

2006-2007 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) Elementary Middle High K-12 Charter

Name of Principal Mr. Gregory J. Lumb
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Morris Hill Elementary School
(As it should appear in the official records)

School Mailing Address 4400 First Division Road
(If address is P.O. Box, also include street address)

Fort Riley Kansas 66442-1016
City State Zip Code+4 (9 digits total)

County Geary State School Code Number* 7608

Telephone (785) 717-4650 Fax (785) 717-4651

Website/URL: http://morrishill.usd475.org/ E-mail greglumb@usd475.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Mr. Ronald P. Walker
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Geary County Unified School District #475 Tel. (785) 717-4000

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/ Chairperson Mr. Mark Roeser

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

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

**Private 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 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 2006-2007 school year.
3. If the school includes grades 7 or higher, it has 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 2001 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 the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. 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 the 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.

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

1. Number of schools in the district: 13 Elementary schools
 2 Middle schools
 0 Junior high schools
 1 High schools
 0 Other
 16 TOTAL
2. District Per Pupil Expenditure: \$10450.00
 Average State Per Pupil Expenditure: \$9624.00

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 area
 Suburban
 Small city or town in a rural area
 Rural

4. 13 Number of years the principal has been in her/his position at this school.

_____ 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 |
|--|------------|--------------|-------------|-------|------------|--------------|-------------|
| PreK | 7 | 5 | 12 | 7 | | | |
| K | 26 | 23 | 49 | 8 | | | |
| 1 | 18 | 26 | 44 | 9 | | | |
| 2 | 22 | 12 | 34 | 10 | | | |
| 3 | 18 | 17 | 35 | 11 | | | |
| 4 | 11 | 18 | 29 | 12 | | | |
| 5 | 10 | 10 | 20 | Other | | | |
| 6 | | | | | | | |
| TOTAL STUDENTS IN THE APPLYING SCHOOL → | | | | | | | 223 |

6. Racial/ethnic composition of the students in the school:
- | |
|---|
| <u>58</u> % White |
| <u>18</u> % Black or African American |
| <u>19</u> % Hispanic or Latino |
| <u>4</u> % Asian/Pacific Islander |
| <u>1</u> % American Indian/Alaskan Native |
| 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: 46 %

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

| | | |
|-----|--|------|
| (1) | Number of students who transferred <i>to</i> the school after October 1 until the end of the year. | 47 |
| (2) | Number of students who transferred <i>from</i> the school after October 1 until the end of the year. | 55 |
| (3) | Total of all transferred students [sum of rows (1) and (2)] | 102 |
| (4) | Total number of students in the school as of October 1 | 223 |
| (5) | Total transferred students in row (3) divided by total students in row (4) | 0.46 |
| (6) | Amount in row (5) multiplied by 100 | 46% |

8. Limited English Proficient students in the school: 17 %
37 Total Number Limited English Proficient

Number of languages represented: 8

Specify languages: Pohnpei, Spanish, German, Korean, Hungarian, Tagalog, Samoan, French

9. Students eligible for free/reduced-priced meals: 52 %

Total number students who qualify: 117

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: 16 %
36 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>2</u> Autism | <u> </u> Orthopedic Impairment |
| <u> </u> Deafness | <u>6</u> Other Health Impaired |
| <u> </u> Deaf-Blindness | <u>9</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>11</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>1</u> Traumatic Brain Injury |
| <u>3</u> Mental Retardation | <u> </u> Visual Impairment Including Blindness |
| <u>2</u> Multiple Disabilities | |

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

Number of Staff

| | <u>Full-time</u> | <u>Part-Time</u> |
|---------------------------------------|------------------|------------------|
| Administrator(s) | <u>1</u> | <u> </u> |
| Classroom teachers | <u>12</u> | <u> </u> |
| Special resource teachers/specialists | <u>6</u> | <u>4</u> |
| Paraprofessionals | <u>6</u> | <u>0</u> |
| Support staff | <u>8</u> | <u>6</u> |
| Total number | <u>33</u> | <u>10</u> |

