

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. William Purcell Hunt

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

Official School Name Alta Elementary School

(As it should appear in the official records)

School Mailing Address 15 Alta School Road

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

Alta

City

Wyoming

State

83414-4518

Zip Code+4(9 digits total)

County Teton

State School Code Number* 2001001

Telephone (307) 353-2472

Fax (307) 353-2473

Web site/URL www.alta.tcsd.org

E-mail bhunt@teton1.k12.wy.us

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 Ms. Pamela Ann Shea

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

District Name Teton County School District #1

Tel. (307) 733-2704

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. Christopher Adams Johnston

(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: _____ 6 Elementary schools
 _____ 1 Middle schools
 _____ Junior High Schools
 _____ 2 High schools
 _____ Other
 _____ 9 TOTAL
2. District Per Pupil Expenditure: _____ 13964
 Average State Per Pupil Expenditure: _____ 12834

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 are
 Rural
4. _____ 20 Number of years the principal has been in her/his position at this school.
 _____ 0 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	3	2	5	8			0
1	3	3	6	9			0
2	3	4	7	10			0
3	3	7	10	11			0
4	7	1	8	12			0
5	4	5	9	Other			0
6	2	3	5				
TOTAL STUDENTS IN THE APPLYING SCHOOL							50

6. Racial/ethnic composition of the school: _____ % American Indian or Alaska Native
 _____ % Asian or Pacific Islander
 _____ % Black or African American
 _____ % Hispanic or Latino
 100 _____ % 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 _____ 4 _____ %

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	2
(2)	Number of students who transferred from the school after October 1 until the end of the year	0
(3)	Total of all transferred students [sum of rows (1) and (2)]	2
(4)	Total number of students in the school as of October 1	52
(5)	Total transferred students in row (3) divided by total students in row (4)	0.04
(6)	Amount in row (5) multiplied by 100	4

8. Limited English Proficient students in the school: _____ 0 _____ %
 _____ 0 _____ Total Number Limited English Proficient

Number of languages represented _____ 0 _____

Specify languages: 0

9. Students eligible for free/reduced-priced meals _____ 18 _____ %

Total number students who qualify: _____ 9 _____

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: 22 %
11 Total Number of Students Serve

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>2</u>	Other Health Impairment
<u>0</u>	Deaf-Blindnes	<u>1</u>	Specific Learning Disabilit
<u>0</u>	Emotional Disturbanc	<u>8</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		

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>0</u>	<u>1</u>
Classroom teachers	<u>4</u>	<u>0</u>
Special resource teachers/specialist	<u>1</u>	<u>2</u>
Paraprofessionals	<u>1</u>	<u>2</u>
Support Staff	<u>0</u>	<u>1</u>
Total number	<u>6</u>	<u>6</u>

12. Average school student-classroom teacher ratio, that is, the number of 13 : 1 students in the school divided by the FTE of classroom teachers, e.g., 22:1

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

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	92 %	83 %	94 %	95 %	95 %
Daily teacher attendance	96 %	94 %	96 %	95 %	96 %
Teacher turnover rate	0 %	2 %	7 %	0 %	0 %
Student drop out rate (middle/hig	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

During the 2005-2006 school year, illness played a significant factor in the student attendance rate at Alta Elementary School. At times, throughout the winter months, our school experienced an absentee rate of up to 20%. There was even discussion with school district officials and health professionals concerning possible school closure for a time period.

PART III - SUMMARY

Directly west of the majestic Teton Mountain Range in Alta, Wyoming sits Alta Elementary School. It is the only school in Teton County, WY located west of the mountain pass that connects Teton County, WY with Teton County, ID. This isolated, rural school serves as the heart of the close mountain community and houses combination classes grades one through six and kindergarten. Four full-time classroom teachers provide instruction for 50 students. Our resource teachers are professionals in their respective fields and share their unique talents with our students. Alta Elementary is a Title I school and is fully accredited by the Wyoming Department of Education through North Central Association (NCA) and AdvancedEd.

All schools in our district share a common mission and vision statement. The mission of Teton County School District #1 is 'to ensure that all students have the foundation for success and are challenged to reach their full potential.'

In summary, our vision is to provide a premier educational program that will prepare graduates for transitioning into post-secondary education and the work force, as well as becoming active and productive citizens. Comprehensive in scope, but personal in delivery, the educational experiences and high expectations provide challenging opportunities for individual achievement. Curriculum is based upon relevant and nationally recognized standards for academic achievement. Instructional practices actively engage students, are differentiated to meet student needs and are linked to authentic assessment. Essential resources ensure optimal teaching and learning environments. Recruitment practices attract exemplary teachers and the district is devoted to the retention, development and support of an unsurpassed educational staff. A caring culture that embraces diversity, fosters respect and builds trust is imperative to the realization of our vision.

