

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

[X] Public or [] Non-public

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

Name of Principal Ms. Jeannie Tynecki

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

Official School Name High Peaks Elementary School

(As it should appear in the official records)

School Mailing Address 3995 Aurora Avenue

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

City Boulder State CO Zip Code+4 (9 digits total) 80303-2543

County Boulder County State School Code Number* _____

Telephone 720-561-6500 Fax 720-561-6501

Web site/URL http://schools.bvsd.org/p12/hp E-mail jeannie.tynecki@bvsd.org

Facebook Page
Twitter Handle _____ www.facebook.com/highpeakssilentauction Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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

Date

(Principal's Signature)

Name of Superintendent*Bruce Messinger

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

E-mail: bruce.messinger@bvsd.org

Other)

District Name Boulder Valley School District Tel. 303-447-1010

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

Date

(Superintendent's Signature)

Name of School Board

President/Chairperson Laurie Albright

(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.

Date

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

**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):
- 33 Elementary schools (includes K-8)
 - 11 Middle/Junior high schools
 - 11 High schools
 - 1 K-12 schools
- 56 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. 5 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	13	6	19
K	15	24	39
1	27	20	47
2	23	26	49
3	33	19	52
4	27	20	47
5	25	27	52
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	163	142	305

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 12 % Asian
 - 0 % Black or African American
 - 8 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 73 % White
 - 7 % 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	12
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	6
(3) Total of all transferred students [sum of rows (1) and (2)]	18
(4) Total number of students in the school as of October 1	289
(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: 12 %
36 Total number ELL
 Number of non-English languages represented: 12
 Specify non-English languages: Hebrew, Japanese, Tai, Mandarin, Spanish, yue-Cantonese, Farsi, Hindi, Russian, German, tamil, Telagu
8. Students eligible for free/reduced-priced meals: 10 %
 Total number students who qualify: 31

Information for Public Schools Only - Data Provided by the State

The state has reported that 10 % 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: 4 %
12 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>0</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>5</u> Specific Learning Disability |
| <u>5</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>2</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	11
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	6
Paraprofessionals	11
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

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 23:1

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	96%	95%	96%	96%	96%
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. 2009

15. Please summarize your school mission in 25 words or less: High Peaks integrates essential skills and substantive content within the framework of the Core Knowledge Sequence to foster academic excellence and high achievement. Through challenge and accomplishment - and in an atmosphere of respect and collaboration among all members of the High Peaks community - students build self-esteem and a lasting love of learning.

PART III – SUMMARY

High Peaks Elementary is a Core Knowledge focus school in Boulder Valley School District in Boulder, Colorado. The school was founded by parents and teachers in 1995; twenty years later, we are in a continuous improvement cycle and are reaching new heights both in our district and across the state. Our guiding mission statement reads as follows:

High Peaks integrates essential skills and substantive content within the framework of the Core Knowledge sequence to foster academic excellence and high achievement. Through challenge and accomplishment - and in an atmosphere of respect and collaboration among all members of the High Peaks community - students build self-esteem and a lasting love of learning.

High Peaks stands out from our peer schools for several reasons. We complement the district and state curriculum with the Core Knowledge sequence. We maintain high expectations and support for all children, as we employ extraordinary educators, and foster a partnership with our parent community. The Core Knowledge curriculum is rich in Literature, Science, History and Geography. Curriculum topics are sequenced, coherent, integrated, and revisited in increasing depth over the six years of elementary school. Our staff integrates Reading, Writing, Art, Physical Education and Music to deliver the curriculum in engaging and stimulating ways.

Teachers personalize teaching and learning for all students, and meet each student where they are, to support their growth academically, socially and emotionally. Teachers work hard to continuously assess student progress, growth and needs. We operate from a model of “high expectations and high support” by providing students with scaffolding, support, enrichment and challenge as needed. We serve students with a variety of learning needs, from students who are learning English, to students with Special Education needs, to students with affective, social and emotional needs that impact their learning. Our achievement and growth scores reflect the quality and depth of our supportive work with students. Academically, High Peaks scores among the top schools in the state. The John Irwin School of Excellence Award, given to the top 8% of public schools in Colorado every year, has been awarded to our school since the award's inception in 2001. Additionally, we are annual recipients of the Governor’s Distinguished Improvement Award for outstanding academic growth. Recently, High Peaks was recognized as being ranked #2 for Best Public Elementary School in Colorado by Niche Schools (<https://k12.niche.com/>).