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 19:1

13. Show the attendance patterns of teachers and students as a percentage. 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 between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates. Also explain a high teacher turnover rate.

| | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
|-------------------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 96% | 95% | 95% | 96% | 96% |
| Daily teacher attendance | 96% | 95% | 93% | 93% | 93% |
| Teacher turnover rate | 6% | 12% | 12% | 12% | 6% |
| Student dropout rate (middle/high) | N/A | N/A | N/A | N/A | N/A |
| Student drop-off rate (high school) | N/A | N/A | N/A | N/A | N/A |

PART III - SUMMARY

Morris Hill Elementary is one of five elementary schools on the military installation of Ft. Riley, Kansas and one of thirteen elementary schools in the Geary County Schools district. The school consists primarily of military dependents who are part of the nearly 30,000 soldiers and their families that work on the installation.

Ft. Riley is located in north central Kansas between the communities of Junction City and Manhattan. Junction City is a community of approximately 21,000 people and Manhattan is a community of approximately 45,000 people. With recent announcements by the military, both communities are preparing for this population to change dramatically with some projections believing the area will triple in size.

Enrollment numbers at Morris Hill have typically been between 200 and 248 students with students in grades K-5 and also an Early Childhood Program for three and four year olds. The school's configuration includes two half-time early childhood classrooms, three full time Kindergarten classrooms with one being devoted to English Language Learner students, two first grades, two second grades, two third grades, one fourth grade, and one fifth grade classroom.

Morris Hill students have the opportunity to participate in music or physical education every day for forty minutes. During the week, they are provided with one-hundred minutes of science/technology instruction. Wireless carts house 90 computers. We have an itinerant art teacher that provides instruction by request every other quarter. Services are provided for English Language Learners and Special Needs students. The following services are provided: Interrelated Classroom (IRC), Gifted/Extended Learning, Speech/Language, Occupational Therapy, Physical Therapy, and Social Work. Students who are struggling, yet do not qualify for support are given assistance through a Read 180 Coordinator, after-school program, and a literacy coach.

Our mission statement proclaims our pride in developing a safe and nurturing environment for our students to reach their highest potential as learners. We also want to guide them to become productive citizens and lifelong learners. We share this responsibility with the students, their parents, and our community. Many visitors state they can feel the warmth and friendliness of our school as soon as they step in the front door. Our daily use and modeling of the lifeskills and the lifelong guidelines are essential in creating this atmosphere.

Morris Hill was the first school in the Geary County Schools district to partner with Kansas State University as a Professional Development School in 1996. As a professional development school, we have helped train future educators by providing them with classroom experiences at all levels of their pre-service training. Our school generally places four to six student interns in classrooms each semester. We believe strongly that we have an obligation to train others to be outstanding teachers when they enter our profession and can proudly state our district has hired 22 new teachers who have completed their practicum at Morris Hill.

Morris Hill has always strived to look for new and innovative ways to meet the needs of our students. As mentioned previously, we were the first to bring the professional development program to our district and have also been the first to bring other programs that have had a district-wide impact to our school. Examples include Accelerated Reader, United Streaming, and a technology-based summer school. We have also provided learning seminars for our parents. This year we have added two positions to better meet our students' needs: a literacy coach was added to improve our K-5 reading program and a science/technology instructor was added who works with students in Kindergarten through Grade Five.

PART IV-INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results: For the past six years, Morris Hill Elementary has achieved the Kansas Standard of Excellence in mathematics. This honor is presented to Kansas schools with no more than 5 percent of its tested students in the Academic Warning category, at least 25 percent at the Exemplary level and at least 80 percent in Meets Standard or above.

Last year, 42 percent of Morris Hill students placed in the Exemplary category, 42 percent met Exceeds Standard, while the remaining 16 percent fell into Meets Standard.

Last year, our reading scores were equally impressive. Eighty-eight percent of our students tested Exemplary, while the remaining 12 percent met the Exceeds Standard category.