PAWS testing results determined the following school improvement goals:

All Alta students will improve their writing skills as measured by various state, district and local writing samples with an emphasis on spelling conventions.

Alta Elementary School will continue the curriculum mapping work begun last year in the language arts curriculum specific to its unique setting of multi-age classrooms. Over the years, the data we have reviewed has helped the staff develop programs and interventions that have resulted in increased scores. In 2007, AYP results were 97% in writing. This was a 37% increase from 2006. In reading, the results jumped 3%, increasing from 97% in 2006 to 100% in 2007. In math, scores increased 6%, jumping from 94% in 2006 to 100% in 2007.

Our school-wide positive behavior support program works hand in hand with instructional programs to ensure that all students experience maximum success. Teachers use a wide variety of approaches to shape behavior, and students who have proven to be good examples, implement one of the most successful programs used in our school. 'Peace Keepers' are mediators who are trained to help students solve their own problems. Over the past twelve years, this program has dramatically reduced the number of behavior referrals to our teaching staff, allowing our students to become confident problem solvers.

Through the years, traditions have evolved that bring school and community together. In December, all students perform in a holiday musical. Each spring, all students participate in a multi-media culminating program or performance that enriches the school curriculum. Additionally, we celebrate the writing of a book by each student in the school during our annual Young Authors' night.

The staff represents a diverse cadre with seventy-five percent of our full-time teachers having taught at Alta Elementary for 25 years or more. Our PTO actively supports school programs and activities that enhance learning experiences for our students. Home, school, and community work together as one cohesive unit to best serve the individual needs of our students.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1 Assessment Results:

No Child Left Behind legislation requires the Wyoming Department of Education (WDE) to determine, on an annual basis, if all Wyoming schools, have made adequate yearly progress (AYP) on state standards in Language Arts (Reading and Writing) and Math. From 1999 to 2005, the WDE assessment tool was known as WyCAS (Wyoming Comprehensive Assessment System) and was administered to students in grades 4, 8 and 11. In 2006, the WDE changed to a different assessment tool referred to as PAWS (Proficiency Assessment for Wyoming Students) which is administered in grades 3 through 8 and grade 11.

Each student's achievement on the state assessment places them in one of four proficiency levels: Advanced, Proficient, Basic or Below Basic. An Advanced placement indicates a student is able to perform above the level of expectation for his/her grade, demonstrate a mastery of the required skill, and the ability to extend that skill to make other connections beyond the obvious. Proficient students demonstrate an accurate understanding of a skill at their grade level. A Basic placement indicates a student has partial understanding of the skill. Placement at Below Basic demonstrates minimal understanding of the skill and inconsistency in accuracy. To achieve the expected AYP, each school must meet or exceed a state determined percentage of students who score at the proficient and advanced levels.

Over the past five years, Alta Elementary School has consistently scored well above the state expected percentage of proficiency in both Language Arts and Math. Using the state assessments data as a guide, our teachers make yearly adjustments to curriculum, schedules, and instructional methods to meet the individual needs of Alta Elementary students. This effort has closed the achievement gap and moved us closer to our goal of No Child Left Behind. In 2006 and 2007, Alta Elementary School accomplished the following percentages of proficiency:

Information on the Wyoming state assessment system may be found at the following website:
<http://www.k12.wy.us/SAA/Paws/index.htm>

2. Using Assessment Results:

Alta Elementary School teachers invest a great deal of time and energy in the gathering of assessment data on each of their students. Multiple assessments including DIBELS, STAR Reader, NAPE, MAPS, and PAWS have been administered to all students over a period of several years and have provided us with a valuable longitudinal profile of each student's academic progress.

Our School Improvement Plan is written at the beginning of each year after analysis of assessment data. Teachers use assessment data in the formation of their professional development goals, preparing classroom schedules, choosing appropriate instructional methods, differentiating curriculum, determining appropriate interventions, and reporting student progress to parents. Assessment data plays an important role in recommending students for our gifted program and Summer School.

Alta Elementary School participates in the AdvancedEd accreditation and school improvement process. Assessment data is used in the writing of our AdvancedEd accreditation action plan.