We strive to cultivate partnerships with parents in order to best support students. Families are actively involved in the school many ways. Parents are significant members of our parent-teacher organization, which is called the ED Team (Educational Decisions Team). Additionally, parents help to organize and implement extra-curricular activities, school-wide challenge activities and fundraising campaigns. They also volunteer in classrooms regularly and help facilitate many of our class traditions and end-of-unit culminating celebrations. Our diverse community represents over twenty different world cultures and families who live throughout Boulder Valley, while we operate as a cohesive group. As a 100% open enrollment school, our families come to us by word of mouth from alumni families who highly recommend our curriculum and our excellent teaching staff, based on their own experience.

We have many traditions at High Peaks including the annual school-wide Geography Bee, Spelling Bee, Night of the Notables, Do-Something Fair and Science Fair. We have a Welcome Back and New Family Ice Cream Social, Celebration of Sharing, International Festival, and a spring Sock Hop, along with monthly parent meetings. Other important traditions at our school are the culminating projects for each grade. These include, but are not limited to: Kindergarten World Continent tour; First Grade Egyptian Museum and Solar System Tour; Second Grade simulation of immigration at Ellis Island and a crawl through a large digestive system; Third Grade Rome Day and Viking Day; Fourth Grade Medieval Festival; and Fifth Grade annual Shakespeare play and three days of outdoor education. We have several all-school traditions including popular before and after school challenge activities which are initiated and run collaboratively by parents and staff. We have a Chess Club, Lego Robotics League, Math Olympiads and Battle of the Books which has been a very successful endeavor for 3rd, 4th and 5th grade students.

High Peaks was the recipient of the National Blue Ribbon School award in 2009. The recognition has been leveraged in our school and community as a high bar toward we continue to strive. Since being awarded the National Blue Ribbon award, the school has experienced a renewed pride and cohesion. Our school climate and culture has been invigorated, the mutual trust between staff and the parent community has been enhanced, and school leadership has taken great efforts to empower the staff to demonstrate and share their expertise as teacher leaders.

We are proud of our strong, viable curriculum, our high academic expectations and the community commitment we have here at High Peaks. We believe all these factors work together to create our success with student performance and growth. Of equal importance, we are invested in our students' social and emotional well-being and take strides to support children's affective needs. Every class takes the time to have regular community meetings, we have a successful Positive Behavior Intervention Support (PBIS) program, and infuse Habits of Mind and a program called In Focus into our discussions with students. This comprehensive approach to student learning leads to great academic performance and growth. Students also feel happy at school, stimulated to learn and become lifelong learners.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Our school promotes academic excellence and high achievement using the Core Knowledge curriculum of language arts, history, geography, science, and fine arts. The goal of Core Knowledge is to create a set of essential skills within a framework of integrated content knowledge that is rich, worldly and meaningful. It provides a solid foundation of learning while offering the flexibility to meet individual student needs, community needs, and local district requirements. Music and Art are integral components of the program with specialized teachers. Standard district programming in Physical Education is provided.

Our Science curriculum is founded on the use of FOSS (Full Option Science System) at each grade level, plus additional Core Knowledge science curriculum. Our teachers deliver the science curriculum through hands-on experimentation and observation that introduces students to the excitement and structure of science, the scientific method, and critical reasoning. Students learn scientific content from life cycles to science biographies. We encourage students to ask questions, seek answers, analyze, measure, observe, organize and discuss Science concepts. We hold an annual Science Fair, accessing scientists from local research labs and the University of Colorado as judges of student projects.

Throughout each grade level, students are exposed to rich Social Studies content. Students begin studying the seven continents in Kindergarten and study world and United States history starting in First Grade. The history and geography curriculum spirals upward throughout the grades and includes an integrated approach with listening, speaking, reading, writing, Art and Music. Students are provided opportunities to sing, dance, listen to music, play act, read and write poetry, draw, paint and create realia related to the curriculum. When students graduate from Fifth Grade, they have covered the BVSD standards, and the Core Knowledge curriculum which provides more topics, more in-depth study and subject matter than our district curriculum. As such, our students leave High Peaks well-prepared for middle school, high school and beyond.

