



## **PART I - ELIGIBILITY CERTIFICATION**

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

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

### DISTRICT

1. Number of schools in the district 16 Elementary schools (includes K-8)  
6 Middle/Junior high schools  
3 High schools  
0 K-12 schools  
25 Total schools in district
2. District per-pupil expenditure: 6235

### 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: 22
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	49	39	88
1	55	43	98
2	49	52	101
3	55	58	113
4	57	57	114
5	66	37	103
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
<b>Total in Applying School:</b>			<b>617</b>

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
3 % Asian  
1 % Black or African American  
7 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
84 % White  
5 % 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: 2%

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.	8
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	5
(3)	Total of all transferred students [sum of rows (1) and (2)].	13
(4)	Total number of students in the school as of October 1, 2011	617
(5)	Total transferred students in row (3) divided by total students in row (4).	0.02
(6)	Amount in row (5) multiplied by 100.	2

8. Percent of English Language Learners in the school: 0%

Total number of ELL students in the school: 0

Number of non-English languages represented: 0

Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 7%

Total number of students who qualify: 41

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: 4%

Total number of students served: 24

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>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>6</u> Other Health Impaired
<u>1</u> Deaf-Blindness	<u>4</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>10</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	<b><u>Full-Time</u></b>	<b><u>Part-Time</u></b>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>24</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>9</u>	<u>5</u>
Paraprofessionals	<u>6</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>19</u>	<u>0</u>
Total number	<u>59</u>	<u>5</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	97%	97%	96%	96%	96%
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? Prior to 2000

## PART III - SUMMARY

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Lois Lenski Elementary School, named after the famed children's author, is a neighborhood school nestled beside a park among residential developments in Centennial, Colorado. Lenski's 618 students come from six distinct neighborhoods, four of those within walking distance. In addition, 280 students chose to enroll at Lenski rather than their neighborhood school. In general, students come from middle and upper class homes and live with both parents. Parents expect their children to receive a better than average education and are actively involved in making that happen.

Continuity of expectations, instruction, and success stem from the shared vision of all staff members. The principal, a twice nominated National Distinguished Principal Award candidate, drives this vision. Keeping all stakeholders focused on excellent instruction, collaboration, and student achievement, she allows teacher leaders to step forward and move the staff toward the best instructional practices.

The ultimate goal at Lenski, and its mission statement, is to help all students become better readers, writers, problems solvers, and friends. Staff collaborates among grade levels, vertical teams, and specialists to develop rigorous, relevant and integrated instruction that allows students to improve regardless of their ability. Professional development in reading, writing, mathematics, and 21st Century Skills remains a staple for the staff to insure continuous growth for the students. Grade level music programs integrate curriculum into the songs and skits the children learn. Parents, through monetary contributions for additional support staff and more than 7,000 volunteer hours, support the high expectations held for all children. Every year the community looks forward to activities such as: the annual Bingo Night, second grade's Country Night, kindergarten's 100 Celebration, and fourth grade's Famous Person performances. These activities keep families celebrating the learning process. Additionally, before and after school programs such as foreign languages, Math Olympiad, Mad Science, performing arts, and chess club enhance the educational opportunities for all.

In 2004 the heart of our school, figuratively and literally, earned the National School Library Program of the Year Award. Our library and technology staff assists classroom teachers to innovate better instructional approaches using the 21st Century Skills and to provide materials at the ability levels of all students including one-to-one computing ability beginning in grade three.

The Chief Information Officer of Littleton Public Schools summarizes Lenski's efforts and accomplishments as *"a standard-bearer for educational technology. The productivity of students in their learning at Lenski is legendary in our community because students create hundreds of learning products using a wide array of tools. Whether it is winning awards for best class wikis, to writing thousands of Google Docs each month, to consistency of citing their sources in every work, to students creating their own iPad apps; Lenski is a tremendous example of 21st Century education. And while the Lenski staff do a great job inside their own building, it has been their willing collaboration with neighbor schools to help everyone progress that really makes Lenski a symbol of excellence."*

For the past decade, Lenski has had the honor and privilege of earning the John Irwin Schools of Excellence Award--Colorado's award for academic success as shown by the state's student performance program. For the past two years, we have also earned the Colorado Department of Education's Governor's Distinguished Improvement Award for exceptional student growth. Only three percent of schools in Colorado earned both of these prestigious awards in the same year. These awards demonstrate our commitment to all students achieving their very best. We are proud to apply once again for the Blue Ribbon School of Excellence, having previously received the award in 1998.

