

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

[X] Public or [] Non-public

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

Name of Principal Mr. Scott Francis

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Pattengill Elementary School

(As it should appear in the official records)

School Mailing Address 3540 Morrison Avenue

(If address is P.O. Box, also include street address.)

City Berkley State MI Zip Code+4 (9 digits total) 48072-1459

County Oakland County State School Code Number* 02974

Telephone 248-837-8700 Fax 248-435-0184

Web site/URL
http://www.berkleyschools.org/berkley-school-district/pages/50944/pattengill-elementary E-mail sfrancis@berkleyschools.org

Twitter Handle @PattengillEl Facebook Page https://www.facebook.com/groups/pattengill/ Google+ N/A

YouTube/URL N/A Blog N/A Other Social Media Link https://vimeo.com/user34575179

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.

(Principal's Signature) Date _____

Name of Superintendent*Mr. Dennis McDavid
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail: dmcdavid@berkleyschools.org

District Name Berkley School District Tel. 248-837-8000

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.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Mr. Paul Ellison
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

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

PART I – ELIGIBILITY CERTIFICATION

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

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

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

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

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 1 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	12	1	13
K	22	24	46
1	32	36	68
2	22	23	45
3	19	20	39
4	22	18	40
5	25	28	53
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	154	150	304

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 2 % Asian
 - 17 % Black or African American
 - 4 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 73 % White
 - 4 % Two or more races
 - 100 % Total**

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

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

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	5
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	15
(3) Total of all transferred students [sum of rows (1) and (2)]	20
(4) Total number of students in the school as of October 1	325
(5) Total transferred students in row (3) divided by total students in row (4)	0.062
(6) Amount in row (5) multiplied by 100	6

7. English Language Learners (ELL) in the school: 2 %
6 Total number ELL
 Number of non-English languages represented: 5
 Specify non-English languages: Ibo, Russian, Arabic, Urda, Vietnamese
8. Students eligible for free/reduced-priced meals: 22 %
 Total number students who qualify: 67

Information for Public Schools Only - Data Provided by the State

The state has reported that 41 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 18 %
37 Total number of students served

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

- | | |
|--------------------------------|--|
| <u>0</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>17</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>7</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>11</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>2</u> Developmentally Delayed |

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

	Number of Staff
Administrators	1
Classroom teachers	14
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	3
Paraprofessionals	9
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 15:1

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

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

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

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

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

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

15. Please summarize your school mission in 25 words or less: The mission of Pattengill Elementary School is to ensure that students learn to be successful, responsible citizens.

PART III – SUMMARY

Pattengill is a neighborhood school in Berkley - a small suburb of Detroit that keeps its historic small town feel - and represents a diverse community and student body. We are a Title I school with approximately one-fourth of our students qualifying for free or reduced lunch. Our children have a wide range of exposure to the world. The school community is culturally diverse, but shares a strong sense of family and a desire for and commitment to quality education.

Pattengill was built in 1925 as a neighborhood elementary school. Students lived in the vicinity and went home daily for lunch. Children walked to and from school - there was (and continues to be) no bus service. A variety of special services programs have been housed at Pattengill through the years. We continue to be a building committed to educating all students.

As neighborhood population fluctuated, Pattengill Elementary became a Schools of Choice for Oakland County residents. Approximately 36% of our student body is currently so designated. These students are accepted through a lottery system (about 33% of the applicants become Berkley students) that has some behavioral filters, but not academic ones. We take Schools of Choice students kindergarten through fifth grade, with the majority being accepted in kindergarten and first grade due to the number of openings.

The mission of Pattengill Elementary school is to ensure that students learn to be successful, responsible students. As a staff, we created this mission to reach all of our students academically, socially, and emotionally. Our focus is on the whole child and we are committed to working cooperatively with all stakeholders to provide effective instruction and a supportive environment.

Highly visible staff and administrators keep parents and children aware that we are on top of behavioral choices and academic endeavors. Children and staff know each other, regardless of grade level, which results in a comfortable sense of being one large family. Pattengill has many traditions that bring families and staff together and reinforces this comfort level: our fall Hot Dog Roast, Spring Ice Cream Social and special nights for Title I parents, reading and math. At these events, parents, children, staff and administrators relax and enjoy each other outside of the traditional daily academic structure. Staff members often bring their own families to these events.