The High Peaks Core Knowledge program uses a diverse selection of literature drawn from many cultural and historic traditions. Each grade level has Core Knowledge literature books that are recognized children's classics, including *Wind in the Willows*, *Gulliver's Travels*, *The Secret Garden*, *The Adventures of Tom Sawyer* and more. Additionally, with the Core Knowledge curriculum, students are exposed to sayings, phrases and stories that are no longer part of typical district curriculum and thus provide an enriching learning experience for students, thus building their background knowledge to a greater extent.

As a focus school under the auspices of BVSD, we are required by our district to teach the BVSD adopted math program of Math Expressions. We work hard to personalize the learning for students by scheduling a math block during which students can move into small groups for differentiated instruction, can join other grade levels if appropriate for their learning needs, or can participate in compacted curriculum or advanced curriculum. Teachers carefully scrutinize student data to determine the best math approach for each student. Our students continually get placed into higher level math classes when they reach middle school. We have a Challenge Committee, including teachers and parents, that provides support, resources, and enrichment activities for teachers and students who desire or need extensions of the curriculum, both classroom and afterschool-based. We have Special Education, English Language Development and Literacy interventionists that support students who need more scaffolding within the curriculum.

For curriculum planning, our faculty uses backward design with the Understanding by Design model (Wiggins, G, and McTighe, J. 2005) which encourages an instructional design that engages students in the inquiry process. This model offers conceptual frameworks for helping students acquire discrete facts and skills while uncovering the "big ideas" embedded within the curriculum. Our school has worked to establish a K-5 vertical alignment of "big ideas" which helps our students use their schema and background knowledge when learning new material at each grade level. We believe this is a critical factor in our academic success. Our teaching faculty meets regularly for collaboration, during which time teachers discuss student data, progress-monitoring and assessments and interventions to meet students' needs.

High Peaks embraces the Core Knowledge curriculum as it promotes excellence and preparation of education, fairness by providing for all students regardless of their socioeconomic status, and multiculturalism through respect for diversity. The richness and variety of our curriculum nurtures the self-esteem of our students while creating a lasting love of learning.

2. Other Curriculum Areas:

The High Peaks Music, Art and Physical Education programs provide comprehensive experiences for students and provide us with an additional platform through which to address the whole child through these specialized curriculum areas.

Art: Our Art teacher presents students with opportunities to extend their classroom and Core Knowledge learning as well as the Common Core Art standards. Students learn techniques and concepts to develop their artistic abilities and understanding. Additionally, students regularly participate in artist studies and create artistic expressions which synthesize their learning from the classroom. An example of this is when Fourth Graders embark on an in-depth study of the Medieval history and make stained glass in art class. This is just one example of how our Art teacher provides extensions to deepen the learning experience for students.

Music: Our Music teacher provides students with exciting and interactive ways to learn about music, dance, instruments, rhythm, beats and so much more. The teacher also extends upon classroom learning by exposing students to music from around the world and preparing them for performances that enrich their understanding of what they have learned. An example of this is when the Fifth Graders study the Renaissance era and the music teacher spends many hours preparing them for an annual Shakespeare play and musical. Shakespeare comes to life as students practice and perform a classic play through song. This is a typical example of the many ways that our Music program provides students with engaging and stimulating learning.

Physical Education: Our Physical Education teacher emphasizes fitness, wellness, and lifelong healthy habits with our students. The teacher engages the students and teaches standards through non-competitive games, obstacle courses, cooperative skill-building and fun activities to get students moving. The Physical Education teacher often integrates classroom curriculum into instruction. For instance, students using the rock climbing wall may be required to “climb” a fourteener (14’er) while learning about 53 famous mountain peaks in Colorado that exceed fourteen thousand feet elevation. Students then document in writing journals what they learned about 14’ers and what they learned about climbing. This is just one example of how our students are actively engaged in developing a lifelong appreciation of health and wellness, while also extending their learning.

3. Instructional Methods and Interventions:

The instructional practices in use at High Peaks help each child grow and develop to their individual potential in concert with developmental expectations and district standards. Throughout the grades, we set high expectations for all students, and we provide multi-tiered support so they can reach their potential. One of our key strategies in meeting the spectrum of student needs is differentiation for each learner, which personalizes the learning experience. We define differentiated instruction as a teaching approach in which educational content, processes and products are adapted according to student readiness, language preferences, background knowledge, and learning interests. This often necessitates providing interventions. We implement differentiation and interventions through Multi-Tiered Systems of Support (MTSS). We believe first instruction is best instruction. In other words, universal instruction in the general education classroom is of very high quality.

