

2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet

Type of School
(Check all that apply)

Elementary Middle High K-12
 Charter Title I Magnet Choice

Name of Principal Mr. Hayden Brock Camp

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

Official School Name Werner Elementary School

(As it should appear in the official records)

School Mailing Address 5400 Mail Creek Lane

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

Fort Collins

Colorado

80525-6520

City

State

Zip Code+4(9 digits total)

County Larimer

State School Code Number* 9380

Telephone (970) 488-5550

Fax (970) 488-5552

Web site/URL http://www.psdschools.org/werner

E-mail hcamp@psdschools.org

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

Principal's Signature _____

Name of Superintendent Dr. Jerry Wilson

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Poudre School District

Tel. (970) 482-7420

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

(Superintendent's Signature) _____

Name of School Board

President/Chairperson Mr. Larry Neal

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

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

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

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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

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 has some configuration that includes 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 each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind–Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
6. 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.
7. 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.
8. 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. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

DISTRICT (Question 1-2 not applicable to private schools)

1. Number of schools in the district: _____ 31 Elementary schools
 _____ Middle schools
 _____ 11 Junior High Schools
 _____ 6 High schools
 _____ 2 Other
 _____ 50 TOTAL
2. District Per Pupil Expenditure: _____ 5398
 Average State Per Pupil Expenditure: _____ 8317

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
 Urban or large central city
 Suburban school with characteristics typical of an urban are
 Suburban
 Small city or town in a rural area
 Rural
4. _____ 1 Number of years the principal has been in her/his position at this school.
 _____ 3 If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
Pre K			0	7			0
K	34	30	64	8			0
1	34	39	73	9			0
2	47	27	74	10			0
3	33	25	58	11			0
4	43	35	78	12			0
5	25	46	71	Other			0
6	43	35	78				
TOTAL STUDENTS IN THE APPLYING SCHOOL							496

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 0 | % American Indian or Alaska Native |
| 3 | % Asian or Pacific Islander |
| 1 | % Black or African American |
| 3 | % Hispanic or Latino |
| 93 | % White |

100 % TOTAL

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year 7 %

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

(1)	Number of students who transferred to the school after October 1 until the end of the year	20
(2)	Number of students who transferred from the school after October 1 until the end of the year	13
(3)	Total of all transferred students [sum of rows (1) and (2)]	33
(4)	Total number of students in the school as of October 1	461
(5)	Total transferred students in row (3) divided by total students in row (4)	0.07
(6)	Amount in row (5) multiplied by 100	7

8. Limited English Proficient students in the school: 1 %
5 Total Number Limited English Proficient

Number of languages represented: 3

Specify languages: Korean, Nepalese, English

9. Students eligible for free/reduced-priced meals: 7 %

Total number students who qualify: 33

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 federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: $\frac{7}{33}$ %
 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>3</u>	Autism	<u>0</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>5</u>	Other Health Impairment
<u>0</u>	Deaf-Blindness	<u>12</u>	Specific Learning Disability
<u>1</u>	Emotional Disturbance	<u>6</u>	Speech or Language Impairment
<u>0</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>1</u>	Mental Retardation	<u>1</u>	Visual Impairment Including Blindness
<u>4</u>	Multiple Disabilities		

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

	Number of Staff	
	<u>Full-time</u>	<u>Part-time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>19</u>	<u>0</u>
Special resource teachers/specialists	<u>7</u>	<u>7</u>
Paraprofessionals	<u>10</u>	<u>1</u>
Support Staff	<u>3</u>	<u>0</u>
Total number	<u>40</u>	<u>8</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 $\frac{25}{1}$: 1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	96 %	96 %	96 %	97 %	96 %
Daily teacher attendance	92 %	95 %	95 %	95 %	96 %
Teacher turnover rate	10 %	22 %	12 %	9 %	31 %
Student drop out rate (middle/high)	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school)	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

Due to the large enrollment of students at Werner and future trend of growth in the area, a new school was built in 2003 and the Werner principal and several staff left to open the new school, which accounts for the staff turnover rate during the 2002-2003 time period. In the 2005-2006 school year, due to unique situations, there was a change in leadership and

some staff. Despite these two unusual circumstances, Werner typically has a low teacher turnover rate.

PART III - SUMMARY

Werner Elementary School is a place where children thrive. Our district's mission statement is to 'educate every child, every day' and at Werner, we fulfill this goal by following our vision to provide an environment where each child maximizes their learning potential and achieves their highest possible level. Our vision stands on our core values of ensuring a holistic curriculum, providing multiple opportunities for students, staff and parents to explore, learn and collaborate and creating an environment based on trust and respect.

When children enter our doors, we accept them where they are and take them as far as possible. Guided by our vision and values, Werner offers a learning community where our students thrive and grow.

Werner was built in 1987 and is a neighborhood school that has experienced boundary and demographic changes as well as leadership and staff turnover over the years and, through all, we have maintained our deep commitment to our children.

Regardless of changes we experienced, we have stayed true to our vision and purpose due to these critical factors that have remained constant throughout our history: an unwavering focus on the children, a highly collaborative staff, an exceptional partnership with the parent community, and the children themselves, whom we have been fortunate to teach all these years.

The first factor relates to our deeply rooted orientation on the child. We believe success emerges when the principle question asked is 'What is best for the children?' We are intentional about providing an education for our students that is focused on the whole child, educating the mind and the heart. When a child leaves Werner, he or she has grown academically, physically, socially, and emotionally. Our goal is to help our children develop into well-rounded individuals that grow to be contributing members of our society.

The second factor is our outstanding staff of dedicated professionals. The staff realizes there are only 180 days to make an impact, and work together to stay focused on a shared vision. All staff members care deeply about our children and embrace their individual and collective roles in helping the students grow. Staff members also trust and respect each other and model how to work together effectively. Even as staff changes occur, it is in our school's DNA to be guided by a deep purpose where working together matters when educating our children.

The third factor has been our highly supportive parent community. We have active participation from our parents, and many collaborate with staff on strategies to help their child at school and at home. Another vital component to our parent involvement is their willingness to volunteer, resulting in over 450 parent volunteers for a school of approximately 500 students. These parents devote time to help students one-on-one or in small groups, and in addition; present information in the classroom and provide active support to the principal, office staff and teachers in a variety of ways. Several of our parents lead our enrichment programs, and, as a testimony to the dedication of our parent community, some donate consistently to the financial support of our school. The Werner PTA budget, on average is \$40,000, is higher than many schools in our district. Without this high level of parental support and involvement, our experience would not be as diverse and comprehensive as it is.

The last critical factor is our students, and they represent what is right with our world. They are motivated, supportive, well-behaved individuals who live up to our ROAR Code, standing for 'Respect, Owning my behavior, Attitude that is positive, and Responsibility.'

When you walk the halls of Werner, one knows it is a special place where a strong foundation of shared purpose and collaboration exists among all stakeholders.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Following the procedure for all Colorado public schools, each of our 3rd-6th grade students is assessed annually, using the Colorado Student Assessment Program (CSAP), administered by the Colorado Department of Education (CDE). The program measures students' performance on Colorado Model Content Standards in the areas of reading, writing, and math. Science was implemented two years ago for all 5th graders.

The CSAP is developed by CDE with support from curriculum specialists, teachers, and community experts from across the state. The rigorous Colorado Model Content Standards drive the development of these summative assessments. Each test is broken up into several 60-minute subtests. The format of the tests varies and includes multiple-choice, fill-in-the-blank, and open-ended responses. Based on the overall performance for each test, students are assigned a level of 'Unsatisfactory', 'Partially Proficient', 'Proficient', or 'Advanced' for each of the content areas. Due to the challenging nature of the CSAP, students performing at 'Partially Proficient', 'Proficient', or 'Advanced' meet the federal guidelines for grade level performance as defined in the No Child Left Behind (NCLB) Act.

Complete information on the Colorado State Assessment Program (CSAP), including individual school results, can be accessed on the Colorado Department of Education website at: www.cde.state.co.us.