Additionally, we have many traditional events that breed excitement. March is Reading Month, the Fun Run, and 5th Grade Camp are annual events that everyone looks forward to. All fourth grade students take a trip to the Detroit Institute of Arts - an experience that integrates language arts curriculum as well as many concepts of art. Spring sees children forming March Madness basketball teams and talent show acts. These events help children grow socially as well as academically, which is a priority at Pattengill.

All students at Pattengill are challenged by learning strategies that develop critical thinking skills. They are encouraged to articulate what they know in a variety of ways, some pictorial, some oral, and others through art and written expression. Students discuss their learning with each other and may often reformulate their thinking based on new evidence. Use of Visible Thinking routines reinforces such learning. These strategies are not only valuable in learning, but they are valuable for later life skills.

We are very aware that not all students learn in the same way or at the same rate. Reaching all of our students (as per our mission statement) takes differentiated instruction. Toward this end, teachers supplement curriculum for those who need to reach farther, and offer support for students who are struggling with concepts. The former happens immediately in the classroom based on pre-assessments or observation. Struggling students often have small group support both inside and outside of the classroom.

Our school community values many types of learning beyond just the core curricular. Our social worker and speech and language pathologist run social groups to support students who need help developing social, emotional and language skills. Wayne State University speech and language pathology interns help lower elementary students with limited language skills receive a high level of language support.

Pattengill houses district programs that enrich the learning community. For example, two Great Start Readiness classrooms reside here wherein pre-school age students who qualify for services are exposed to full-day pre-kindergarten curriculum. Our Young-Fives program takes kindergarten-eligible students whom parents have determined are not ready (socially or academically) for our regular kindergarten program. We also have two cross-categorical special education classrooms where students receive the majority of their core instruction from a special education teacher but are mainstreamed into some general education classes as well. Our general education students often share time with these students through the Buddy-To-Buddy program during lunch and recess. These programs are an integral part of Pattengill and add to our diversity.

Staff and parents have many ways of supporting the entire student body. Pattengill staff created a character education program to fit the needs of its specific population. Battle of the Books engages fourth and fifth grade students, teachers and parent coaches in an annual reading comprehension competition. Math Pentathlon is offered to second through fifth graders who use math, critical thinking and strategy to compete among themselves and then at a statewide competition.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Berkley School District's curriculum department works closely with building administration and staff to align our curriculum, instruction, and assessment to the Common Core State Standards.

In math, our K-5 math curriculum is aligned to Common Core standards and uses Everyday Math as a resource. Students depict their math reasoning, number sense, and problem-solving skills through modeling and representing multiple strategies. Use of interactive technology makes such depictions fun, engaging, and suitable for all learners. Our math program is structured in a way that allows for students who are struggling with core math skills to receive additional math support from our intervention teachers in addition to their classroom instruction. Students who show an above-level grasp of math concepts being taught create challenge projects that require them to think critically and that help prepare them for citizenship beyond the classroom walls. We create opportunities for all students to ask questions, explore, and build upon understanding of grade level math concepts.

We teach reading through the workshop model and our approach incorporates a balance of fiction and nonfiction genre studies. Teachers use a combination of mini-lessons, guided reading/strategy groups, and individualized instruction through conferences to assure that every reader finds success and acquires the skills and knowledge necessary to progress. Our classrooms emphasize the importance of student talk and writing about reading to grow ideas about texts. Students learn the power of growing comprehension and deeper thinking through discourse beginning with structured partner conversations and progressing into book clubs. We also utilize assessment driven instruction to meet each student's needs. By assessing students' independent and instructional levels using the Fountas and Pinnell Assessment System, in addition to DIBELS, throughout the year we are able to consistently reach every learner.

We also implement the Writing Workshop in all classrooms. K-5 students write self-directed pieces to grow their abilities within the narrative, informational, and argument text types. In each unit, students are immersed in the genre and study mentor texts. Through mini-lessons, strategy groups, and individualized instruction, students follow the writing process to compose pieces that meet, or exceed, grade level standards for each text type. For example, in our second grade argument unit, students write reviews of favorite things that they then share online. In the fourth grade informational unit, students turn their biographical writing into a wax museum that they share with parents and other students. Staff have created and collected benchmark writing pieces to guide student's understanding of expectations at each grade level and we work across grade levels to build upon skills. Through the use of pre and post on-demand pieces, we are able to assess student growth and guide future instruction.