We teach through different modalities to reach varied learning styles. Teachers support learning by activating prior knowledge, using advanced organizers, rubrics, option menus, and a variety of visual aids and manipulatives. Instructional groupings vary with children working independently, with partners, in small groups, and even with cross grade-level “buddies.”

Teachers use assessments and progress-monitoring to discover each student's baseline performance, areas of strengths and areas for growth. From there, the teacher sets goals for and with students to determine the level of instruction and intervention that may be needed. Students who are struggling in a certain content area are provided targeted instruction either one-on-one support or in a small group. Interventions may come in the form of a double dose of instruction in the classroom, re-teaching or pre-teaching, evidence-based literacy interventions, strategy groups, and may be offered in the classroom or out, depending on what is best for the students.

Students who need additional challenge have many opportunities for extensions and enrichment daily. In terms of our Talented and Gifted program, we operate from a school-wide enrichment model which invites students who are identified as gifted to participate, and also invites student who may not be identified as gifted, but who are high potential learners, or who have specialized interests. Through these means, we are able to maximize each student's learning potential and personalize learning which promotes success in our diverse community of students.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

The data tables provided by the Colorado Department of Education reveal excellent performance trends overall in reading and math. Five year data trends indicate that the percent proficient of all students remains stable, with 94.52% 2014 proficiency in reading and 95.24% proficiency in math. We attribute the stable proficiency rates to several factors. For one, our teachers go above and beyond in providing personalized instruction to students based on their individual needs. Each teacher strives to support students in growing and achieving. This is accomplished through scaffolding, extension, enrichment, high expectations and multi-tiered support. We also utilize our para-educators in meaningful and purposeful ways to provide additional support to students as needed, and to enable classroom teachers to provide small group and one-on-one targeted instruction to students. We believe that our Core Knowledge focus adds an additional layer of rich content and vocabulary, while building students' background knowledge which leads them to become critical thinkers about their learning and the world. Lastly, our teachers deliver the curriculum in very interactive, age-appropriate, hands-on activities that are engaging to students.

The data tables reveal a gap of 11.85 percentage points between non-White and White students' proficiency, a gap of 33.56 percentage points between Limited English Proficient students and native English speakers, a gap of 19.5 percentage points between students with Free and Reduced status and their non-Free and Reduced status peers. Our staff has explored the root causes of these gaps and has determined that students who receive additional instruction in the form of "pull-out" or "push-in" support may be exposed to academic language and instruction that is not aligned with that being delivered in the general classroom universal instruction. Therefore, teachers are working collaboratively to align instruction, content and common language so that students are exposed to similar content and language no matter what the learning environment is in which they are learning. We also offer a free homework club after school to extend the learning day for students to receive some support that they may not be receiving at home, so that we can bolster completion of work and understanding of concepts in students who may not receive this support at home. We are optimistic that these efforts will contribute to reducing the gaps in proficiency.

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

Data driven instruction and intervention comprise the foundation of our work with students at High Peaks. Some of the summative and formative assessments that teachers use to determine students' needs are: i-Ready reading diagnostic and progress-monitoring, DRA2 (Developmental Reading Assessment), Benchmark Assessment System, BVSD writing tasks, Math Expressions beginning and end of year assessments, Math Expressions pre and post assessment with unit tests, formative assessments in the form of clickers, personal white boards, quizzes and exit tickets. Our teachers also compile a body of evidence using classwork and observations to make decisions about student needs.

The following is the process by which we use data to determine instruction and intervention to support student success. Reading instruction is being used as an example for this explanation. The classroom teacher gathers baseline data through an assessment such as i-Ready. This is followed by use of the DRA2 or Benchmark Assessment System to provide a comprehensive view of student strengths and needs. If a student is found to be below the grade level benchmark, the teacher analyzes the data to find specific areas that need to be strengthened. From there, the teacher places the student in an appropriate Guided Reading Group or reading strategy group. Another option, based on data, might be that the student receives Leveled Literacy Intervention. Whatever the options, the student will begin receiving a double dose of instruction in order to support the student in making the growth needed to move toward the grade level benchmark. If the student responds to these interventions, they may continue with this double dose of intervention if appropriate, or they may proceed to a higher level of reading instruction, or they may be included in the universal instruction if it is deemed that they can access the curriculum in that way.