Lois Lenski Elementary embodies the pride and spirit of the American public education system. Every aspect of the school and the supporting community is focused on providing the necessary tools for

students to succeed and reach their individual potential. Lenski, the author, based her award-winning books on the simple lives of everyday children. She wrote, “Only the rarest kind of best is good for the very young.” Lenski Elementary strives to honor these words by helping children grow, learn, and mature into confident, responsible, and contributing members of society.



## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

A. The state's standardized test, Transitional Colorado Academic Program (TCAP), is administered each spring. For reading, the state expects 77% of the students to be proficient or advanced, and 71% of the students should be proficient or advanced in mathematics. At Lenski, we hold all stakeholders to higher standards. We expect 90% of the student population will meet or exceed expected targets on the annual TCAP, MAP, and DRA2 assessments, which requires passion from teachers, parental involvement, and most importantly, student engagement.

In the past five years, we have met our own expectations. In TCAP reading, our lowest average was 91% in 2009. In subsequent years, we focused on raising that score, resulting in 96% last year. MAP reading scores average 93% at or above national norms. In 2008, our mathematics average for TCAP was 89% -- not what we wanted. As a result, we diligently improved our instruction and engagement with the students through professional development. In the past four years we have steadily improved our scores to reach 97% this past year. In addition, MAP mathematics averages 92% at or above national norms. Now we work hard to maintain the high scores our students have proved are possible.

B. Except for a slight slip in 2009 in reading, we have steadily increased our overall scores in reading and mathematics for the past five years. In reading, we have increased 5% from our lowest score in 2009 and 8% in mathematics since 2008.

We attribute these gains to our diligent efforts to improve our students' learning habits and our instructional methods. Our school's improvement plans from 2008-2011 included goals on improving our reading, writing, and math performance. We conducted in-house staff development, attended conferences, participated in local workshops, and observed colleagues' teaching. The professional knowledge we gained, as individuals and as a staff, was transformed into action within all our classrooms. Much of what was learned and implemented is now included in the Colorado Academic Standards. Additionally, many of the habits of the mind that we have cultivated are part of the 21st Century Skills.

Each year our population of special education students performs below the majority of students, yet each year we also have celebrations for the growth that these students do make. One fifth grade student in special education who scored unsatisfactory for two years on state assessments, finally learned how to add and subtract after years of individualized support. Two students with learning needs significant enough to be supported by paraprofessional help are currently working in the classroom, with accommodations, participating fully in the fourth grade curriculum this year. All of the special education students from last year's fourth grade have successfully transitioned from a pull out program to inclusionary services with minimal accommodations for all instruction. Tier two and three interventions are administered for all special education students throughout the year and adjusted to determine the correct intervention for each student with the ultimate goal of the children making academic progress with the appropriate accommodations and modifications in place.

For the past several years, the special education staff has implemented numerous additional interventions for these students including Marilyn Burn's Do the Math, a program that emphasizes and reteaches number sense. Additionally, the research based F.A.S.T. reading program is emphasized in many classrooms and is the basis for Tier III reading intervention in the primary grades.

Although we have other small underperforming subgroups that are statistically insignificant, these students are significant to us. We invest in their learning with the same passion, rigor, and expectations we strive for all students. We do not allow any child to slip through the cracks.

Students who demonstrate high levels of proficiency also receive our attention. These students typically are not expected to make much growth as they have already achieved so much. This is not our belief. These high performing students are expected to make as much growth as any other student. As one parent observed, *“There is no glass-ceiling here.”*

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

Each August the staff of Lois Lenski Elementary reviews the results of the Transitional Colorado Assessment Program (TCAP). We celebrate our successes, then delve deeper into the results to assess which students need additional attention. The classroom teacher consults with the student’s past teacher/s, grade level teammates, special education department, literacy specialist, and principal. Each of these stakeholders assists the classroom teacher in creating a plan of action for all struggling students. This action plan is then discussed with the parents and with the child when appropriate. Additional data from Measures of Academic Progress (MAP) and a variety of classroom assessments drive the direction of any changes necessary to ensure success for the student.

For example, “Mike” struggles with reading. His TCAP score indicated he was nearly proficient. Last year’s teacher indicated Tier I interventions were used at the beginning of the year, but Tier II interventions were added as the year progressed. The classroom teacher, “Mrs. Anderson,” consulted her teammates on how to best support Mike. Based on the increasing level of support Mike received in the past, they suggested Tier II interventions start immediately. Mrs. Anderson then set up a schedule of intensive reading interventions with the literacy teacher and contacted Mike’s parents. They were grateful for the additional help and asked for suggestions to reinforce the skills at home.