Fountas and Pinnell Phonics in K-2 and Words Their Way in 3-5 drive our word work instruction. This format meets the needs of every student, as it lends itself to instructing students at all levels.

Pattengill's social studies curriculum follows state standards and guides students K-5 to explore the world in which we live. It focuses on growing students' understanding of their individual place in the world. Students explore what it means to be a citizen of increasingly large communities, from the classroom to the world, and what their responsibilities are in these venues.

We pride ourselves in having the opportunity to offer many other experiences that support our curricula. For example, we take field trips to local businesses and museums. We also provide students with classroom simulation experiences (creating mini-societies for economics, classroom colonies to study history, etc.) Through our curriculum and additional experiences, all students investigate and learn while polishing skills that prepare them for later life experiences.

Our science curriculum is inquiry-based and is aligned to state standards. At Pattengill, we structure our learning experiences around experiments and hands on activities that build upon and challenge students' understanding of scientific concepts and principles. From K-5, our students use the scientific process and

structured discourse to explore, question, and build an understanding of grade level science standards. Teachers serve as the guide while students are the scientists. We use student-led talk to grow ideas and students are invested in sharing their science understanding with others; for example, through our third grade zoo, second grade salt-dough landform projects, and fourth grade water system model.

Finally, our Young-Five (pre-kindergarten program) offers a unique opportunity for students who are of kindergarten age, but are not quite ready academically or socially/emotionally. The average class size is smaller than the typical kindergarten classroom to allow for additional attention and support. The Young-Five curriculum and instruction aligns with the Common Core State Standards and prepares students for the kindergarten classroom. The students are taught developmentally appropriate strategies to support them academically and socially.

2. Other Curriculum Areas:

All students at Pattengill have music for about 90 minutes per week. In the fifth grade students have the option to choose between band, choir and orchestra. Participation in band, choir and orchestra is a year-long commitment and students have the opportunity to continue in those ensembles throughout middle and high school. All students participate in activities designed for them to experience all the elements of music in a fun atmosphere. These activities include listening, movement, singing in tune, and playing instruments, and are based upon the National Standards for Music Education. While students are learning music, they are also learning many important things through music. They are asked to solve problems in groups and individually, and create their own music to demonstrate their understanding of musical elements.

Each grade level also has a performance opportunity. In 1st-5th grade, students participate in informance style concerts, which focus on students demonstrating the material, ideas, and elements that they have learned in class. While kindergarten students do not have their own concert, they do present a Family Tea in the spring, which involves performing for their parents. Additionally, students in the 3rd-5th grades have the opportunity to participate in a talent show.

Standards and benchmarks of Berkley's music curriculum include creative activity, cross-curriculum issues and higher-level thinking skills. Music benchmarks include creating, performing, and responding to music. We believe that music enhances the quality of our lives by extending the boundaries of our thinking, providing an important means for self-expression and personal fulfillment, and by aiding in the development of confidence and self-discipline. Our music teacher also integrates Visible Thinking routines and strategies to support our students learning.

Our 1st through 5th grade students have media once a week for 45 minutes and twice a week for 30 minutes in kindergarten. In the library, students learn how to navigate the library catalog through the use of keywords and other search queries, as well as, developing a love for reading by investigating techniques used by authors and illustrators . Upper elementary students have the opportunity to participate in Battle of the Books, where students are placed on a team, read from a selected list of books, and then compete against other teams by answering questions about those books.

Students also go to the media center, where they are challenged to push their thinking and make curricular connections with research and technology. In the computer lab, students learn to navigate various programs and applications, and then are asked to complete real world focused projects. Students also learn about digital citizenship, preparing them to participate as productive and responsible members our tech-centric society.

Students participate in art once per week for 60 minutes in grades 1-5, and for 45 minutes in kindergarten. Our students explore how culture, time and personal experience give meaning to artwork. Students learn about the visual expression of artists from many cultures throughout the world. Art projects are based on this learning, but also engage students' personal expression so their artwork is meaningful to them. Students' ideas are emphasized, since the meaning of artwork lies greatly in the ideas being expressed.

Students experience a variety of activities, using many different materials and techniques such as drawing,

painting, printmaking, ceramics, technology, fibers, jewelry and sculpture. Students in fourth grade go to the Detroit Institute of Arts to learn/practice observing and responding to art in a real world setting. Students also have the opportunity to participate in a variety of art shows run by the art department. Student artwork is photographed and archived in the Artsonia, which creates a portfolio for each student that follows them K-12. The elementary art program here strives to instill personal confidence, and provide a joyous atmosphere for creating artwork.