If the student does not respond to intervention, the school team will invite the parents to a Problem Solving Team (PST) during which the team discusses student needs and interventions. Then the team sets goals and determines the length of time for interventions. The PST team is comprised of parents, principal, school psychologist, literacy interventionist, classroom teacher, and possibly the English Language Development Specialist. The typical time frame for interventions is six to eight weeks, after which time another PST will occur to revisit how the student is doing and determine next steps.

This process has proven to be very successful at High Peaks. It involves all stakeholders in the process, relies on data, and provides additional instruction in the form of interventions. We have had great success with this methodology in that it assists us in identifying student needs and determining what interventions might be most successful. Overall, our student performance and growth demonstrates that our instructional and intervention practices are meeting the needs of students.

Part VI School Support

1. School Climate/Culture

High Peaks has gone to great lengths to cultivate a positive school climate. We utilize a school-wide Positive Behavior Intervention System (PBIS) with the acronym PAWS. PAWS stands for Prepared, Act respectfully, Work hard, Safety. This acronym has embedded within it the behavior expectations that are foundational to our school. Our PBIS system offers individual, class and whole-school incentives to reinforce behaviors we want to encourage, and to minimize inappropriate behaviors.

Additionally, we utilize student climate data every year to determine areas for improvement. Several years ago the data revealed a focused need to cultivate positive adult to student relationships in school. Every teacher has implemented classroom meetings during which they discuss social-emotional learning needs. Teachers reinforce concepts with a program called Second Steps Social Emotional Learning and another called In Focus. Through both of these means, teachers facilitate meaningful conversations and role play to help students discuss and learn about social-emotional needs, relationships, friendships and problem-solving. We also have a “Peace Place” in every classroom and throughout the school, which prompts students to use I-messages to help resolve conflicts. We have recently infused our classrooms and school with the attributes of Habits of Mind to help build creative thinkers who have skills to be successful. We have a multifaceted approach to cultivating a positive school climate, and we have observed upward trends in our data, demonstrating to us that our students are happy and feel safe at school. We feel this is as important as academics in cultivating lifelong learners.

2. Engaging Families and Community

We strive to cultivate partnerships with parents in order to best support students. Families are actively involved in the school many ways. Parents are significant members of our parent-teacher organization, which is called the ED Team, as well as our SAC (School Accountability Committee). Parents on the ED Team primarily focus on fundraising and supporting teachers. Parents on the SAC are engaged in discussing and providing input into school improvement goals, the Unified Improvement Plan development, and school-wide activities and how these support school goals. Parents are invited to volunteer in the classroom, help with the school garden, and provide additional classroom support as appropriate. Parents also help to organize and implement extra-curricular activities, school-wide challenge activities and fundraising campaigns. They also volunteer in classrooms regularly, help facilitate many of our class traditions and end of unit culminating celebrations. The principal regularly invites parents to “coffee chats” which are intended to provide a venue for parents to ask questions and give input. We also regularly provide parent education events to help parents know how to support their children in areas such as technology, literacy, math, and general parenting.

3. Professional Development

Professional development at High Peaks is driven by our school goals and needs that we identify from student climate data and assessment data. The faculty spends a lot of time analyzing data and using data to write goals and then collaboratively brainstorm ideas and strategies to meet our goals. We regularly revisit the Core Knowledge sequence in our school to ensure it is aligned with district and state expectations. Teachers have the opportunity to participate in peer observations, book studies, and professional learning community conversations through collaboration time. Our staff meetings, collaboration time, common planning time and professional development days are all used to further our professional learning and share ideas about implementation in the classroom of our professional learning.

Once we identify our year-long school goals, we maintain a focus on them throughout the year. For example, to achieve our writing goal, staff activities include curriculum and writer's workshop alignment, agreement on aligned common language and writing rubrics, and regular discussions about what is working and areas for improvement. We support our Core Knowledge curriculum with teachers attending annual Core Knowledge training and state and national Core Knowledge conferences as needed, as well as school

visits to peer schools with a Core Knowledge focus. Faculty regularly seeks to enhance its professional learning. For instance, several teachers have been involved in multi-year professional development in the form of the Primary Literacy Framework, the Intermediate Literacy Framework and model classroom teacher development. We also have several National Board Certified teachers. Other trainings that teachers participate in are intended to learn how to best implement the Common Core, such as trainings about close reading, evidence-based literacy math practices and Comprehension Toolkit work with esteemed author Anne Goudvis.