For five years in a row Werner has attained the ranking of 'Excellent', a measure assigned to the top 10% of elementary schools in the state of Colorado. While maintaining our rank of Excellent, we have also attained a status of 'Improvement'; and to receive this, schools must make gains of one year or greater for their students. In addition to our School Accountability Report ranking, Werner has been awarded the 'John Irwin School of Excellence' for five years in a row, making it among the top elementary schools in the state to receive the award.

Based on 2007 CSAP results, 91% of Werner 3rd-6th students scored 'Proficient' or 'Advanced' in Reading. This average is 10% higher than our Poudre School District, and 23% higher than the state average. Based on NCLB standards and 2007 CSAP results, 94% or more Werner students meet or exceed state standards in Reading. Two of our grade levels, 4th and 6th, had 100% of their students meet 'Partially Proficient' or above, while our 5th grade had 97% meet Adequate Yearly Progress (AYP) standards. Also, we had a strong movement of students into the 'Advanced' category, with a 72% increase overall of students from 4th-6th. Overall, more than 11%, and up to 38% (6th grade), exceeded state standards by scoring 'Advanced'. In Writing, 82% of Werner 3rd-6th grade students scored 'Proficient' or 'Advanced'. This average is 12% higher than our district and 27% higher than the state average. Based on NCLB standards and 2007 CSAP results, 100% of our students meet or exceed state standards in Writing by scoring 'Partially Proficient' or higher. Werner had anywhere from 11% to 32% of students exceeding state standards and scoring 'Advanced'. Another area of particular success is that our male and female students score relatively the same (about 100%).

Overall, 86% of our students, in grades 3rd-6th, scored 'Proficient' or 'Advanced' in Math. This compares to an average that is 8% higher than our district and 20% higher than the state average. Based on NCLB standards and 2007 CSAP results, 97% or more Werner students meet or exceed state standards in Math. Two of our grade levels, 4th and 6th, had 100% of their students meet 'Partially Proficient' or above. Our greatest strength is the percentage of students scoring 'Advanced'. Of the 287 students, 55% of those exceeded the state standards. While there are some small pockets of discrepancies between males and females (9% higher males in 5th and 5% higher females in 3rd), there is a relatively low achievement gap overall in terms of AYP standards.

Due to the small number of representative groups, we are unable to report on other subgroups.

2. Using Assessment Results

Assessments give us one picture of the overall performance of our students and, at Werner, we utilize multiple formal and informal assessments. Our teachers use CSAP, MAPS (Measure of Academic Progress), DRA2 (Diagnostic Reading Assessment), STAR Reading, and other informal assessments to diagnose student strengths and define areas for growth. Using these formative and summative assessments helps guide instruction throughout the year.

At the beginning of the year, our Site-Based Council (representative group of staff and parents) works to identify strengths and define areas of growth for our School Improvement Plan. Using the CSAP data, which is broken down into performance on Standards, Skills, and Sub-Content areas, teachers are able to diagnose gaps in students' learning and other assessments listed above are used to determine focus areas. The Council works on developing SMART (Specific, Measurable, Attainable, Relevant, and Time-Bound) three-year goals for each of the three main content areas (Reading, Writing, and Math), as well as any other particular areas deemed necessary. Grade level teams and specials (Art, Music, PE, and Media) develop action strategies and define measurements to assess those strategies. Our staff reflect on these goals and action plans at least once a year, and use results to help guide and plan student instruction.

3. Communicating Assessment Results

Werner provides each parent with the results to their child's CSAP performance every fall when the year begins. These results, printed by the Colorado Department of Education, describe their child's performance on the different CSAP tests and how they performed in relation to the measured standards. A letter is also sent with detailed information on the assessment, and the importance of looking at the multiple forms of data (other assessments, grades, teacher observations) to gain the whole picture of their child's achievement.