Physical Education classes meet twice a week for 30 minute sessions. The Berkley School District provides standards/benchmarks that must be met, and they correlate with the state core curriculum. The physical education instructor creates activities/games that touch on each standard, many times throughout the school year. Data is kept via checklists/tests to measure understanding and show growth.

Physical education also emphasizes the importance of physical movement, nutrition, teamwork and sportsmanship. Each student learns and uses these skills to the best of their own abilities in a comfortable, non-threatening setting. The class also focuses on following directions for safety and skill understanding. The use of these physical education skills in warm-ups, practice and games, mixed with fun, learning, and social interactions, teaches them skills they will use throughout their lives.

3. Instructional Methods and Interventions:

In the classroom, many approaches to learning are used, but the workshop model is our primary approach to delivering academic content. The workshop model is utilized in all classrooms because it allows us to differentiate our lessons for every student. This approach allows us to provide large group, small group, and individualized learning opportunities for students. Our small groups are designed from assessment data that indicates which students have similar strengths and areas of weakness. Teachers spend time conferencing with students to discuss goals and offer feedback based on their progress.

As part of our Response to Intervention process, we have a system of student support in place that involves our general education and special education staff. We call this our Pattengill Assistance Team (PAT). We meet weekly to discuss student needs, monitor growth, and create plans of action that best fit each individual learner. Through our online data monitoring system, we are able to observe academic trends over time for each of our students. Based on these trends, we provide support, enrichment or intervention in the areas of reading, writing, and math. The online system also helps us stay accountable to each other and our students.

The interventions we utilize are based on individual student needs using both formative and summative assessment data, in addition to teacher input and classroom performance. Research-based interventions are used in a variety of formats including direct instruction, individual and small group work, computer programs, apps, etc. Reading, writing, and math interventions include: Leveled Literacy Intervention (LLI), ReadWell, CogMed, Corrective Reading, Read Naturally, Explode the Code, SuccessMaker, Pinpoint Math and REWARDS. Even though we have many interventions, we realize that one size does not fit all and we try to match the appropriate intervention with the unique needs of each student. Students are progress monitored in order to guide instruction in addition to indicating changes of specific interventions when applicable.

We believe the workshop philosophy in addition to our Response to Intervention support system allow us to meet all of our students' needs.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Over the past five years, Pattengill's math and reading scores have shown growth when tracking groups of students as opposed to looking at the same academic area over time with different groups of students. There was a decline in one group's (2011/2012 3rd grade students) ELA scores during their fourth grade year when our district made significant changes to our reading curriculum. We believe the dip in scores can be attributed to implementing a new curriculum. The following year, this group of students improved their ELA scores, and they were higher than their 3rd grade score. Another example of significant growth by a whole grade or group was from the 2011/2012 3rd grade students in math. The percentage of students who were proficient or above in math improved from 44% in 2011/2012 to 69% in 2012/2013 to 76% in 2013/2014. Overall, we have used MEAP data to guide our instructional decisions, and the increase in group scores continue to increase.

Pattengill's data clearly indicates that our sub-group performance is rapidly catching up with that of the school population as a whole. While the sample sizes of some sub-groups makes their data unreliable, the larger sub-groups show a distinct trend towards improvement.

A great example of this movement is revealed by Pattengill's MEAP scores for fifth grade math over the past five years. The socio-economically disadvantaged students scored 25 percentage points below that of the school population as a whole in the 2009-2010 test. Similarly, the African-American sub-group scored 28 percentage points below the whole group. By the 2013-2014 test, though, the socio-economically disadvantage students had a gap of only one percentage point. Our African-American students still had a gap of 12 percentage points, but had narrowed the gap considerably from five years previously. Continued efforts with manipulatives and multiple ways of thinking about math applied at an early age are helping to reduce the gaps and will continue to do so in the future.

Another great example of narrowing the gap between sub-populations and the whole group is illustrated by the fourth grade reading MEAP scores. In the 2010-2011 school year, the socio-economically disadvantage students' scores were 17 percentage points below the whole population score. The African-American students scored 13 percentage points below the group as a whole. By the 2013-2014 school year, the sub-groups' scores were on a par with that of the whole student population. Identifying potential problems early and intensively providing them with the right support has helped us narrow this gap to virtually nothing!