4. School Leadership

While the High Peaks staff very much works together as a teaching team, there are leadership structures in place. The principal's philosophy is that there is great expertise among us, and teachers can learn much from each other. As such, the principal provides regular staff meeting time for teachers to share strategies, lead book studies, and share their own professional learning with each other. This collaboration is intended to cultivate teacher leadership and mutual trust and respect for the great expertise on the staff. Distributive leadership is cultivated through a leadership team and consensus style decision making. Every teacher's voice is invited into all staff and school conversations through collaboration, surveys, exit tickets, participation on committees, provision of professional development opportunities, and ongoing opportunities for teachers to give input. The principal operates from the platform that all voices should be heard and all staff members have valuable input to share. As a result, the faculty is able to consistently provide input as to the direction of our work in academic and social-emotional areas, thus maintaining a teacher-led school team community.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Transitional Colorado Assessment Program (TCAP)</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>CTB McGraw-Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Level 3, meets standard and above	90	98	90	98	94
Level 4, exceeds standard	59	62	53	77	78
Number of students tested	49	47	49	43	49
Percent of total students tested					
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
2. Students receiving Special Education					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
3. English Language Learner Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
4. Hispanic or Latino Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
5. African- American Students					
Level 3, meets standard and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Level 4, exceeds standard					
Number of students tested					
6. Asian Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
7. American Indian or Alaska Native Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
9. White Students					
Level 3, meets standard and above	91	97	95	95	95
Level 4, exceeds standard					
Number of students tested					
10. Two or More Races identified Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
11. Other 1: Other 1					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
12. Other 2: Other 2					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
13. Other 3: Other 3					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Transitional Colorado Assessment Program (TCAP)</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>CTB McGraw-Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Level 3, meets standard and above	100	96	96	100	98
Level 4, exceeds standard	76	60	65	76	78
Number of students tested	49	50	51	51	54
Percent of total students tested					
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
2. Students receiving Special Education					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
3. English Language Learner Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
4. Hispanic or Latino Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
5. African- American Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
6. Asian Students					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
7. American Indian or Alaska Native Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
9. White Students					
Level 3, meets standard and above	100	97	94	100	98
Level 4, exceeds standard					
Number of students tested					
10. Two or More Races identified Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
11. Other 1: Other 1					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
12. Other 2: Other 2					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
13. Other 3: Other 3					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Transitional Colorado Assessment Program</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>CTB McGraw-Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Level 3, meets standard and above	96	96	98	96	92
Level 4, exceeds standard	63	75	79	87	71
Number of students tested	49	48	52	54	49
Percent of total students tested					
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
2. Students receiving Special Education					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
3. English Language Learner Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
4. Hispanic or Latino Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
5. African- American Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
6. Asian Students					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
7. American Indian or Alaska Native Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
9. White Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
10. Two or More Races identified Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
11. Other 1: Other 1					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
12. Other 2: Other 2					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
13. Other 3: Other 3					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Transitional Colorado Assessment Program (TCAP)</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>CTB McGraw-Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Level 3, meets standard and above	94	98	92	98	96
Level 4, exceeds standard	29	19	18	19	31
Number of students tested	49	47	49	43	49
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
2. Students receiving Special Education					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
3. English Language Learner Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
4. Hispanic or Latino Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
5. African- American Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
6. Asian Students					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
7. American Indian or Alaska Native Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
9. White Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
10. Two or More Races identified Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
11. Other 1: Other 1					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
12. Other 2: Other 2					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
13. Other 3: Other 3					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Transitional Colorado Assessment Program (TCAP)</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>CTB McGraw-Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Level 3, meets standard and above	98	96	94	96	94
Level 4, exceeds standard	16	22	16	22	19
Number of students tested	100	100	100	100	100
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
2. Students receiving Special Education					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
3. English Language Learner Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
4. Hispanic or Latino Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
5. African- American Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
6. Asian Students					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
7. American Indian or Alaska Native Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
9. White Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
10. Two or More Races identified Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
11. Other 1: Other 1					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
12. Other 2: Other 2					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
13. Other 3: Other 3					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Transitional Colorado Assessment Program (TCAP)</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>CTB McGraw-Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Level 3, meets standard and above	96	94	96	94	92
Level 4, exceeds standard	21	33	35	26	26
Number of students tested	100	100	100	100	100
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
2. Students receiving Special Education					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
3. English Language Learner Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
4. Hispanic or Latino Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
5. African- American Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
6. Asian Students					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
7. American Indian or Alaska Native Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
9. White Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
10. Two or More Races identified Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
11. Other 1: Other 1					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
12. Other 2: Other 2					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
13. Other 3: Other 3					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					

NOTES: