American Students					
Proficient and Advanced	0	0	0	Masked	0
Advanced	0	0	0	Masked	0
Number of students tested				1	
3. Hispanic or Latino Students					
Proficient and Advanced	100	Masked	50	Masked	Masked
Advanced	36	Masked	18	Masked	Masked
Number of students tested	11	5	11	6	9
4. Special Education Students					
Proficient and Advanced	Masked	31	47	Masked	Masked
Advanced	Masked	8	13	Masked	Masked
Number of students tested	8	13	15	8	9
5. English Language Learner Students					
Proficient and Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	2	8	5	6
6. Pacific Islander					
Proficient and Advanced	0	Masked	Masked	Masked	Masked
Advanced	0	Masked	Masked	Masked	Masked
Number of students tested		1	1	1	1
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13UT1