We believe much of the success of our subgroups is due to the system we have in place to support our teachers and students. The Pattengill Assistance Team meets weekly with general education teachers to discuss and address the needs of our struggling students. Our Pattengill staff and administrators have worked tirelessly to identify and remediate problems as early as possible so that any struggling students - sub-grouped or otherwise - receive the attention they need to become successful students and, later, adults.

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

Pattengill students, parents, and teachers benefit from the various forms of formative and summative assessments that are implemented by our staff members. Teachers and support staff analyze these assessments and use them to inform instruction throughout the school year and to make plans for the upcoming school year when applicable. We also communicate the information from our assessments to both parents (Literacy Profiles, Report Cards, and Parent Teacher Conferences) and students, so that optimal progress for every child is the priority for our collaborative learning community.

Our school wide assessments are used both formatively and summatively, depending on the assessment and timing of year. Examples of these assessments include: Fountas and Pinnell, DIBELS, DAZE, On-Demand Writing Assessment, Math Quarterly Assessments, and the Kindergarten Basic Concepts Screener. The data from these assessments help us quickly identify students who need intervention support from our Learning Specialist. Teachers also use the data to create strategy and guided learning groups in math, reading, and writing.

We continue to collect data from the students who receive additional support through progress monitoring checks. These bi-weekly data collections allow our Pattengill Assistance Team to adjust the interventions on a regular basis.

In addition, students are tested at the midyear point using the school-wide assessments. Teachers use the data to guide students to create and follow through with learning goals that are revisited throughout the year. The data helps form a working relationship between teacher and student so that students are aware of their learning status upon the continuum.

For our upper elementary students, teachers analyze the Michigan statewide assessments to pinpoint areas of instruction that need improvement, look for trends that show growth, and identify students who are at risk or in need of intense support. Teachers work collaboratively to discuss what they notice, share their ideas, and challenge each other to use the data to help our students grow academically and to adequately prepare them for success beyond elementary school.

Part VI School Support

1. School Climate/Culture

At Pattengill Elementary, we dedicate ourselves to creating a culture of thinking for students, teachers, and our community. We define “Cultures of Thinking” (CoT) as places where a group’s collective as well as individual thinking is valued, visible, and actively promoted as part of the regular, day-to-day experience of all group members. (Ron Ritchhart, 2002) Evidence of this culture abounds as you walk through the hallways and listen into the classrooms at Pattengill. Students are immersed in the language of thinking and learning. They work collaboratively to build understanding, deepen learning through questioning and discourse, and examine problems from different perspectives. At Pattengill, students learn the value of the journey of learning and actively share their thinking and expect and encourage others to do the same. Displays of student work, both polished pieces and student thought processes can be viewed throughout the building. This reinforces the importance of all components of the learning process to students.

In addition to the culture of thinking within each classroom, the teachers at Pattengill Elementary strive to maintain a strong professional learning community. All staff members are involved in improving our school community by identifying areas of concern, seeking and evaluating resources, and making necessary changes. This collaborative approach, including a common vision, has a positive impact on student success relating to academics, social needs, and emotional growth.

Another way that we create a school that supports the whole child is by working as a community to focus on a specific character trait each month. Information regarding the trait is shared and discussed between teachers, students, and parents. All students are encouraged to model the trait and are recognized for their efforts. By discussing, understanding, and embracing these character traits, teachers and students work to grow habits of mind that will allow for success within and beyond the classroom.

A culture of thinking does not mean that we have all of the answers. As a staff, we are all learning to improve and our trials and errors are encouraged as we continue to grow. We operate in a “risk free” environment, which in turn allows us to try new things, evaluate our efforts, and collaborate with colleagues to grow together. We strive to create this same environment for the students at Pattengill. As a result, students and teachers are supported, engaged, and motivated to reach their fullest potential.

2. Engaging Families and Community

We believe clear and consistent communication is the key to providing opportunities for our families and community members to support our students. Our staff and parents work hard to create opportunities for our families to be involved in the learning process.