Last year, all Kansas third, fourth and fifth grade students took the Kansas State Assessments in reading and mathematics. These assessments are prepared by the Center for Educational Testing and evaluation at the University of Kansas. More information regarding the Kansas State Assessment can be found by logging onto the Kansas Department of Education (KSDE) website, www.KSDE.org. The KSDE assesses Reading and Mathematics test scores in the following manner.

Kansas Reading Assessment

- Exemplary (88-100)-When independently reading grade-appropriate narrative, expository, technical, and persuasive text, an exemplary student has full comprehension, making connections within and outside the text.
- Exceeds Standard (80-87)-When independently reading grade-appropriate narrative, expository, technical and persuasive text, an advanced student has full comprehension.
- Meets Standard (68-79)-When independently reading grade-appropriate narrative, expository, and technical and persuasive text, a proficient student has satisfactory comprehension
- Approaches Standard-(57-67)-When independently reading grade-appropriate narrative, expository, technical, and persuasive text, a basic student has partial comprehension.
- Academic Warning-(0-56)-When independently reading grade-appropriate narrative, expository, technical, and persuasive text, an unsatisfactory student has incomplete comprehension.

Kansas Math Assessment

- Exemplary (88-100)-The exemplary student effectively uses multiple problem solving techniques and accurately explains the reasoning process he/she uses when solving mathematical problems. A student scoring at the exemplary level is likely to perform consistently and accurately at all cognitive levels on all of the four areas of emphasis. The student demonstrates well-developed content knowledge and application skills.
- Exceeds Standard (78-87)-The advanced student effectively uses multiple problem-solving techniques and explains the reasoning process he/she uses when solving mathematical problems. A student scoring at the advanced levels on most elements of the four areas of emphasis. The student demonstrates effective content knowledge and application skills.
- Meets Standard (62-77)-The proficient student uses some problem-solving techniques and explains the process he/she uses when solving mathematical problems. A student scoring at the proficient level is likely to perform at all cognitive levels on many elements of the four areas of emphasis. The student demonstrates sufficient content knowledge and application skills.
- Approaches Standard (54-61)-The basic student inconsistently uses problem-solving techniques and partially explains the process he/she uses when solving mathematical problems. A student scoring at the basic level is likely to perform at lower cognitive levels and no necessarily on all areas of emphasis. The student demonstrates limited content knowledge and application skills.

- Academic Warning (0-53) - The unsatisfactory student seldom uses problem-solving techniques and is unable to explain the process he/she uses when solving mathematical problems. A student scoring at the unsatisfactory level is likely to have inaccurate responses at lower cognitive levels and on most areas of emphasis. The student struggles to demonstrate content knowledge and application skills.

This year marked the first year, our third graders and fourth graders were given a state assessment in reading. Both grade levels scored well enough to meet the state standard of excellence criteria in reading.

The categories for performance are the same as those described above. In third grade 61% of our students were in the exemplary and 10% exceeded the standard. No students were below the meets standard category. In grade four, 80% of our students scored exemplary and the remaining 20% exceeded the standard.

This year was the first year our third grade students took the state math assessment. Again the categories for performance are the same as those noted for grade five. Our third grade students placed 32% in the exemplary category, 39% in exceeds the standard, and the remainder of our students scored in the meets standard category.

In the fourth grade, 76% of our students scored exemplary, 8% exceeded the standard, 12% were in the meets standard category and 4% were in the approaches standard category. In previous years, the only grade level to take the state test in math was fourth grade. Morris Hill students have met the state standard of excellence in math for the past six years.

2. Using Assessment Results: Morris Hill Elementary uses assessment data to understand and improve student and school performance. This allows for adjustments to be made that meet students' needs and increase learning. The School Improvement Team includes all certified staff and meets once a month. Morris Hill staff also allots time for Primary and Intermediate grade level meetings. These meetings alternate with faculty meetings on a weekly timeframe.

The purpose of the school improvement team meetings is to allow team members to examine and disaggregate data from building, district and state assessments. Based on the data, teams reflect upon and modify instruction using the 3-Tier Intervention process. Teachers differentiate and adjust instruction to continually improve areas identified as weaknesses for particular students and groups. During grade level meetings, teachers concentrate on grade level performance, address individual student's needs and identify specific students in need of remediation and enrichment.