3. Communicating Assessment Results:

Alta Elementary School communicates student performance, including assessment data, to students, parents, and the community through a variety of methods. State assessment results for all Wyoming schools are annually published in newspapers across the state by the Wyoming Department of Education. Teton County School District #1 publishes test scores for all district schools in local newspapers. Assessment results are also reported annually to the local Board of Education.

Alta Elementary School uses various methods to communicate state and school assessments to parents and community. Each year, during our Back To School Night, a brief explanation of NCLB (No Child Left Behind) and AYP (Adequate Yearly Progress) is presented. State assessment results are then shared and compared with previous years' scores. The entire school community celebrates our students' successes, and last year, our students received a standing ovation from their parents and community

members when the state assessment results were announced. Twice a year, parents are informed of their students' assessment performance during parent-teacher conferences. Regular communication occurs by phone and through formal and informal parent-teacher meetings. Students receive age appropriate explanations of the purposes and results of the assessments during individual class discussions. Individual assessment results are shared with students during personal conferences with their teachers.

Additionally, a poster displaying Alta Elementary School's state assessment results for the previous two years is displayed in the school's main hallway for all to view.

4. Sharing Success:

There are six elementary schools within Teton County School District #1. The principals of these schools meet regularly to discuss ways for improving state assessment results. Individual principals share instructional programs that have proven to be successful in their respective schools, and strategies for implementing these programs in the other schools are developed. As a result, programs that strengthen instruction are used throughout the elementary schools in our district, leading to higher performance rates from our students. Our district administration provides an abundance of opportunities for Alta Elementary teachers to collaborate regarding instructional methodologies, curriculum changes, school and classroom management, technology in the classroom, and a variety of other topics.

Thirty-five miles of road and a mountain pass that reaches 8,000 feet in elevation separates Alta Elementary teachers from the core of the school district. Our district-wide professional development program helps us to overcome these geographic obstacles and provides specific opportunities for our teachers to share programs and strategies that have proven effective. These opportunities continue with each new school year. Teachers from Alta Elementary School have also been asked to present their accomplishments at district workshops and national conferences, and to other schools.

Teachers from other multi-grade classroom schools often make requests to observe Alta Elementary School teachers, providing another avenue for sharing effective practices and assessment results. Requests for Alta Elementary School to host university students for their student teaching experiences are regularly received and granted, with the hope of passing our successes on to the next generation of educators.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Curriculum at Alta Elementary School is based on district developed and adopted scope and sequence for seven curricular areas. Each scope and sequence includes school district standards and benchmarks that closely align with Wyoming standards and benchmarks.

The school's language arts curriculum is research based and emphasizes reading, writing, speaking, listening, and information literacy. The reading program focuses on phonological awareness, phonics and decoding, comprehension, literary response, critical thinking, and fluency. Guided and independent reading, Accelerated Reader, fluency labs, partner reading, and book clubs are essential components. Speaking and listening skills are taught in conjunction with the reading program. Writing is taught using the Writer's Workshop format. Programs used for writing expository and narrative texts include 6 Traits Writing and Jane Schaffer. Research skills and accessing information are taught through the Big 4 and Big 6 Research Models. Using the language arts curriculum, individualized programs are developed to meet the needs of our students. Our goal is to instill within our students a lifetime passion for reading.

Our math curriculum is represented by five content standards including numbers and operations, algebra, geometry, measurement, and data and probability. Process standards imbedded in the content standards include problem solving, representation, communication, reasoning and proof, and connections. Our students are expected to perform at four different levels: introduction, development, proficiency and reinforcement.

The science curriculum is based on concepts and processes. Students develop an understanding of scientific content through inquiry and investigation. Our program provides 'hands-on' and field study approaches to science. It allows students to individually and collaboratively investigate life, earth, space, and physical systems.

Social Studies curriculum focuses on five strands: Citizenship/Government/Democracy - Culture/Cultural Diversity - Production, Distribution and Consumption - Time, Continuity and Change - People, Places and Environments. Students gain an awareness and understanding of their individual roles within our global community. Geography, history, citizenship, and thinking skills are emphasized.

The school's physical education and health curriculums are based on standards organized into strands. The physical education strands include: movement, fitness, and personal/social behavior. Because of our unique geographic location, we are able to include fall and winter sports activities in our program. Each fall, students participate in a swimming program. In the winter, students learn downhill skiing techniques by participating in a ski program sponsored by our local ski area. Cross-country skiing is also taught with all necessary equipment provided by the school. The school health curriculum focuses on the following standards: health promotion and disease - health information, products and services - self management - influence of culture, media and technology - interpersonal communication - goal setting and decision making skills and advocating for health. Our goal is to promote good health, fun, and fitness.

Fine and performing arts curriculum includes the areas of music and art. The standards are divided into four strands: creative expression through production, aesthetic perception, historical/cultural content, and applications to life. Through this creative curriculum, students develop self-motivation, discipline, cooperation, creativity, and self-esteem skills.

Our school foreign language curriculum is based on standards that are organized into two strands: communication and culture. This curriculum is presented in kindergarten and continues through grade two with future plans to implement in additional grades. Students acquire basic skills to communicate in a second language and an understanding of other cultures.

2a. (Elementary Schools) Reading:

At Alta Elementary School, we believe it is imperative that all students receive a firm foundation in reading during their early years in school. To ensure that all students gain this foundation, our school uses a balanced approach to reading instruction. In combination, the Read Well and McGraw-Hill reading programs provide instruction in the Big 5 Ideas of Reading which include: alphabetic principle, phonemic awareness, oral reading fluency, vocabulary, and comprehension. These programs are designed to meet

the needs of students with varied backgrounds, interests, and abilities.

The Read Well program, used in kindergarten and in combination with McGraw-Hill in first grade, provides young learners with interaction between print, language, and thought. Students receive daily instruction and practice in: alphabet and phonemic awareness, multiple phonics skills, and integrated spelling, handwriting and writing skills. Our students become confident readers as they experience quick mastery of new skills and high levels of reading success.

For grades one through six, McGraw-Hill is the basal program primarily used for reading instruction. Its emphasis on phonics leads students to an understanding of context and reading fluency. Children's literature from award winning authors provides high levels of interest and motivation for readers. A language arts component, including spelling and grammar, is integrated into the program. Our teachers use the supplemental, leveled books and other materials to offer appropriate instruction for all students. Novel studies are also incorporated into the curriculum so that students learn to enjoy more lengthy selections, encouraging them to become life-long readers.

All students participate in daily reading instruction at their appropriate levels with our average student/teacher ratio being 4:1. Reinforcement or enrichment is provided as needed. At-risk students receive additional instruction through Title I interventions. Parent volunteers provide vital, daily support within the classrooms.

Student progress in reading is monitored through a variety of measures. Our Title I reading teacher regularly assesses students using DIBELS. All students are assessed at least three times during the school year, with at-risk students being monitored more often. These results are the basis for flexible grouping, which allows us to place students at their appropriate reading levels. Each teacher keeps records of student progress including data from the basal program. STAR reading assessment from Renaissance Learning is periodically administered to students in grades one through six.

Read Naturally fluency labs, silent reading, book clubs, and take-home reading are additional components that factor into the enjoyment and success our students experience in reading.

3. Additional Curriculum Area:

Teton County School District #1 adopted Everyday Mathematics as the core math curriculum in 2005. This math program, developed by the University of Chicago School Mathematics Project, has been extremely successful in meeting our district standards. Young minds, beginning in kindergarten, participate in a problem-solving approach based on everyday situations. This curriculum takes a playful approach to learning basic skills, uses an exploratory approach to learning patterns and numbers, and allows students to revisit and practice concepts on a regular basis. Everyday Mathematics offers students multiple approaches and experiences with the same concepts in order to solidify the contexts. It also provides a multitude of learning styles for various types of learners, and the program's spiraling system caters to students of all levels. The average student/teacher ratio is 6:1, allowing close, individualized instruction. To walk into a math class at Alta Elementary, is to find an environment of exploration and playfulness with numbers that promotes conversations and higher-level thinking. Within each classroom, the following instructional strategies ensure longevity and critical thinking of mathematical procedures and facts: large and small group instruction, math experiments and explorations, repetitive exposure to concepts, fact fluency, math games, use of manipulatives and math tools, vocabulary awareness, and writing activities. These meaningful and connective learning experiences, along with the committed efforts of our teaching staff, have ensured mathematical success, in the present and in the future, for all our students. Everyday Math and the approach to its instruction by Alta Elementary teachers have proven to successfully align with the mission of our school district, ensuring that all students have the foundation for success and are challenged to reach their full potential in mathematics.

4. Instructional Methods:

The Alta Elementary School approach to instructional methods revolves around the philosophy that all children can learn, but that they are individuals with unique learning styles. In language arts and mathematics, our school uses research-based instructional methods that are data driven.