Each month, Mrs. Anderson assessed Mike with a progress monitoring tool and charted his fluency progress on a graph. At first she noticed his performance on the reading record was improving; however, she noticed Mike was not making significant gains in comprehension. After a discussion with his parents and the literacy specialist, Mrs. Anderson revised the action plan to include a home component of additional reading. Mike would either tell his parents or write down the main idea/s of what he read. With additional support, Mike improved on the DRA2 and MAP assessments. This example is typical for students who struggle with reading at Lenski.

Based on multiple data points, differentiated math classes are created starting in first grade. For example, fifth grade students are placed in math classes based on their performance on TCAP, MAP, and Everyday Mathematics end-of-year assessment, as well as last year’s teacher recommendations. At the end of the first unit of study, teachers reconvene to discuss any changes that need to be made based on student performance. As the year progresses, teachers consult with colleagues to brainstorm ideas for support or extensions. Often students track their own progress of a skill, such as mastery of basic facts, by creating a line graph. The data often encourages the students in a way no teacher or parent ever could.

We do not keep any of the data secret. In August, the school’s performance on TCAP is published in the newspaper and provided on the school’s website. Parents receive their child/ren’s results in the mail. If parents have questions or concerns regarding the results, they contact the classroom teacher and/or the principal for clarification. At the fall parent-teacher conferences, DRA2 and MAP results are reviewed and explained. As educators we try to educate parents about what these tests reveal about their child/ren.

Depending on their age and maturity, we review the results and implications of the assessments with each child. For some students it might be as simple as, *“I need to show you some strategies for understanding non-fiction,”* or *“You are doing very well with understanding how numbers relate to each other.”* Other students might be included in the parent-teacher conference to discuss specific results and strategies for improving their personal scores. The student may also be a part of tracking his/her progress on a graph.

As a school we also analyze data to help us write, then publish, our school improvement goals and create professional learning groups. This method helped us to improve our performance in reading and mathematics over the years. In the past few years we have begun to focus on writing instruction. Besides not meeting our 90% proficient or advanced expectations, we identified an 11% gender gap in this area. This data spurred us to reevaluate our instructional approaches in general as well as specific approaches for boys. We began with internal professional development and inter-rater reliability with the use of the district's writing rubrics. We are currently participating in district wide training in the implementation of the Colorado Academic Standards in reading and writing. We continue to monitor rubric scores for trends and patterns to adjust our instruction as needed. We anticipate continued improvement as we follow the same path of data analysis, professional development, and community support.

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

Under the tutelage of the principal, Lenski has been a leader in sharing successful strategies and best practices with other schools in our district. Lenski teachers have also presented a variety of topics at state and professional associations including the following:

- Fourth grade and technology teachers presented a Colorado gameboard history project at the TIE, NECC and ISTE conferences.
- Teachers also demonstrated the many uses of PowerPoint at TIE. They shared primary websites and technology projects with the teachers at Wilder Elementary and with many LPS schools during the Inspired Learning Conference.
- Third and fourth grade teachers shared ways to use PhotoStory with middle school students in a two-day workshop sponsored by PBS.
- The principal, administrator for Library Automation for 22 libraries in LPS, and her staff were instrumental in selecting and implementing Follett Destiny Library System in January 2012.
- Library Automation staff provides ongoing training for elementary and secondary schools' media staff. They provide software support and help for other schools with the use of Information Literacy Skills.
- In October 2012, the principal and Library Automation staff presented an overview of the multifunctionality of the library system to LPS elementary school principals and Directors of Elementary Education and Learning Services. Students, teachers and parents demonstrated many ways the library system could be used to support instruction, conduct authentic research, assist parents with homework, match students to "just right" books, access vetted websites, create a list of online and print resources, find professional journal reviews, and make book recommendations to classmates.
- The Speech-Language Pathologist has been instrumental in training district employees using evidence-based strategies in language learning, including Story Grammar Marker instruction.
- The gifted and talented teacher serves on the LPS Executive and Advisory Gifted and Talented Committees.
- A kindergarten teacher heads the monthly LPS Kindergarten Committee meetings and serves on the Teacher Cadre for LPS Core Standards and 21st Century Skills.
- Many Lenski teachers serve on district materials selection committees for math, health, and science. Others have served on the rubric writing committee.

- A fifth grade teacher provides statistical analysis of Lenski student data to LPS administrators and Lenski staff. She has served on the LPS District Accountability Committee, as well as district math, report card, and writing committees.
- The special education teacher co-facilitates district elementary resource teacher meetings.

Students present technology projects to district administrators at UIP site visits and at LPSF Spirit Dinner, fundraiser for the district.

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

Lenski honors parents and community members as significant teaching partners and employs a variety of effective strategies to engage parents in the success of the school.