Our building also has reading team meetings. Reading data is analyzed to target students' needs and make adjustments to improve student learning. Any time students are not performing at expected levels, teachers and parents collaborate to develop an Educational Student Action Plan. If improvement is not sufficient, the student is referred to a Student Improvement Team to formulate a plan of success involving a wider range of people and resources. Students in need of additional assistance can have their needs met in the Morris Hill After School Program. This provides an hour outside of the traditional school day for academic practice in very small groups most often with a certified teacher.

Another opportunity to address student growth occurs during a quarterly conference between individual teachers and the principal. Through the careful study of data, teachers identify best practices that impact instruction in positive ways. Staff development days are then used to increase our knowledge base to prepare teachers to incorporate these strategies into our instruction and therefore increase student performance.

3. Communicating Assessment Results: Morris Hill uses a myriad of methods to communicate student performance on an ongoing basis to those students, parents, and community members with a vested

interest. Teachers conference with students individually to discuss test scores and general progress in reading, writing, and mathematics. Teachers make contact with parents through phone calls, notes, e-mail, newsletters and individual meetings on a consistent basis throughout the year. Parents are kept informed with a report card for student progress each nine weeks. Parent-Teacher Conferences are held twice a year, and we maintain a 97% attendance participation rate at Morris Hill.

Our Site Council is made of parents and community members who team with teachers and the principal approximately three times each semester to receive information, provide feedback/input, and make suggestions pertaining to improving student performance. A selected team of teachers make a presentation to the Board of Education in an open meeting once each year. This team reports on our students' achievement on State and District assessments, as well as our progress towards our goals in our School Improvement Plan.

In the spring of each year, a Schools in Review Night is held displaying school assessment scores and student work, where students, parents, and community members are invited to come celebrate our successes. Assemblies are held at the end of each year to celebrate student achievements. Our school is also featured on the local radio station, television station and local newspapers during the year.

The Kansas State Department of Education sends out a building report card each year showing student test performance on state assessments. This report is available on request at the school office, results are sent to parents, published in newspapers across the state and available by a direct link on our school website at <http://morrishill.usd475.org/> or through our district website at www.usd475.org.

4. Sharing Success: The concept of sharing success with others is engrained in our district's culture. Whether it is through systematic processes like reporting annually to the Board of Education or in participating with our district's Curriculum and Instruction Advisory Council (CIAC), there is always an avenue to share.

The CIAC has a team from each of the thirteen schools in the district. Schools take their turn at sharing a variety of instructionally related plans while other schools' members provide feedback, offer suggestions, and note exemplary practices. We have shared our school improvement plan, our formative assessment plan, and our results-based staff development plan with CIAC.

Each year, a team of Morris Hill teachers presents to the Board of Education. The report consists of sharing the successes and concerns from our state testing process, informing the Board of our instructional practices and our plans for staff development. The accountability of what we do is an expectation.

The district also offers specific grade-level learning labs. This is another opportunity to share and explore research-based best practices for the classroom. Several of our teachers have presented on effective strategies they are using in the classroom. In addition to sharing at learning labs staff members have been invited to present at district-wide staff development days

Not only have our teachers influenced other schools in our district, they have taken their knowledge to other venues to share with others. We have had various staff members present at state and national workshops including the annual Kansas Staff Development Conference, Professional Development School Conferences, National Writing Project Conference, etc.

Kansas State University has invited several of our staff members to come to the university to present or be a part of a panel to help educate pre-service teachers and teachers from other districts.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum: At Morris Hill Elementary, curriculum for the core subjects is based on Kansas standards. A full day kindergarten curriculum facilitates regular and English Language Learner school readiness in core areas. In addition the sheltered ELL class utilizes a specially designed curriculum, that focuses on oral language development, content area learning and literacy learning.