Ongoing curriculum-based measurements, including DIBELS, are used to assess reading skills. 6 Traits

Writing rubrics assess writing skills, and correct word sequence probes assess writing fluency. Standards-based measurements including PAWS, district assessments, NAPE, and MAPS are used to assess students' learning in language arts and math. After reviewing the data as individuals and a team, instruction is adjusted to individualize programs for all students. Differentiation is the primary instructional method used to adjust programs. Flexible grouping, direct instruction, scaffolding, multi-sensory and mastery-based instruction are some of the research-based techniques used to differentiate. Other approaches include center and project-based learning, modeling, lesson tiering, and providing accommodations that allow all students access to the curriculum.

Our Building Intervention Team (BIT) meets regularly during the school year to analyze summative and cumulative data of student progress. Members of the team include all Alta Elementary teachers, counselor, reading specialist, speech-language pathologist, and special education teacher. The team uses the acquired data for the early identification of academically at-risk students. Intervention plans are developed to provide any at-risk student with appropriate and researched-based instruction designed to remediate the student's skill deficit. The BIT continues to monitor the student's progress to ensure that the identified needs are met by the intervention. Further intervention or evaluation may be carried out to ensure that all students meet the district and state standards.

5. Professional Development:

Meeting individual student needs is always foremost in the minds and intentions of the staff at Alta Elementary School. This philosophy leads our staff to actively seek and participate in professional development opportunities on various levels. Based on district-wide test results, Teton County School District #1 sponsors mandatory professional development days throughout each school year. Areas of weakness determined by district-wide test results are addressed. Alta Elementary teachers use the newly acquired knowledge and strategies from these days to implement programs to strengthen their curriculums and teaching practices. Within the last several years, topics that have been addressed include: differentiation, writing, technology, mathematics, sheltered instruction, and literacy. Currently, focuses include curriculum design and teaching strategies.

At the school level, teachers examine the test data of individual students at the beginning of each school year to determine areas of weakness. Each teacher then writes and implements a professional growth plan to strengthen his/her knowledge in strand, content area, and instructional practices. The plans align with Alta's school improvement goals. An instructional facilitator works closely with each classroom teacher and assists with strengthening his/her instructional strategies and techniques. Our facilitator models strategies and mini-lessons within the classrooms and also provides evaluative feedback to teachers in a non-threatening manner.

As individuals, Alta Elementary teachers continuously seek professional development opportunities that will improve their teaching skills. Throughout the school year and during the summer months, teachers often attend conferences, workshops and/or classes to strengthen their skills to meet the needs of students. Topics that have been studied range from reading/writing instruction to technology workshops to conferences on Aspergers Syndrome.

The professional development initiatives taken by our district, school, and teachers have proven effective in meeting the needs of students at Alta Elementary School. Our students thrive upon the strategies, programs, and approaches presented by our teachers, and perform at high levels of success as indicated by test results. We believe that there is an intricate connection between professional development of teachers and student achievement.

PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 4 Test WyCAS 2002-2005 & PAWS 2005-2007

Edition/Publication Year 2007 Publisher Measured Progress and Harcourt

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% Proficient plus % Advanced State Standards	100	100	67	73	50
% "Exceeding" State Standards					
% Advanced State Standards	25	67	22	18	17
Number of students tested	8	3	9	11	6
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
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	April	April			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% Proficient plus % Advanced State Standards	100	100			
% "Exceeding" State Standards					
% Advanced State Standards	25	44			
Number of students tested	4	9			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
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	April	April			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% Proficient plus % Advanced State Standards	100	100			
% "Exceeding" State Standards					
% Advanced State Standards	25	20			
Number of students tested	8	10			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
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	April	April			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% Proficient plus % Advanced State Standards	100	100			
% "Exceeding" State Standards					
% Advanced State Standards	25	20			
Number of students tested	8	10			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
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	April	April	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% Proficient & % Advanced State Standards	100	100	67	72	50
% "Exceeding" State Standards					
% Advanced State Standards	25	0	22	27	17
Number of students tested	8	3	9	11	6
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
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	April	April			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% Proficient plus % Advanced State Standards	100	100			
% "Exceeding" State Standards					
% Advanced State Standards	0	33			
Number of students tested	4	9			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
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	April	April			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% Proficient plus % Advanced State Standards	100	88			
% "Exceeding" State Standards					
% Advanced State Standards	33	13			
Number of students tested	9	8			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
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	April	April			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% Proficient plus % Advanced State Standards	100	75			
% "Exceeding" State Standards					
% Advanced State Standards	22	12			
Number of students tested	9	8			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
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					