Parents are also provided with results on MAPS tests, which are given in the fall, and, at times, in the spring. These norm-referenced assessments are designed to measure the academic growth of each individual child. The results, as well as any other formal assessments and academic grades, are shared at fall conferences. Teachers meet with parents in the fall and communicate also, by phone or person, in the spring. Other conferences are held throughout the year if there is a concern of academic progress or a need for interventions. The students who are below proficiency, as measured by three different assessments, are placed on an ILP (Individual Literacy Plan). This plan, formed in collaboration with teachers, parents, and sometimes the student, define support services or interventions that will be used at school and at home to assist the student to reach proficiency in Reading. The teacher, parent(s), and student sign this plan. Each ILP is kept on file and updated annually until the student demonstrates proficiency.

All assessment data is shared with our parent community through our School Improvement Plan, which is a detailed analysis of our previous year's performance on CSAP and MAPS, as well as our goals and action plans for the upcoming school year. The annual SAR (School Accountability Report) is also provided. The SAR, designed to be an accounting of each school and used for comparative analysis, is developed by the Colorado Department of Education and provides information on our students' CSAP performance, staff experience, safety and school environment, and taxpayer's information.

Another assessment result is provided, on a quarterly basis, by our Werner teachers in the form of a report card of academic achievement. These report cards communicate students' achievement in each curricular area, as well as provide feedback on social/emotional and study habits. Each teacher also provides at least one, if not more, progress reports throughout each quarter so that students and parents are aware of progress.

4. Sharing Success:

Many teachers from Werner attend district 'Share Fairs' where they have the opportunity to collaborate on best practices and share successes and concerns. These Fairs occur on a monthly basis and are available to all grade levels and specials areas. Additionally, our principal, Mr. Hayden Camp, shares at a district level in leadership meetings and within our feeder system (comprised of high school and feeder elementary and junior highs).

Many of our teachers take professional development courses, or have worked on their Master's degree, and these venues provide additional opportunities to share Werner's success. We have also had several future teachers from neighboring Colorado State University and the University of Northern Colorado do a practicum or student teaching experience in our school, exposing them to our methods and success.

This year, we will have four staff members present at the annual Colorado Council of the International Reading Association (CCIRA) conference in Denver.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Werner is a traditional school that focuses on a developmental approach to learning, emphasizing the whole child. Our curriculum is research-based and adopted to meet or exceed the standards adopted by Poudre School District, developed from the Colorado State Model Content Standards. Our district uses curriculum teams to research the best available texts and seek input before deciding on a strong, enriching, and systemic curriculum package. On-going professional development is given to help successfully implement and enhance these curriculums so that we live up to our motto of 'Educate every child, every day.'

Reading- Our school utilizes the Open Court Reading program. Our primary grades classrooms use the program extensively, as well as differentiate through guided reading experiences using leveled readers. In our intermediate grades our students are exposed to a balance of Open Court and units of novel studies using Novel Ties. Students from 1st through 6th grade are also involved in a very rigorous independent reading system through Accelerated Reader. With Accelerated Reader, students read books at or above their independent reading level and are accountable to reading a determined amount of books or minutes each quarter based on the classroom teacher's recommendation.

Writing- Poudre School District standards and Writing Framework help drive the instructional model for our students in Language Arts. Our school believes in the importance of providing opportunities for our students to practice writing and our teachers' high expectations and clear sense of purpose help our students be successful. Our teachers utilize elements from Empowering Writers, Step Up to Writing, Six + One Traits, Daily Oral Language and/or Daily Language Instruction. Also, our intermediate teachers have developed a Writer's Notebook for each of our 4th-6th graders to use as a resource tool, which have a mixture of resources from many programs. Students are then able to take these books with them when they go to junior high, which has been a highly effective practice.

Mathematics- Our school utilizes the University of Chicago School Mathematics Project materials titled Everyday Mathematics for Kindergarten through 5th grade. The Everyday Mathematics curriculum uses a balanced instruction approach to address different strands such as numeration and number sense, patterns and algebraic functions, probability and statistics, geometry, measurement, and data. Using real-life problem solving, the curriculum is structured to provide multiple exposures to topics and frequent opportunities to review and practice skills. For 6th grade, we utilize Connected Mathematics Program, a curriculum funded by the National Science Foundation. Connected Mathematics is a complete mathematics program that helps students develop understanding of important concepts, skills, procedures, and ways of thinking and reasoning in number, geometry, measurement, algebra, probability, and statistics.

Science- The science goals of PSD, and Werner, are: 1) Every student will be enabled to use appropriate scientific processes and principles in making personal decisions; 2) To promote the skills and understanding necessary for individuals to engage intelligently in public discourse and debate about matters of scientific and technological concern; and 3) Every student will experience the richness and excitement of observing and understanding the natural world. To reach these goals and our standards, our teachers utilize the district-adopted F.O.S.S. (Full Option Science System). F.O.S.S. is a hands-on inquiry based curriculum, which uses investigations and student books to help develop science skills.

Social Studies- Werner utilizes various texts at each of the grade levels to address district and state standards. These curriculum texts provide the foundation for instruction in local, state, and western hemisphere history, as well as geography, civics, and economics. Often, classrooms integrate Social Studies with literacy and technology to help provide a rich and engaging experience.

Art, Music, Physical Education, and Media/Technology- Our school provides specialized instruction in Art, Music, P.E., and Media/technology to every student about every three days. Each of these subject areas uses PSD standards to guide instruction and students are actively engaged and provided a solid foundation in these important areas to help develop the whole child. Classroom and specials teachers work together to provide rich experiences, which tie directly into the grade level curriculum.

Each of our curriculum areas is enhanced by the use of community or parent presentations, as well as field trips to local areas of interest that tie in directly to our curriculum and

standards.

2a. (Elementary Schools) Reading:

Students at Werner are provided with a strong foundation in reading to help them develop into critical thinkers, proficient readers, and strong writers. Our staff uses a variety of strategies and curriculum to ensure that students have the skills and strategies necessary to become great readers. The Poudre School District Essential Standards and Colorado Model Content Standards provide the basis for what we want our students to know and be able to do. Our foundational curriculum and experienced teachers, then, help our students achieve our desired goals when they graduate from Werner.

In the primary grades, our school utilizes a strong phonemic approach to ensure students have a foundation for developing into independent readers. Our district-adopted Open Court Reading program helps teachers teach with a systematic, explicit skills approach using literature selections. Through our Open Court program, students are exposed to reading skills and strategies as well. Coupled with our reading program, our students also receive differentiation through guided reading in flexible groups. Students are exposed to authentic literature on their reading level and are able to build oral and written language skills through these experiences. Classroom teachers structure their schedules so that students work in small groups, centers, or even one-on-one with the teacher to help address student needs. Parent volunteers are an important component in helping make this successful.

As students progress to intermediate grades, there is a gradual release of responsibility and students move from a learning to read model to reading to learn. Open Court Reading still provides a basis for ensuring students learn the important skills and strategies of good readers. There is a continued focus on phonemic awareness, with opportunities for developing vocabulary, comprehension skills, and using an integrated approach with writing, spelling, and research. Students are also exposed to more literature through units of novel studies. These units of study provide a framework for differentiation to help ensure students are being challenged as readers, as well as developing a passion for lifelong reading. Comprehension skills and strategies are taught and reinforced during these novels and classrooms are filled with great discussions on great literature.

Werner students are given opportunities, as young as kindergarten, to read literature on their level. Through our extensive use of Accelerated Reader, teachers build independent reading programs that encourage students to read a variety of literature and take on-line assessments for individual feedback. While each grade level differs in their programs and approach, a common thread is that students are given time and encouraged to read. Each quarter, students are assessed, with STAR Reading, to determine their progress and teachers often use those results to help students develop goals for reading in the next quarter.