Our reading program coordinates phonemic awareness, vocabulary, phonics, fluency and comprehension with the core basal reading program. Students' individual needs are met with flexible skills groups. At risk students are supported with a 3 tier model of intervention as they learn skills necessary for grade level achievement. Students self-select books during independent reading time and set goals for achievement every six weeks.

Our math series is used by grades 1-5. Students are closely monitored with checklists that coordinate with evaluations from the series. The curriculum uses a spiraling system of instruction with hands on lessons in the strands of Measurement, Probability, Algebraic Concepts, Number Sense, and Geometry. Math vocabulary instruction is provided combining terms from our curriculum and the State Guidelines for each grade level. To supplement the series, a quarterly monitoring system is utilized to measure student progress in grade level problem solving.

Students at Morris Hill are taught the 5-Step Writing Process while using the 6-Trait Writing Model. This process uses rubrics to evaluate the traits of organization, idea and content, fluency, voice, word choice, and conventions. Students are evaluated quarterly and apply a writing rubric to their work through self-evaluation and individual conferencing regarding their writing craft. Samples of student writing are kept as benchmark pieces for modeling and comparison at each grade level.

Our Social Studies series provides a tool to instruct students in the Kansas Social Studies Standards. Utilizing the themes of Commonality and Diversity, Continuity and Change, Conflict and Cooperation, Individualism and Interdependence and Interaction Within Different Environments, students see the world through social contexts, especially as they relate to diverse populations represented by Morris Hill's military community.

Our Science Curriculum is based on Kansas Standards using inquiry based instruction. With engagement activities in each lesson, students are encouraged to question, infer, and use reading skills. Students utilize scientific inquiry in the areas of Life Science, Earth and Space Science, and Physical Science.

The Health Curriculum has been designed by educators and diverse members of the community using guidelines outlined by the Kansas Department of Education. The focus of the program is respect for self and others and teaches age appropriate concepts about human sexuality and HIV with an emphasis on abstinence.

Music and Physical Education instructors integrate core subjects with activities in their specialty. The Physical Education curriculum builds on the health curriculum encouraging healthy physical choices in fitness and exercise. Our music curriculum develops students' sense of singing, instrumental abilities, composition and presentation. As a culmination students develop stage etiquette presenting a group musical performance to parents and local community members.

Our Media Specialist works to integrate core content areas as teachers suggest. Using word processors students write for assessments as well as participate in writing clubs. To review math skills students utilize a game format to fine tune basic math skills. Students utilize Power Point to integrate presentations in all of the core subject areas. Students utilize technology to respond in classroom evaluation and review.

2a. Reading: Morris Hill's School Improvement Plan goal for reading is to improve students' reading comprehension skills. Our strategies include direct instruction, emphasis on teaching explicit thinking skills, and implementation of the 3-Tier Reading Model. Data has proven that our students could read the words, but the comprehension levels were unsatisfactory.

As a school, one of the ways we've focused on improvement is through direct vocabulary instruction. We implement a research-based model, teaching explicitly and systematically. Another way we strive for improvement is through reader's workshop. The focus is on the thinking strategies proficient readers use: making connections, determining importance in text, asking questions, creating mental images, making inferences, and synthesizing information.

The kindergarten program emphasizes oral language development and utilizes thematic units, children's literature, oral and written expression, learning labs and home links. Pre-reading activities promote the development of concepts regarding print, alphabet familiarity, and phonemic awareness.

The district- adopted reading series provides core instruction for grades one and two. Based on individual assessments, frequent monitoring of progress, and teacher collaboration, students are placed into flexible groups where instructional materials match student ability. The above-level students learn through supplemental materials, tradebooks, and novels. These groups meet daily for sixty minutes. Whole-class comprehension instruction occurs for an additional thirty minutes daily. Additional time is provided for self-selected reading and fluency practice.

Grades three, four and five are currently piloting a new reading series. In addition to the basal, this program allows for differentiated instruction through the use of leveled readers and supplemental materials. An intensive intervention program is used with small groups of students during the day and also utilized in the After School Program.

Implementation of the 3-Tier Intervention Model provides extra support by tailoring instruction to meet students' needs. In addition to the piloted series, we have two distinct intervention programs to assist our intermediate students. One focuses on comprehension while the other emphasizes comprehension and vocabulary.

3. Additional Curriculum Area- Mathematics: Morris Hill Elementary's second goal in the School Improvement Plan is mathematics. We feel that students need the right tools to succeed in math. Our primary focus is problem solving using the four step problem solving model from our math series. In addition we have all students in grades K-5 using mathematical vocabulary that builds a foundation to help students succeed in math.

At the kindergarten level we use an extension of our series designed specifically for kindergarten students. It incorporates daily hands on activities and manipulatives in order to give the students a concrete foundation in mathematics.

Our instruction is grounded in the math standards in these domains: number sense, algebraic expressions, measurement, geometry, data analysis, and probability. We base our lessons upon these standards while using the spiral technique of our curriculum. Our students are tested after each unit to see whether they are meeting these standards from the series. This curriculum progresses from concrete to abstract. Some components of our math curriculum include: math games, minute math, and weekly word problems which build upon the basic concepts of the math curriculum.

Each student also has his/her own account to continue work on their skills through the use of a math games website. This is designed to assist and support student's efforts in basic skills. Teachers will often provide time for this method of learning the basics. Parents are also encouraged to use it from home. Cumulative results are recorded and monitored.

Along with the math curriculum, Morris Hill uses district approved materials to teach these standards. We also use the state formative website tests to see if students are demonstrating mastery on these standards and if they are not successful we reteach to ensure success. Morris Hill fourth graders have met the State Standard of Excellence every year since 2002. There does not seem to be a discrepancy in scores according to gender, race, or socioeconomic status.

4. Instructional Methods: Morris Hill provides a variety of instructional methods to improve student learning. A positive learning environment is cultivated to encourage independent thinkers and decision makers. Methods applied throughout Morris Hill are research-based and data-driven.

Using the National Panel's recommendations, reading instruction focuses upon the five components of reading: phonemic awareness, phonics, fluency, vocabulary, and text comprehension. This year vocabulary instruction has been emphasized using a research based model that is taught explicitly and systematically school-wide. Students are instructed using all genres: narrative, expository, persuasive and technical texts. Graphic organizers are used across the curriculum.

To better understand math concepts, students are taught to use a four- step problem solving model and are evaluated on the explanation of how the problem was solved. Mathematical vocabulary has been researched to ensure a common language is taught across grade levels to assist students with their understanding and success in math.

Writing is taught using the 5 step writing process and their writing is evaluated using the Six Trait Analytical Assessment. In addition, students are taught the four-square graphic organizer to assist with the writing process. Students organize and maintain a writing portfolio throughout the year. This allows students to reflect on their growth.

When assistance is required, a variety of methods may be employed. Parents and teachers join together to develop an elementary student action plan setting a course of action for improvement. If this is not successful, the student's plan is reviewed by the SIT team. The SIT team (consisting of teachers, school psychologist, principal) seeks other ways to intervene.

A Literacy Coach is available to provide support for teachers and students. Two distinct intervention programs are offered to targeted students in grades three through five. A half-time teacher provides this support. An after school program is offered to 100 students two hours daily.

5. Professional Development: Professional Development is interwoven in everything we do at Morris Hill. While officially, we have eight days devoted to staff development in our district, the reality is that we conduct ourselves in professional growth much more often. We have monthly school improvement meetings, bi-annual learning labs by grade level, and weekly faculty meetings focused on learning and instruction.

We have established a professional learning community in our school that utilizes each available moment to assess our students' performance and determine a plan of action to improve their results in all instructional areas. An example of how we have used this process was our discovery in 2005 that we had done poorly in the area of vocabulary on the state assessment. Our staff researched the most effective ways to develop vocabulary, selected a research-based model of vocabulary instruction that we would all use, and monitored the use of the model. The results were impressive as vocabulary was a noted strength for our students on the 2006 state assessment.

Our focus in writing has been the improvement in student performance using the Six-Trait Writing Model and the four square graphic organizer. We meet quarterly in teams to assess student writing pieces. To broaden our knowledge of the writing process, Morris Hill professionals voluntarily took part in the Flint Hills Writing Project conducted by Kansas State University.

Our math instruction centers around the district adopted curriculum and staff selected supplemental materials. Using this curriculum and refining our practices with the series has proven to be productive for us. We have met the State Standard of Excellence in Math each year since 2002. However, we continue to have professional conversations about how we can properly supplement and augment each child's growth.

At Morris Hill, learning for all is more than a motto; it is an expectation.

PART VII - ASSESSMENT RESULTS

Subject Reading Grade 5 Test Kansas State Reading Assessment

| School Name: Morris Hill Elementary | | | | | |
|---|---------------|---------------|---------------|---------------|---------------|
| Testing Month | 2006 March | 2005 March | 2004 March | 2003 March | 2002 March |
| % At or Above Meets Std. (Proficient 2002-2005) | 100 | 93 | 92 | 100 | 59 |
| % At or Above Exceeds Std. (Advanced 2002-2005) | 100 | 59 | 54 | 71 | 41 |
| % Exemplary (Exemplary 2002-2005) | 88 | 11 | 17 | 35 | 18 |
| Number of students tested | 24 | 27 | 24 | 17 | 28 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 2 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 8 | 0 | 0 |
| WHITE | | | | | |
| % At or Above Meets Std. (Proficient 2002-2005) | 100 | 100 | 87 | N/A | N/A |
| % At or Above Exceeds Std. (Advanced 2002-2005) | 100 | 67 | 60 | N/A | N/A |
| % Exemplary (Exemplary 2002-2005) | 91 | 17 | 27 | N/A | N/A |
| Number of students tested | 11 | 18 | 15 | N/A | N/A |
| ECONOMICALLY DISADVANTAGED | | | | | |
| % At or Above Meets Std. (Proficient 2002-2005) | N/A | 93 | N/A | N/A | 47 |
| % At or Above Exceeds Std. (Advanced 2002-2005) | N/A | 62 | N/A | N/A | 29 |
| % Exemplary (Exemplary 2002-2005) | N/A | 8 | N/A | N/A | 6 |
| Number of students tested | N/A | 13 | N/A | N/A | 17 |

Subject Reading Grade 4 Test Kansas State Reading Assessment

| | |
|---|---------------|
| School Name: Morris Hill Elementary | |
| Testing Month | 2006 March |
| % At or Above Meets Std. (Proficient 2002-2005) | 100 |
| % At or Above Exceeds Std. (Advanced 2002-2005) | 100 |
| % Exemplary (Exemplary 2002-2005) | 80 |
| Number of students tested | 21 |
| Percent of total students tested | 100 |
| Number of students alternatively assessed | 0 |
| Percent of students alternatively assessed | 0 |
| WHITE | |
| % At or Above Meets Std. (Proficient 2002-2005) | 100 |
| % At or Above Exceeds Std. (Advanced 2002-2005) | 100 |
| % Exemplary (Exemplary 2002-2005) | 94 |
| Number of students tested | 17 |

Subject Reading Grade 3 Test Kansas State Reading Assessment

| | |
|---|---------------|
| School Name: Morris Hill Elementary | |
| Testing Month | 2006 March |
| % At or Above Meets Std. (Proficient 2002-2005) | 100 |
| % At or Above Exceeds Std. (Advanced 2002-2005) | 71 |
| % Exemplary (Exemplary 2002-2005) | 61 |
| Number of students tested | 26 |
| Percent of total students tested | 100 |
| Number of students alternatively assessed | 0 |
| Percent of students alternatively assessed | 0 |
| WHITE | |
| % At or Above Meets Std. (Proficient 2002-2005) | 100 |
| % At or Above Exceeds Std. (Advanced 2002-2005) | 83 |
| % Exemplary (Exemplary 2002-2005) | 78 |
| Number of students tested | 16 |
| ECONOMICALLY DISADVANTAGED | |
| % At or Above Meets Std. (Proficient 2002-2005) | 100 |
| % At or Above Exceeds Std. (Advanced 2002-2005) | 73 |
| % Exemplary (Exemplary 2002-2005) | 73 |
| Number of students tested | 11 |

Subject Mathematics Grade: 4 (2006)

Test Kansas State Mathematics Assessment

| School Name: Morris Hill Elementary | | | | | |
|---|---------------|---------------|---------------|---------------|---------------|
| Testing Month | 2006 March | 2005 March | 2004 March | 2003 March | 2002 March |
| % At or Above Meets Std. (Proficient 2002-2005) | 96 | 100 | 100 | 100 | 100 |
| % At or Above Exceeds Std. (Advanced 2002-2005) | 84 | 100 | 97 | 100 | 79 |
| % Exemplary (Exemplary 2002-2005) | 76 | 67 | 62 | 65 | 53 |
| Number of students tested | 25 | 24 | 29 | 20 | 19 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 1 | 2 | 2 | 0 |
| Percent of students alternatively assessed | 0 | 4 | 7 | 10 | 0 |
| WHITE | | | | | |
| % At or Above Meets Std. (Proficient 2002-2005) | 94 | N/A | 100 | 100 | N/A |
| % At or Above Exceeds Std. (Advanced 2002-2005) | 88 | N/A | 100 | 100 | N/A |
| % Exemplary (Exemplary 2002-2005) | 88 | N/A | 72 | 80 | N/A |
| Number of students tested | 17 | N/A | 18 | 10 | N/A |
| ECONOMICALLY DISADVANTAGED | | | | | |
| % At or Above Meets Std. (Proficient 2002-2005) | N/A | 100 | 100 | N/A | N/A |
| % At or Above Exceeds Std. (Advanced 2002-2005) | N/A | 100 | 100 | N/A | N/A |
| % Exemplary (Exemplary 2002-2005) | N/A | 50 | 47 | N/A | N/A |
| Number of students tested | N/A | 10 | 15 | N/A | N/A |

Subject Mathematics Grade: 3 (2006)

Test Kansas State Mathematics Assessment

| School Name: Morris Hill Elementary | |
|---|---------------|
| Testing Month | 2006 March |
| % At or Above Meets Std. (Proficient 2002-2005) | 100 |
| % At or Above Exceeds Std. (Advanced 2002-2005) | 71 |
| % Exemplary (Exemplary 2002-2005) | 32 |
| Number of students tested | 29 |
| Percent of total students tested | 100 |
| Number of students alternatively assessed | 0 |
| Percent of students alternatively assessed | 0 |
| WHITE | |
| % At or Above Meets Std. (Proficient 2002-2005) | 100 |
| % At or Above Exceeds Std. (Advanced 2002-2005) | 89 |
| % Exemplary (Exemplary 2002-2005) | 56 |
| Number of students tested | 18 |
| ECONOMICALLY DISADVANTAGED | |
| % At or Above Meets Std. (Proficient 2002-2005) | 100 |
| % At or Above Exceeds Std. (Advanced 2002-2005) | 82 |
| % Exemplary (Exemplary 2002-2005) | 27 |
| Number of students tested | 11 |

Subject Mathematics Grade: 5 (2006)

Test Kansas State Mathematics Assessment

| | |
|---|-------|
| School Name: Morris Hill Elementary | |
| | 2006 |
| Testing Month | March |
| % At or Above Meets Std. (Proficient 2002-2005) | 100 |
| % At or Above Exceeds Std. (Advanced 2002-2005) | 83 |
| % Exemplary (Exemplary 2002-2005) | 42 |
| Number of students tested | 24 |
| Percent of total students tested | 100 |
| Number of students alternatively assessed | 0 |
| Percent of students alternatively assessed | 0 |
| WHITE | |
| % At or Above Meets Std. (Proficient 2002-2005) | 100 |
| % At or Above Exceeds Std. (Advanced 2002-2005) | 82 |
| % Exemplary (Exemplary 2002-2005) | 45 |
| Number of students tested | 11 |