Lenski parents are active participants in their children's education. The Lenski staff collaborates and trains parents in researched instructional strategies. In turn, parents share their expertise so that a synergy is created within the school community, working with mutual respect and responsibility. The Lenski staff trains parents and community members as literacy tutors and book discussion leaders. Lenski math teachers teach parents concepts and activities. Parents are also invited throughout the year to attend evening programs that celebrate the academic achievement of our students.

Beyond classroom volunteering, Lenski parents are encouraged to contribute to the school financially and with their specific talents and expertise. More than 7,000 volunteer hours have been provided across a wide range of efforts. All volunteer opportunities are shared using an online tool that allows parents to gather information, show interest and commit to volunteer activities that fit their individual schedule and skills. For example, the Technology Advisory Board is comprised of parents with technical and business expertise. Parents with artistic talent provide inspiring art displays and assist with classroom art projects. Parents coordinate a running club for students and organize strong participation in the district fun run. Active engagement at Lenski has led many parents to contribute at the district level. Multiple Lenski parents provide leadership on the District Accountability Committee, District Financial Committee, PTO Presidents Council and Gifted/Talented Parent Advisory Committee. Lenski parents raise \$100,000 annually to provide staffing support. The PTO hosts several highly profitable fundraisers each year, providing options for each family. Some of the fundraising events are enhanced by matching funds from community businesses.

Lenski focuses on effective communication to engage parents in the success of their students and the school. The Lenski website, developed by a parent, provides timely information about school events. A parent also worked with classroom teachers to develop and refresh their classroom websites which help parents and students keep track of homework assignments, upcoming events and key learning topics. The PTO publishes weekly announcements of news and upcoming events and utilizes social media and email to keep parents informed.

# **PART V - CURRICULUM AND INSTRUCTION**

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## **1. Curriculum:**

Lenski and Littleton Public Schools have adopted the Colorado Academic Standards based on the Common Core State Standards. The 21st Century Skills provide a framework for applying and transferring knowledge and skills among all content areas: reading, writing and communicating; mathematics; personal finance; social studies; science; comprehensive health and physical education; music; and technology. In addition, Lenski offers foreign language, instrumental music, performing arts, multimedia art, sports and other before and after school activities. Lenski strives to create lifelong learners who are well rounded intellectually, socially, physically, and emotionally.

Our first priority at Lenski is to create a safe, nurturing environment that allows children to explore their natural curiosity while generating an excitement and enjoyment for learning. Lenski staff is skilled in using multiple strategies to reach students of different learning styles and intelligences. Our integrated content approach provides ample opportunity for hands-on, inquiry-based learning that builds on sequential skills and promotes success.

Lenski staff communicates to students high expectations for learning, responsibility, discipline and performance. Problem-solving, time management, higher-level thinking skills, organization, personal responsibility, respect for diversity and good citizenship are modeled, practiced and integrated into all curricula areas. These lessons are taught implicitly and explicitly. Schoolwide, we use common language to demonstrate the three “R”s: ready to learn, responsible and respectful.

Student leaders promote a positive environment through many activities such as Sticky Note Blast, Smile Day, Hats for Hurricanes, food drives, and TCAP encouragement. Older students are given opportunities to be role models to younger students through the Buddy program. Buddies work together on reading, writing, technology and special projects while supporting and encouraging one another.

As part of the education process, Lenski students are taught basic concepts and skills. Teachers collaborate with specialists and other staff to provide a blueprint for student learning. Reading and writing are centered on quality literature with daily opportunities to explore different genres and styles. Students learn to set goals, confer with teachers, collaborate with peers and work independently. Literacy is promoted in all content areas including mathematics and art.

For example, first graders investigate reindeer using the Big6 research model to develop information literacy. Questions are brainstormed and students search for answers using pictures and simple text. Students learn to take keyword notes and write descriptive sentences. In the computer lab, students use the software program Paint to draw reindeer in their habitat. During library time, students listen to reindeer fiction and select nonfiction books to inspire further research. Students outline, write a rough draft, and craft a book with pictures and text. Students share the books with other students and parents. A simple rubric allows students to self-assess their project and process.

Beginning in kindergarten, students showcase their learning through technology. Students build patterns of one hundred by inserting shapes into Word documents. First graders use Paint to construct animal trading cards that highlight key facts from their mammal reports. Second grade students use PowerPoint to demonstrate the lifecycle of a plant. Third graders create advertising brochures to compare and contrast planets in the Solar System. PhotoStory is used by fourth graders to illustrate personal biographies and timelines in their study of Colorado History. Fifth graders create digital portfolios to accentuate their learning in all curriculum areas. Students learn to analyze the most effective medium for sharing their learning.

Physical education, music, art and library teachers collaborate with classroom teachers to teach lessons that promote understanding of our complex and diverse world. Songs, dances, stories, holidays and celebrations from around the globe give students insight into communities and cultures that are similar and different from their own.

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

Lenski's reading curriculum and instructional methods are a result of years of on-going lesson study, collaboration, staff development, in-house training, and a shared mission of continuous improvement. Our ultimate goal is that students become lifelong readers.

Our approach to reading instruction is all about balance and determining what each student needs in order to make progress each year. Rather than relying on a one-size-fits-all program, teachers utilize the rich literature resources available in our library and classrooms to tailor instruction. We know that to improve in reading children must spend time with engaging text, and whenever possible, texts of their choice.

We believe that being able to think and read critically is an essential requirement for 21st century learners. Because of staff development that builds each year on work done in previous years, and because of our awareness of expectations in each grade, Lenski staff developed a common language across the grades. District and in-house staff development sessions on the topics of 21st Century Skills and on Colorado Academic Standards validate that the rigorous work we have implemented in previous years stands up to the demands of these initiatives.

Students are assessed using DRA 2, MAP, running records, checklists, and other progress monitoring tools. Teachers use that data to plan and provide explicit instruction in necessary skills and strategies. Lenski teachers believe strongly that Tier 1 reading instruction should align with current research-based practices. Therefore, teachers emphasize strategies for phonemic awareness, phonics, decoding strategies, comprehension strategies, and vocabulary enrichment in the early grades. These foundational skills are modeled and integrated throughout the day in all content areas. Frequent formal and informal progress monitoring takes place throughout the year.

Explicit instruction for comprehension and vocabulary continues in the upper grades. Students participate in book clubs, with a strong emphasis on utilizing effective discussion strategies, referring back to text, developing language skills, and understanding increasingly complex texts. Teachers conduct individual reading conferences to monitor students' progress.

After data collection, teachers refer students who are performing below expectations to the literacy specialist. She and literacy paraprofessionals work with small, needs-based groups of students. Individual Literacy Plans are written for below grade level readers. While students receive targeted instruction based on assessment data, we expect critical thinking from all learners.

Students reading above grade level participate in novel studies, using the inquiry method for discussion. Students work collaboratively on challenging extensions emphasizing questioning, critical reading, and textual evidence.

## **3. Mathematics:**

Lenski uses Everyday Mathematics as its core mathematics program. LPS's Board of Education chose this program for its ability to challenge and engage all students in high levels of mathematical thinking including computation, algebra, ratio and statistics, geometry, measurement, number sense, and data analysis. The staff attended a multi-day workshop after the adoption to learn to use the program to its fullest potential. The teachers who piloted the program the year prior to its adoption became the lead teachers for the building's implementation.

Over the years, we have improved instructional methods through staff development. One teacher assumed the leadership position in addressing the needs of struggling math learners. She first studied the research of Liping Ma, David H. Allsopp, Ph.D., Maggie M. Kyger, Ph.D., Louann H. Lovin, and others. The following year she led discussion groups and modeled lessons for teachers who specifically taught that subgroup of students. A math teacher provides instruction for these students in grades two through five. Additionally, the staff has implemented the intervention program Do the Math.

Several teachers in the building head the efforts to challenge gifted math students. The gifted coordinator disseminates information and instructional strategies. Grade level teachers attend workshops to hone their skills. As with struggling students, a math teacher facilitates instruction for the gifted in grades two through five. Additionally, before or after school classes and enrichments are provided.

The entire staff has begun to attend summer math institutes to better understand the Colorado Academic Standards and its implementation with Everyday Mathematics. Teachers use methods that ground students in mathematical understandings and thinking. Number sense and geometry have been the focus of the institutes and the focus of our instruction, along with the most recent research. Using ten frames help students quickly and concretely gain a sense of our base-ten number system. The composition and decomposition of shapes and numbers enable students to understand foundational relationships. Additionally, the supplemental computer program of DreamBox helps kindergarten, first grade, and struggling students further explore these concepts in a different context at school and at home.

As a byproduct of the institutes, our school invited a math expert to teach and model lessons. After learning techniques of questioning and writing to further instill the foundational ideas of mathematics and habits of the mind, staff utilizes these strategies on a regular basis.

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

The social studies curriculum focuses on preparing students to be responsible, self-directed, global citizens with the skills to think critically, make informed decisions, collaborate with others, and design innovative solutions to problems.

At each grade level, social studies is integrated into other academic areas. Students are introduced to a variety of literature and points of view. For instance, third grade teachers developed an immigration unit that incorporates historical fiction, maps and globes, technology, and different writing genres to understand the causes, patterns and effect of migration on individuals, families and communities.

Beginning in kindergarten, students learn about the world around them with differentiated lessons that emphasize working together and treating each other with respect. Teachers model how to be ready to learn and responsible for learning goals. Students practice citizenship skills, including courtesy, honesty, and fairness while celebrating special events, such as Hundred's Day, Rodeo Day and Teddy Bear's Picnic.

First grade students continue to strengthen their reading and writing skills through research projects. Problem solving strategies, such as the Big6 model, are introduced. First graders develop mammal reports while learning the features of nonfiction texts and information literacy skills.

Second grade teachers have created an extensive colonial research project that incorporates physical education, music, performing arts, crafts, hands-on activities, reading (read alouds, individual texts, small groups), writing (journals, recipes and descriptive paragraphs), and mathematics (money and measurement).

Fourth graders learn to analyze key historical periods and patterns of change while studying the history of Colorado. Reading memoirs and biographies provide an opportunity for students to use and apply their

information literacy skills: asking questions, locating resources, determining importance, note-taking, synthesizing, writing a script, performing a dramatic reading, and creating interactive game boards with hyperlinks.

Fifth graders create digital portfolios to showcase their learning. Students focus on personal finance while acquiring economic reasoning skills through the use of fifth grade community activities. Students create, market, and sell items to build their savings.

## **5. Instructional Methods:**

Lenski provides instruction to students with a wide range of strengths and needs. All instructional decisions, interventions or extensions are based on assessment data and professional judgment of teachers. In kindergarten, students are assessed extensively in the fall. From this data, teachers and paraprofessionals work together to provide instruction ensuring all students learn critical reading skills at their level. Students who need more intensive instruction are seen by “the letter lady,” a retired, well-regarded Lenski teacher who devotes her time and talents to the kindergarten program. Students who come to school as readers are able to receive instruction that is challenging.

Reading instruction throughout the grades meets children where they are. If children need phonemic awareness instruction, they can participate in a computer-based intervention that teaches through games and receive support from specialists who have toolkits full of researched-based strategies. If a student struggles with comprehension, he/she can receive instruction using methods that are visual and kinesthetic such as the Story Grammar Marker Materials.

Writing instruction is supported by a variety of instructional strategies and access to technology. Technology supports students by providing authentic audiences, structures to organize writing, and tools to support spelling and conventions. Strong students create blogs and moderate the content. Struggling students use tools such as a word prediction program to create entries in the blogs. Students converse with others across the globe through emails. Online tools such as graphic organizers, Voice Me, and publication sites supports learners in each phase of the writing process. Even the simple function of text to table on Microsoft Word allows students to revise one sentence at a time.

As students move through the grades, their strengths or needs are supported in math. Strong math students participate in small group math instruction from time to time in first grade to extend their knowledge. By fifth grade, exceptional math students participate in accelerated classes. Struggling math students receive small group instruction that teaches and re-teaches concepts. All students have opportunities to use computer based math programs to support their learning.

Students are continually monitored, supporting their unique needs. Teachers conduct informal discussions with grade level teammates, reading specialists, special education team members or the gifted-talented coordinator on methods to succeed with students. These discussions may result in Tier I, II or III interventions to close the achievement gap or extended learning opportunities. Lenski staff is always devising ways to address the unique needs of all students.

## **6. Professional Development:**

Lenski’s professional development approach is one of collaboration and collegiality. First and foremost, we focus on student learning and student growth, using time-honored strategies and continuously refining our instruction in order to build on the strong foundation of best practices.

Every year Lenski staff, including paraprofessionals, participates in literacy lesson studies. Careful thought is given to planning these staff development opportunities to align with our goal of going deeper with instruction. For example, one lesson study revolved around Ellin Keene’s book Mosaic of Thought.



A follow-up lesson study occurred with a study of the book Comprehension Going Forward, by Ellin Keene and others. Currently, staff members are participating in a lesson study centered around the books The Daily 5, and The Café, by Boushey and Moser. Included in all our lesson studies is the opportunity to observe in classrooms at Lenski, in other LPS classrooms, and in other districts. Two years ago as part of a district initiative, several Lenski staff members observed in Patrick Allen's classroom, focusing on the topic of conferring in reading. This was a perfect complement to our lesson study of Patrick's book, Conferring: The Keystone of Readers' Workshop.

Staff meetings routinely revolve around teachers sharing new ideas, lessons, units of study, etc. Often grade level teams present an idea and then other teams incorporate those ideas, modifying them to fit the needs of their students. After attending a conference such as the Colorado Council International Reading Association, staff members share what they have learned.

Recent district staff development opportunities have intentionally focused on the Colorado Academic Standards. Lenski staff members have attended those trainings, followed by staff meetings to discuss how the information fits with each grade level. For several years the district has offered summer literacy and math institutes featuring well-known leaders, including Ralph Fletcher, Mark Overmeyer, Debbie Miller, Chris Brunette, Jonathan Brendefur and others.

The technology team works closely with the entire staff. Not only do they help teachers design technology that enhances specific classroom instruction, they also encourage teachers to share their techniques.

Lenski's principal recognizes teacher leaders and intentionally continues to build leadership capacity at our school. She values and uses the expertise of staff, who are eager to share with and learn from each other.

## **7. School Leadership:**

Lenski's principal demonstrates a strong understanding of the culture and community she serves. Her leadership and drive has created an award winning school that is well respected in the community, but reality is that leadership in school is never a one person job. The principal looks to instructional coaches, teacher leaders and parents to support her in providing leadership in curriculum, instructional practices, academic interventions and school-wide behavior programs. Leaders in these roles change as situations and needs arise. She supports those with interest or expertise to participate in leadership by encouraging and supporting their goals. She values their input and uses it to influence decisions for the school.

One of our principal's strengths is her focus on student needs. She puts together the right leadership to address all needs of all students. If student behaviors are a concern, she works with teachers with expertise in affective needs to brainstorm ideas for interventions that will support the student. That may even include basketball time with the principal; and it is done without hesitation. If access to technology is a need, she builds a team that can prioritize the school's current resources and determine what provides the biggest bang for the buck.

Focus on instruction is our principal's greatest strength. She looks to school leaders and grade level teams to take the lead on analyzing student data and use it to influence instructional decisions. She collaborates with the school's teacher leaders to understand the current needs that can be addressed through professional development then provides training. She asks everyone to be reflective of their practices and works with grade level teams on instructional refinement.

Our principal sees every part of the day as a time for learning. For instance, Lenski has no morning announcements. That is purposeful. Her goal for the start of the day is for all children to begin their day

academically engaged. Instructional time continues to be maximized throughout the day and is a contributing factor to our award winning achievement.

Our principal has always seen her role as a position of service to her staff, students and community. Her leadership is collaborative, understated and relationship oriented.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics      Grade: 3 Test: Transitional Colorado Assessment Program  
 Edition/Publication Year: 2012 Publisher: CTB/McGraw Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient and Advanced	99	99	97	94	92
advanced	67	69	63	45	54
Number of students tested	113	106	96	104	100
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient and Advanced	Masked	Masked	Masked	Masked	Masked
advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	7	5	6	4	1
<b>2. African American Students</b>					
Proficient and Advanced		Masked	Masked	Masked	Masked
advanced		Masked	Masked	Masked	Masked
Number of students tested		1	2	1	2
<b>3. Hispanic or Latino Students</b>					
Proficient and Advanced	100	Masked	Masked	Masked	Masked
advanced	40	Masked	Masked	Masked	Masked
Number of students tested	10	6	7	4	4
<b>4. Special Education Students</b>					
Proficient and Advanced	Masked	Masked	Masked	70	Masked
advanced	Masked	Masked	Masked	20	Masked
Number of students tested	5	3	8	10	6
<b>5. English Language Learner Students</b>					
Proficient and Advanced					
advanced					
Number of students tested					
<b>6.</b>					
Proficient and Advanced					
advanced					
Number of students tested					
<b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested.					

13CO4

## STATE CRITERION-REFERENCED TESTS

Subject: Reading                      Grade: 3 Test: Transitional Colorado Assessment Program  
Edition/Publication Year: 2012 Publisher: CTB/McGraw Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Feb	Feb	Feb	Feb	Feb
<b>SCHOOL SCORES</b>					
Proficient and Advanced	98	94	94	88	97
Advanced	27	18	15	17	16
Number of students tested	113	107	96	104	100
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
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient and Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	7	6	6	4	1
<b>2. African American Students</b>					
Proficient and Advanced		Masked	Masked	Masked	Masked
Advanced		Masked	Masked	Masked	Masked
Number of students tested		1	2	1	5
<b>3. Hispanic or Latino Students</b>					
Proficient and Advanced	90	Masked	Masked	Masked	Masked
Advanced	30	Masked	Masked	Masked	Masked
Number of students tested	10	7	7	4	4
<b>4. Special Education Students</b>					
Proficient and Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	5	3	8	6	6
<b>5. English Language Learner Students</b>					
Proficient and Advanced					
Advanced					
Number of students tested					
<b>6.</b>					
Proficient and Advanced					
Advanced					
Number of students tested					
<b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested.					

13CO4

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics                      Grade: 4 Test: Transitional Colorado Assessment Program

Edition/Publication Year: 2012 Publisher: CTB/McGraw Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient and Advanced	99	95	95	93	88
advanced	68	48	52	63	60
Number of students tested	113	99	107	107	102
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient and Advanced	Masked	Masked	Masked	Masked	Masked
advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	7	7	8	4	6
<b>2. African American Students</b>					
Proficient and Advanced	Masked	Masked		Masked	
advanced	Masked	Masked		Masked	
Number of students tested	1	1		2	
<b>3. Hispanic or Latino Students</b>					
Proficient and Advanced	Masked	80	Masked	Masked	Masked
advanced	Masked	20	Masked	Masked	Masked
Number of students tested	7	10	6	3	6
<b>4. Special Education Students</b>					
Proficient and Advanced	Masked	Masked	82	Masked	64
advanced	Masked	Masked	9	Masked	36
Number of students tested	4	5	11	6	14
<b>5. English Language Learner Students</b>					
Proficient and Advanced					
advanced					
Number of students tested					
<b>6.</b>					
Proficient and Advanced					
advanced					
Number of students tested					
<b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested.					

13CO4

## STATE CRITERION-REFERENCED TESTS

Subject: Reading                      Grade: 4 Test: Transitional Colorado Assessment Program  
Edition/Publication Year: 2012 Publisher: CTB/McGraw Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient and Advanced	95	95	91	94	91
advanced	21	16	18	28	24
Number of students tested	113	99	106	107	102
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient and Advanced	Masked	Masked	Masked	Masked	Masked
advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	7	7	7	4	6
<b>2. African American Students</b>					
Proficient and Advanced	Masked	Masked		Masked	
advanced	Masked	Masked		Masked	
Number of students tested	1	1		2	
<b>3. Hispanic or Latino Students</b>					
Proficient and Advanced	Masked	Masked	Masked	Masked	Masked
advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	7	6	6	3	6
<b>4. Special Education Students</b>					
Proficient and Advanced	Masked	Masked	60	Masked	57
advanced	Masked	Masked	0	Masked	7
Number of students tested	4	5	10	6	14
<b>5. English Language Learner Students</b>					
Proficient and Advanced					
advanced					
Number of students tested					
<b>6.</b>					
Proficient and Advanced					
advanced					
Number of students tested					
<b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested.					

13CO4

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics                      Grade: 5 Test: Transitional Colorado Assessment Program  
Edition/Publication Year: 2012 Publisher: CTB/McGraw Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Apr	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient and Advanced	92	91	87	88	90
proficient and advanced	54	58	57	64	74
Number of students tested	102	105	107	105	90
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient and Advanced	Masked	Masked	Masked	Masked	Masked
proficient and advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	8	8	6	6	1
<b>2. African American Students</b>					
Proficient and Advanced	Masked		Masked		
proficient and advanced	Masked		Masked		
Number of students tested	1		1		
<b>3. Hispanic or Latino Students</b>					
Proficient and Advanced	Masked	Masked	Masked	Masked	Masked
proficient and advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	9	9	5	6	5
<b>4. Special Education Students</b>					
Proficient and Advanced	Masked	60	Masked	42	Masked
proficient and advanced	Masked	10	Masked	17	Masked
Number of students tested	6	10	6	12	6
<b>5. English Language Learner Students</b>					
Proficient and Advanced					
proficient and advanced					
Number of students tested					
<b>6.</b>					
Proficient and Advanced					
proficient and advanced					
Number of students tested					
<b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested.					

13CO4

## STATE CRITERION-REFERENCED TESTS

Subject: Reading                      Grade: 5 Test: Colorado Transitional Assessment Program  
Edition/Publication Year: 2012 Publisher: CTB/McGraw Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Apr
<b>SCHOOL SCORES</b>					
Proficient and Advanced	96	90	93	91	91
advanced	30	17	36	23	31
Number of students tested	101	104	107	104	90
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient and Advanced	Masked	Masked	Masked	Masked	Masked
advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	8	7	6	6	1
<b>2. African American Students</b>					
Proficient and Advanced	Masked		Masked		
advanced	Masked		Masked		
Number of students tested	1		1		
<b>3. Hispanic or Latino Students</b>					
Proficient and Advanced	Masked	Masked	Masked	Masked	Masked
advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	9	9	5	6	5
<b>4. Special Education Students</b>					
Proficient and Advanced	Masked	Masked	Masked	45	Masked
advanced	Masked	Masked	Masked	9	Masked
Number of students tested	6	9	6	11	7
<b>5. English Language Learner Students</b>					
Proficient and Advanced					
advanced					
Number of students tested					
<b>6.</b>					
Proficient and Advanced					
advanced					
Number of students tested					
<b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested.					

13CO4