It is important for our students to be successful with reading in the primary grades. As a school, we value the importance of making sure our students make adequate yearly progress. Our students are given the following assessments to help diagnose strengths and concerns: DRA2 (Developmental Reading Assessment), MAPS (Measurement of Academic Progress) for 2nd-6th, STAR Reading for 1st-6th, San Diego Sight Word Assessment in 1st, Informal Reading Inventories (IRI) on an individual basis, CSAP (Colorado Student Assessment Program) for 3rd-6th, and other informal assessments. These measures help us diagnose students that are in need of additional practice or enrichment. Through our highly successful Language Workshop program, targeted students are given an extra dose of literacy every day in the primary grades to help students reach proficiency. Students in this program receive about 30 minutes of rich, engaging literacy instruction in small groups of 4-5 students with similar needs. Students also work on writing in these groups to build better proficient readers and writers. For students needing additional challenge, we have several parent volunteers trained to work with students using Junior Great Books. This engaging, higher-level reading series is designed to help students think critically and apply their reading comprehension skills.

Our staff knows that the importance of building good readers starts with them. Through professional development courses and book studies, such as Stephanie Harvey's *Strategies that Work*, our staff is dedicated to growing as teachers of reading. A result of such professional development is Werner's Reading Strategy of the Month. Reading strategies are taught and reinforced during the month to help create a better focus. Many staff members regularly meet as a book club to discuss what they are reading for pleasure. Our teachers model good practices, which helps our students. These examples and others are what help our students be successful as readers.

3. **Additional Curriculum Area:**

Mathematics

The University of Chicago School Mathematics Project curricular materials, titled Everyday Mathematics, provide the foundation for our students in Kindergarten through 5th grade. Everyday Mathematics is a curriculum approved by the National Council of Teachers of Mathematics (NCTM). It promotes a balanced approach to teaching math. Using real-life problem solving, the curriculum is structured to provide multiple exposures to topics, and frequent opportunities to review and practice skills. For 6th grade, we utilize Connected Mathematics Program, a curriculum funded by the National Science Foundation. Connected Mathematics is a complete mathematics program that helps students develop understanding of important concepts, skills, procedures, and ways of thinking and reasoning in number, geometry, measurement, algebra, probability, and statistics. In addition to our strong mathematics curriculum, teachers use other strategies and supplements to ensure students are growing mathematically and communicating their thinking and reasoning. We assess and differentiate curriculum to maximize achievement in each child. A variety of interventions are used to address our student needs. It is not uncommon to see parents and staff working with groups of students on enrichment or re-teaching materials. Also, we have dedicated staffing for a gifted/talented teacher that works with students in 4th and 5th grade to accelerate and enrich the math experience for our students. Students also have opportunities to participate in Math Olympiad, Math Club, Chess Club, and Lego Robotics.

4. **Instructional Methods:**

Student achievement and high expectations drive our desire to employ strategies that will help our students be most successful. While our staff use a variety of instructional methods such as direct instruction, cooperative learning, small and whole-group instruction, project-based, hands-on and inquiry learning, these are just some of the ways students' needs are addressed. Multi-sensory techniques are also used in some classrooms to provide for the kinesthetic needs of our students. From Stand Out Math, a use of repetitive songs and chants to learn math concepts, to Zoophonics, a hands-on approach to learn letters and sound relationships, students are engaged with active strategies in a way that promotes our whole child focus.

When you walk through Werner, you will see a high engagement of learning in the classrooms and hallways. Teachers and parents are working together to help our students be successful. Our teachers differentiate instruction and curriculum when students' needs are not being met. Also, our SIT (Student Improvement Team) works collaboratively with teachers to brainstorm and implement interventions. This team of nine various teachers, meets to discuss struggling students and how we can best help them succeed.

5. **Professional Development:**

In order for our students to grow and become lifelong learners, we as educators must make that a priority in our own lives. Our staff is committed to growing as professionals as evidenced by the numerous classes and professional development courses taken annually. Most of our teaching staff have a Master's degree or above. We believe that increasing our expertise will directly impact student learning. Examples of our professional development include:

Quarterly collaboration days focused on school goals. We are in the second year of implementation with this district-wide and as a staff we have used those days to do data analysis, collaborate on best practices, develop curriculum, discuss students, build awareness with vertical articulation, and develop as a professional learning community. Daily and/or weekly grade level collaboration. Staff communicates often with each other about successes and brainstorms solutions to concerns. With a daily common planning time, teachers are able to work together to enhance opportunities for students.

Development of professional learning communities. Werner has always used ad-hoc or task force committees to discuss how to improve student learning. Currently, we have a professional learning community working in PBS (Positive Behavior Support/Character Ed.) and Writing. Both of these groups are committed to growing professionally, and helping

improve student learning.

Book Studies. Often, we have had staff book studies to help grow professionally. A recent example was our book study on Stephanie Harvey's book, titled *Strategies that Work*. Individual Staff Development opportunities. Many staff participate in our district's Share Fair, which is an opportunity for teachers to meet with other similar grade level staff from across the district to share best practices. When staff members are interested in a workshop or course that will enhance their effectiveness, they are supported financially to attend.

PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 3 Test Colorado Student Assessment Program (CSAP)
Edition/Publication Year 2002-2007 Publisher CTB McGraw-Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	February	February	February	February	February
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Partially Proficient, % Proficient, plus % Advanced	94	95	100	100	97
% "Exceeding" State Standards					
% Advanced	13	8	13	18	23
Number of students tested	69	66	86	84	74
Percent of total students tested	96	98	98	96	97
Number of students alternatively assessed	4	5	5	5	
Percent of students alternatively assessed	100	100	100	100	
SUBGROUP SCORES					
1. Male					
% "Meeting" plus % "Exceeding" State Standard					
Partially Proficient, % Proficient, plus % Advanced	91	93	100	100	95
% "Exceeding" State Standards					
% Advanced	17	7	11	19	21
Number of students tested	35	28	45	42	43
2. Female					
% "Meeting" plus % "Exceeding" State Standard					
Partially Proficient, % Proficient, plus % Advanced	97	97	100	100	100
% "Exceeding" State Standards					
% Advanced	9	8	15	17	26
Number of students tested	34	38	41	42	31
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Partially Proficient, % Proficient, plus % Advanced	97	100	100		
% "Exceeding" State Standards					
% Advanced	35	29	34		
Number of students tested	71	65	87		
Percent of total students tested	99	97	99		
Number of students alternatively assessed	4	5	5		
Percent of students alternatively assessed	100	100	100		
SUBGROUP SCORES					
1. Male					
% "Meeting" plus % "Exceeding" State Standard					
Partially Proficient, % Proficient, plus % Advanced	95	100	100		
% "Exceeding" State Standards					
% Advanced	43	19	42		
Number of students tested	37	27	45		
2. Female					
% "Meeting" plus % "Exceeding" State Standard					
Partially Proficient, % Proficient, plus % Advanced	100	100	100		
% "Exceeding" State Standards					
% Advanced	26	37	26		
Number of students tested	34	38	42		
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	MArch	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Partially Proficient, % Proficient, plus % Advanced	100	99	100	96	98
% "Exceeding" State Standards					
% Advanced	11	14	22	24	17
Number of students tested	63	74	83	54	96
Percent of total students tested	98	97	96	98	99
Number of students alternatively assessed	4	5	5	5	
Percent of students alternatively assessed	100	100	100	100	
SUBGROUP SCORES					
1. Male					
% "Meeting" plus % "Exceeding" State Standard					
Partially Proficient, % Proficient, plus % Advanced	100	97	100	93	96
% "Exceeding" State Standards					
% Advanced	17	15	17	14	13
Number of students tested	23	40	41	29	54
2. Female					
% "Meeting" plus % "Exceeding" State Standard					
Partially Proficient, % Proficient, plus % Advanced	100	100	100	100	100
% "Exceeding" State Standards					
% Advanced	8	12	26	36	21
Number of students tested	40	34	42	25	42
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	NA	NA
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Partially Proficient, % Proficient, plus % Advanced	100	100	100		
% "Exceeding" State Standards					
% Advanced	49	58	47		
Number of students tested	63	74	83		
Percent of total students tested	98	97	96		