Our school offers many forms of communication to help parents and community members stay connected. We purposely provide information in different forms including: blogs, newsletters, emails, video podcasts, and Twitter. One of our most appreciated forms of communication comes from the teachers as they share updates on curriculum and school events in their weekly newsletters. The principal shares school success stories and updates on his vision in his monthly newsletter. Finally, a Twitter account that links with our website was also created for the purpose of sharing pictures of practice with our community.

We are fortunate to have a strong relationship between our staff and PTA. PTA members and school leaders meet regularly to plan events that bring our families and staff members together. Meeting in less formal situations increases the trust we have in each other and permits us to view each other in a more relaxed atmosphere. Examples of PTA events include: Hot Dog Roast, Craft Night, and the Ice Cream Social.

Our PTA also places a strong focus on investing in our schools to increase student achievement. Two recent updates that our PTA financially supported were updating our computer lab and installing interactive

projectors in every classroom. The PTA supports our belief that technology is a valuable tool to prepare our students for the 21st century.

We also have many local businesses who support us financially to help us meet our students' needs. Several participate in our community events like the Hot Dog Roast. We have also partnered with local businesses to provide field trips for our students to experience real life learning.

We also stay closely connected with the Berkley Youth Assistance program to help families in need. Scholarships are given to kids to attend summer camps, parenting classes are offered in our building, and students are recognized for going above and beyond for their community.

Our PTA, community members, and staff believe communication and creating opportunities for our students greatly contributes to the success of our school.

3. Professional Development

Our building's professional development plan follows the Michigan Department of Education's standards. One of the standards we believe is crucial to our success is to utilize Professional Learning Communities (PLC's) for teachers to learn with and from each other. Our building PLC's were formed for the purpose of focusing on improving our reading, writing, and critical thinking skills. We looked at data trends over the last four years to identify the areas of greatest need.

Each of the PLC teams have a teacher leader who works closely with the principal and facilitates teacher learning to support our building's school improvement goals. Many of the teachers have joined a PLC team that aligns with their own Professional Learning Goals. Also, our building goals and PLC work supports our district's curriculum, instruction, and assessment practices. The alignment between teacher, building, and district goals synergize our efforts and successes.

Additionally, we have placed a high priority on developing our students' critical thinking skills. After reviewing the recent shift in Common Core State Standards and recent data, we realized the need to help students develop their critical thinking skills. As a whole building, we have agreed to study and implement Visible Thinking strategies based on Dr. Ron Ritchhart's research from Making Thinking Visible. We believe that one of the greatest strengths of the philosophy is that the instructional methods can be implemented throughout all curricular areas. Our leadership team teaches and models the strategies during job-embedded professional learning experiences. We have also formed a partnership with Rogers Elementary (in Berkley District) where teachers exchange visits in order to observe lessons and provide feedback to each other to improve instruction.

Another example of how we support our staff development is by providing quarterly cohort meetings where every staff member participates. Cohort leaders structure the meetings with a focus on student and teacher learning. We provide professional readings to build our capacity and discuss how it will impact our learning. Teachers share and analyze student work and provide reflections to extend their learning.

Pattengill teachers feel strongly about improving their skills for the purpose of increasing student achievement. They often request to attend professional development courses and presentations in areas of interest. These often result in teachers returning to Pattengill to disseminate the information to other staff members to the benefit of all.

4. School Leadership

Our leadership team's core belief is focused on developing and strengthening relationships between staff, administration, parents, and students. We also place a high priority on using data to make decisions and utilizing systems to support our teachers and students. These shared values affect our decisions daily and allow us to consistently communicate high expectations for student learning.

Staff members, parents, and administrators are actively involved in evaluating the school environment and seeking ways to improve it in ways that boost student engagement and, therefore, achievement. We often take a team approach in making important decisions that impact the school, and the strength of the team is dependent on the strength of the relationships among the stakeholders. One example of this approach was when we formed a technology committee to look at our building needs. Many stakeholders were involved in the decision-making process, and it resulted in a successful installation of interactive projectors. The leadership team identified a need, used research to support the decision, and collectively chose the tool that best met the needs of our students.

We are also fortunate to have many of our parents take on different leadership roles. They regularly participate and support student achievement in a wide array of areas: Math Pentathlon, Girls on the Run, Destination Imagination, scouting, book clubs, and Battle of the Books coaching. Our parents have a clear picture of our school's mission, and look for ways to support the unique needs of our students.

Additionally, strong systems and structures have been implemented as a result of our principal's vision for student and teacher success. The systems are productive because the principal has participated "as a learner and leader in ensuring that the combined human and social capital forces are devoted to outcomes in a targeted, continuous manner." (Michael Fullan) Our systems support teacher learning, collaboration, and student supports. Examples of these systems include: teachers meeting regularly with their Visible Thinking Cohorts, monthly Professional Learning Community meetings, and weekly P.A.T. meetings to discuss student needs.

Ultimately, we believe that leadership should be shared among the stakeholders to obtain more investment from all constituents. Although it is the principal's responsibility to cast the vision, it is even more his responsibility to connect people to it so others can support it and carry it out.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Michigan Educational Assessment Program</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Michigan Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficient (Level 2) and above	69	60	44	66	67
Advanced (Level 1)	21	4	3	4	13
Number of students tested	42	57	63	58	61
Percent of total students tested	100	98	98	95	98
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	2	2	5	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient (Level 2) and above	56	40	55	80	22
Advanced (Level 1)	6	0	5	0	0
Number of students tested	16	15	20	10	9
2. Students receiving Special Education					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
3. English Language Learner Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
4. Hispanic or Latino Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
5. African- American Students					
Proficient (Level 2) and above	71	38	43	31	46
Advanced (Level 1)	7	0	7	0	8
Number of students tested	14	8	14	13	13
6. Asian Students					
Proficient (Level 2) and above					
Advanced (Level 1)					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
9. White Students					
Proficient (Level 2) and above	67	64	48	74	76
Advanced (Level 1)	30	4	2	5	16
Number of students tested	27	47	46	33	45
10. Two or More Races identified Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
11. Other 1: Other 1					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
12. Other 2: Other 2					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
13. Other 3: Other 3					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					

NOTES: All of our students who took the state's alternative assessment (MI-Access) are in our cognitively impaired special education classroom for fifty percent of the time or more during the school day.

Most of our 3rd grade classes have not had enough students receiving special education services to qualify for a subgroup with the exception of the 2009/2010 school year. Additionally, we did not have any 3rd grade students who receive special education services take the math assessment during the 2013/2014 school year.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Michigan Educational Assessment Program</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Michigan Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficient (Level 2) and above	69	69	72	59	79
Advanced (Level 1)	15	13	22	10	15
Number of students tested	54	64	58	63	61
Percent of total students tested	95	96	97	95	98
Number of students tested with alternative assessment					
% of students tested with alternative assessment	5	4	3	5	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient (Level 2) and above	59	90	64	33	36
Advanced (Level 1)	6	5	21	0	18
Number of students tested	17	19	14	9	11
2. Students receiving Special Education					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
3. English Language Learner Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
4. Hispanic or Latino Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
5. African- American Students					
Proficient (Level 2) and above	50	67	42	47	78
Advanced (Level 1)	0	0	8	7	22
Number of students tested	6	15	12	15	9
6. Asian Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient (Level 2) and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced (Level 1)					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
9. White Students					
Proficient (Level 2) and above	72	70	79	66	78
Advanced (Level 1)	17	17	28	11	13
Number of students tested	46	46	43	44	46
10. Two or More Races identified Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
11. Other 1: Other 1					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
12. Other 2: Other 2					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
13. Other 3: Other 3					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					

NOTES: All of our students who took the state's alternative assessment (MI-Access) are in our cognitively impaired special education classroom for fifty percent of the time or more during the school day.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Michigan Educational Assessment Program</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Michigan Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficient (Level 2) and above	76	80	66	70	64
Advanced (Level 1)	15	20	12	12	21
Number of students tested	59	60	58	61	61
Percent of total students tested	95	95	95	95	95
Number of students tested with alternative assessment					
% of students tested with alternative assessment	5	5	5	5	5
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient (Level 2) and above	75	80	56	31	39
Advanced (Level 1)	19	20	0	15	6
Number of students tested	16	15	9	13	18
2. Students receiving Special Education					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
3. English Language Learner Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
4. Hispanic or Latino Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
5. African- American Students					
Proficient (Level 2) and above	64	50	33	60	36
Advanced (Level 1)	14	14	8	30	7
Number of students tested	14	14	12	10	14
6. Asian Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient (Level 2) and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced (Level 1)					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
9. White Students					
Proficient (Level 2) and above	81	88	76	73	74
Advanced (Level 1)	17	21	14	9	28
Number of students tested	42	43	42	45	46
10. Two or More Races identified Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
11. Other 1: Other 1					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
12. Other 2: Other 2					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
13. Other 3: Other 3					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					

NOTES: All of our students who took the state's alternative assessment (MI-Access) are in our cognitively impaired special education classroom for fifty percent of the time or more during the school day.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Michigan Educational Assessment Program</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Michigan Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficient (Level 2) and above	79	79	84	85	77
Advanced (Level 1)	21	19	19	19	25
Number of students tested	42	57	64	58	61
Percent of total students tested	98	95	100	95	98
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	5	0	5	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient (Level 2) and above	56	87	86	80	56
Advanced (Level 1)	6	6	14	30	11
Number of students tested	16	15	21	10	9
2. Students receiving Special Education					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
3. English Language Learner Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
4. Hispanic or Latino Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
5. African- American Students					
Proficient (Level 2) and above	57	63	79	69	62
Advanced (Level 1)	14	13	14	0	8
Number of students tested	14	8	14	13	13
6. Asian Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient (Level 2) and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced (Level 1)					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
9. White Students					
Proficient (Level 2) and above	89	83	87	91	82
Advanced (Level 1)	26	21	21	26	31
Number of students tested	27	47	47	43	45
10. Two or More Races identified Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
11. Other 1: Other 1					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
12. Other 2: Other 2					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
13. Other 3: Other 3					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					

NOTES: All of our students who took the state's alternative assessment (MI-Access) are in our cognitively impaired special education classroom for fifty percent of the time or more during the school day.

We did not have enough students who receive special education services to have data reported with the State of Michigan.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Michigan Educational Assessment Program</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Michigan Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficient (Level 2) and above	83	72	91	80	92
Advanced (Level 1)	11	8	14	15	20
Number of students tested	53	64	58	61	61
Percent of total students tested	95	97	97	93	98
Number of students tested with alternative assessment					
% of students tested with alternative assessment	5	3	3	7	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient (Level 2) and above	81	75	86	63	82
Advanced (Level 1)	0	5	14	0	9
Number of students tested	16	19	14	8	11
2. Students receiving Special Education					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
3. English Language Learner Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
4. Hispanic or Latino Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
5. African- American Students					
Proficient (Level 2) and above	83	87	75	67	100
Advanced (Level 1)	0	0	0	7	33
Number of students tested	6	15	12	15	9
6. Asian Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient (Level 2) and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced (Level 1)					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
9. White Students					
Proficient (Level 2) and above	83	67	95	86	89
Advanced (Level 1)	13	11	16	19	15
Number of students tested	46	46	43	42	46
10. Two or More Races identified Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
11. Other 1: Other 1					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
12. Other 2: Other 2					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
13. Other 3: Other 3					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					

NOTES: All of our students who took the state's alternative assessment (MI-Access) are in our cognitively impaired special education classroom for fifty percent of the time or more during the school day.

We did not have enough students who receive special education services to have data reported with the State of Michigan.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Michigan Educational Assessment Program</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Michigan Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficient (Level 2) and above	88	97	90	83	77
Advanced (Level 1)	32	25	19	20	23
Number of students tested	59	59	58	60	60
Percent of total students tested	95	95	92	94	95
Number of students tested with alternative assessment					
% of students tested with alternative assessment	5	5	8	6	5
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient (Level 2) and above	88	87	78	67	72
Advanced (Level 1)	38	27	22	0	17
Number of students tested	16	15	9	12	18
2. Students receiving Special Education					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
3. English Language Learner Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
4. Hispanic or Latino Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
5. African- American Students					
Proficient (Level 2) and above	79	93	83	70	57
Advanced (Level 1)	29	14	8	20	7
Number of students tested	14	14	12	10	14
6. Asian Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient (Level 2) and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced (Level 1)					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
9. White Students					
Proficient (Level 2) and above	91	98	93	84	84
Advanced (Level 1)	33	31	24	22	29
Number of students tested	42	42	42	45	45
10. Two or More Races identified Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
11. Other 1: Other 1					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
12. Other 2: Other 2					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
13. Other 3: Other 3					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					

NOTES: All of our students who took the state's alternative assessment (MI-Access) are in our cognitively impaired special education classroom for fifty percent of the time or more during the school day.

We did not have enough students who receive special education services from 2010/2011 - 2013/2014. The only year that we have data from the State of Michigan is from 2009/2010.