Number of students alternatively assessed	4	5	5		
Percent of students alternatively assessed	100	100	100		
SUBGROUP SCORES					
1. Male					
% "Meeting" plus % "Exceeding" State Standard					
Partially Proficient, % Proficient, plus % Advanced	100	100	100		
% "Exceeding" State Standards					
% Advanced	57	63	51		
Number of students tested	23	40	41		
2. Female					
% "Meeting" plus % "Exceeding" State Standard					
Partially Proficient, % Proficient, plus % Advanced	100	100	100		
% "Exceeding" State Standards					
% Advanced	45	53	43		
Number of students tested	40	34	42		
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Partially Proficient, % Proficient, plus % Advanced	97	100	97	100	97
% "Exceeding" State Standards					
% Advanced	23	20	24	36	21
Number of students tested	75	81	58	70	94
Percent of total students tested	99	97	98	100	100
Number of students alternatively assessed	4	5	5	5	
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Male					
% "Meeting" plus % "Exceeding" State Standard					
Partially Proficient, % Proficient, plus % Advanced	100	100	93	100	96
% "Exceeding" State Standards					
% Advanced	31	15	21	38	19
Number of students tested	39	39	29	40	48
2. Female					
% "Meeting" plus % "Exceeding" State Standard					
Partially Proficient, % Proficient, plus % Advanced	91	100	100	100	98
% "Exceeding" State Standards					
% Advanced	14	24	28	33	24
Number of students tested	36	42	29	30	46
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Partially Proficient, % Proficient, plus % Advanced	97	100	93	100	96
% "Exceeding" State Standards					
% Advanced	67	60	40	46	38
Number of students tested	75	81	58	70	94
Percent of total students tested	99	97	98	100	100
Number of students alternatively assessed	4	5	5	5	
Percent of students alternatively assessed	100	100	100	100	
SUBGROUP SCORES					
1. Male					
% "Meeting" plus % "Exceeding" State Standard					
Partially Proficient, % Proficient, plus % Advanced	100	100	90	100	92
% "Exceeding" State Standards					
% Advanced	74	77	34	53	42
Number of students tested	39	39	29	40	48
2. Female					
% "Meeting" plus % "Exceeding" State Standard					
Partially Proficient, % Proficient, plus % Advanced	91	100	97	100	100
% "Exceeding" State Standards					
% Advanced	58	45	45	37	35
Number of students tested	36	42	29	30	46
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Partially Proficient, % Proficient, plus % Advanced	100	98	99	100	97
% "Exceeding" State Standards					
% Advanced	38	25	28	32	26
Number of students tested	78	53	69	76	101
Percent of total students tested	98	98	100	100	100
Number of students alternatively assessed	4	5	5	5	
Percent of students alternatively assessed	100	100	100	100	
SUBGROUP SCORES					
1. Male					
% "Meeting" plus % "Exceeding" State Standard					
Partially Proficient, % Proficient, plus % Advanced	100	100	98	100	94
% "Exceeding" State Standards					
% Advanced	32	20	22	28	24
Number of students tested	37	20	41	39	50
2. Female					
% "Meeting" plus % "Exceeding" State Standard					
Partially Proficient, % Proficient, plus % Advanced	100	97	100	100	100
% "Exceeding" State Standards					
% Advanced	44	27	36	35	27
Number of students tested	41	33	28	37	51
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Partially Proficient, % Proficient, plus % Advanced	100	92	97	100	95
% "Exceeding" State Standards					
% Advanced	65	43	51	59	49
Number of students tested	78	53	69	76	101
Percent of total students tested	98	98	100	100	100
Number of students alternatively assessed	4	5	5	5	
Percent of students alternatively assessed	100	100	100	100	
SUBGROUP SCORES					
1. Male					
% "Meeting" plus % "Exceeding" State Standard					
Partially Proficient, % Proficient, plus % Advanced	100	95	98	100	96
% "Exceeding" State Standards					
% Advanced	81	45	56	67	48
Number of students tested	37	20	41	39	50
2. Female					
% "Meeting" plus % "Exceeding" State Standard					
Partially Proficient, % Proficient, plus % Advanced	100	91	96	100	94
% "Exceeding" State Standards					
% Advanced	51	42	43	51	49
Number of students tested	41	33	28	37	51
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					