

**U.S. Department of Education**  
**2009 No Child Left Behind - Blue Ribbon Schools Program**

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Type of School: (Check all that apply)  Elementary  Middle  High  K-12  Other  
 Charter  Title I  Magnet  Choice

Name of Principal: Mr. Floyd Gallegos, Jr.

Official School Name: Morton Elementary School

School Mailing Address:  
1900 West 31st Street  
Pueblo, CO 81003-1308

County: Pueblo State School Code Number\*: 5916

Telephone: (719) 549-7585 Fax: (719) 595-4200

Web site/URL: www.pueblocitieschools.us E-mail: floyd.gallegos@pueblocitieschools.us

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

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\*: Dr. John Wm Covington

District Name: Pueblo City 60 Tel: (719) 549-7100

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

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson: Mrs. Stephanie Garcia

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), 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.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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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 one or more of 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.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals 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 and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. 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.
9. 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.
10. 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:
- |           |                     |
|-----------|---------------------|
| 22        | Elementary schools  |
| 6         | Middle schools      |
| 0         | Junior high schools |
| 5         | High schools        |
| 3         | Other               |
| <b>36</b> | <b>TOTAL</b>        |

2. District Per Pupil Expenditure: 6800

Average State Per Pupil Expenditure: 6899

**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. 3 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	24	28	52	7			0
K	33	26	59	8			0
1	31	26	57	9			0
2	32	34	66	10			0
3	33	20	53	11			0
4	36	24	60	12			0
5	27	22	49	Other			0
6			0				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							396

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native  
2 % Asian  
3 % Black or African American  
51 % Hispanic or Latino  
1 % Native Hawaiian or Other Pacific Islander  
42 % White  
         % Two or more races  
100 % **Total**

Only the seven standard categories should be used in reporting 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.

7. Student turnover, or mobility rate, during the past year: 14 %

This rate is 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.	29
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	25
(3)	Total of all transferred students [sum of rows (1) and (2)].	54
(4)	Total number of students in the school as of October 1.	396
(5)	Total transferred students in row (3) divided by total students in row (4).	0.136
(6)	Amount in row (5) multiplied by 100.	13.636

8. Limited English proficient students in the school: 3 %

Total number limited English proficient 12

Number of languages represented: 4

Specify languages:

Russian, Vietnamese, Spanish, and Korean.

9. Students eligible for free/reduced-priced meals: 63 %

Total number students who qualify: 248

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 free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

Based on our district data Morton has been a 72.9% of our students eligible for free/reduced priced meals based on 247.5% of students who qualify

10. Students receiving special education services: 14 %

Total Number of Students Served: 54

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>20</u> Autism	<u>6</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>25</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>36</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>15</u>	<u>0</u>
Special resource teachers/specialists	<u>6</u>	<u>0</u>
Paraprofessionals	<u>2</u>	<u>0</u>
Support staff	<u>11</u>	<u>0</u>
Total number	<u>35</u>	<u>0</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 26 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	96%	96%	96%	96%	95%
Daily teacher attendance	93%	94%	93%	92%	91%
Teacher turnover rate	9%	8%	20%	9%	9%

Please provide all explanations below.

During the 2005-2006 school year we had two staff members retire and two staff members move out of state because their husbands were relocated.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0	
Enrolled in a 4-year college or university	<u>0</u>	%
Enrolled in a community college	<u>0</u>	%
Enrolled in vocational training	<u>0</u>	%
Found employment	<u>0</u>	%
Military service	<u>0</u>	%
Other (travel, staying home, etc.)	<u>0</u>	%
Unknown	<u>0</u>	%
<b>Total</b>	<u><b>100</b></u>	<b>%</b>

## PART III - SUMMARY

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Morton Elementary is a Title I school and has an enrollment of 396 students in Pre-K through 5th grade. Morton's area of attendance consists of surrounding neighborhood single-family homes, multi-family dwellings adjacent to both sides of Colorado Highway 50, and a new housing development, middle to upper class, north of the highway. The school was built in 1952 and remodeled in 1992 (partial) with an addition in 2004. Total student population consists of 216 males and 180 females; 58% are minority students. The percentage of free and reduced lunch has gradually increased over the past few years to 73%. The 2007-2008-mobility rate was 28% at Morton Elementary.

Our school has been designated as the north quadrant site for children who have been diagnosed within the Autism spectrum. In addition to servicing our diverse population we have a significant increase in servicing student of the Asian decent. We collaborate with Colorado State University-Pueblo along with our English Language Acquisition to provide tutoring for our monolingual students.

The students at Morton are our superstars. We believe all children can learn, and all students can and will achieve. Our curriculum includes language arts with specific reading instruction, math, science, social studies, and physical education, computer instruction, music and character education, and music. We have instilled our Academic Assistance Fridays, where classroom teachers offer extra help after school with additional tutoring provided by our classified staff/volunteers. District-wide summer programs in reading, and math provide remedial support and bridge the gap between spring and fall. Morton offers a variety of extensive programs of remediation and support, as well as opportunities for gifted students to excel.

The vision of Morton Elementary School is to provide an educational environment that promotes and cultivates creativity, academic, and social success through quality teamwork in a resourceful, positive, and secure environment. The mission of Morton Elementary School is to optimize academic achievement and personal growth for our students, facilitate the active participation of their families, and encourage the collaborative involvement of our community in the positive culture of our school.

Morton's success can be attributed to district and building leadership, research-based instructional practices, professional development, and an inclusive family environment. Pueblo City Schools/District 60, under the leadership of our superintendent, who has been the driving force of our academic learning. Our district implementing a research-based approach, including intensive intervention, as the basis of its reading program. Our Strategic Plan is the driving force of our district specifically targeting six objectives that will enhance our educational process.

Our principal has established an atmosphere where Morton staff members are included and empowered in best teaching practices that result in academic achievement and growth. Through the instructional leadership and guidance our principal ensures safety for all stakeholders and maintains the focus of the instructional program. Staff members are encouraged to think "outside the box" and become risk takers in order to improve services for all our students. All stakeholders are held to the highest expectations, characterized by respect for students, parents, staff members as well as the community.

Each Monday our Ladies and Gentlemen's program encourages students to dress in their best attire and those selected have a "snack and chat" session with the school counselor as well as the principal discussing morals, values, etiquette as well as a better understanding how school is going for each student. Through our Professional Learning Community (PLC) meetings staff members meet and analyze individual student data with the principal as we look for student growth and whether students are meeting all content standards. We also look at our safety nets that we have in place that allow for intensive interventions to assist all our students in need.

Morton Elementary has created an inclusive family atmosphere where staff and family members work in unison to strengthen the home/school connection. Our school counselor has provided “Love and Logic” training sessions for our parents in need of assistance in acquiring effective communicating skills that work with their children.

It is our ultimate goal to strive for academic excellence which is based on high expectations, data driven instruction, professional development and accountability at all levels. We are proud of our success at Morton and it is apparent with the significant gains made in student achievement on state assessments: 5th grade science from (06-07) 12 percentage gain; 5th grade math from (03-07) 24 percentage gain; 4th grade math from (06-07) 21 percentage gain. We have made gains at other grade levels and content areas but the above represent our double digit success as well as greater gains than the state.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

The Colorado Student Assessment Program (CSAP) is a standards referenced assessment, which reports student results in relation to Colorado's content area standards. These standards are expectations specifying what students should know at particular points in their education. As a result, CSAP provides a series of snapshots of student achievement and program effectiveness in reading, writing, and mathematics, and science in 5th grade. The Colorado Student Assessment Program reports four performance levels for all state assessments: Unsatisfactory, Partially Proficient, Proficient, and Advanced Proficient. These performance levels are reported at state, district, school, and subgroup levels. The state assessment program does not report results for any subgroup containing less than 16 students. Fifty-one percent of Morton's students are considered minority students; therefore disaggregated results reports by ethnicity reflect only Hispanic students.

Much of Morton's success in reading and math can be attributed to district and building leadership, data-driven instructional practices, intensive intervention, and professional development. Research-based instructional practices aligned to the Colorado Model Content Standards and district curriculum mappers, which are aligned to the Content Standards are at the heart of Morton's approach. Our curriculum, which undergoes constant assessment and revision at the district and building level, provides an array of resources and enrichment activities that drive instruction at Morton Elementary. Through our district developed curriculum mappers; teacher; develop grade appropriate lessons that are aligned and relevant to mastery of the state standards.

Reading scores for Morton's students Proficient and Advanced Proficient have shown gains and in some areas reading scores have shown a decrease amount of Morton's students Unsatisfactory category. In viewing our CSAP 3rd grade reading results from the 2003-2007 school years at Morton there seems to be a trend that shows a disparity from year to year ranging from 0% to 8% within our unsatisfactory category. It should be noted that for the 2006-2007 school year our students diagnosed with the Autism spectrum or ESS students represented our unsatisfactory category. Our partially proficient students fluctuate from year to year with a 3% increase for the 2007 school year. Overall results of our percentage of students at or above grade level show our students at a consistent rate hovering around the 70th percentile with a spike score of 81% in the year 2003. Our students representing our advanced category show stability tabling around 8%. In viewing our 4th grade reading we decreased our partially proficient to 24% and increased our advanced to 7% while being consistent within our proficient category (See page 18). In reviewing our 5th grade CSAP data it is evident that we are making a conscious effort to decrease the number of unsatisfactory students, our proficient and advanced categories were consistent and stable.

In mathematics, the Colorado Student Assessment Program measures conceptual understanding, problemsolving skills, and procedural knowledge. In looking at our fourth grade historical data we show a significant decrease of our unsatisfactory and well as partially proficient students in year 2007. Our students made significant gains in the proficient to advanced category with a spike of 21% increase in 2007 versus prior years. Our 5th grade CSAP data shows that we are making a conscious effort to decrease the number of unsatisfactory students, our proficient and advanced categories were consistent and stable.

Morton Elementary School is a Schoolwide Title I school with whose percentage of students eligible for free or reduced price meals is on the rise 54.9% in 2003-04 and 72.9% in 2006-07. For this reason, assessment results are typically not reported by socio-economic status. However, when student performance on all assessments (reading, writing, and mathematics) for all grade levels is combined as a single school composite score, the percentage of Morton's students rated Proficient or Advanced Proficient significantly exceeds the state average for the socio-economic cohort of similar schools. Morton's CSAP school composite (68%) is 5 percentage points higher than the state cohort (63%). Moreover, when comparing students rated Proficient or Advanced

Proficient in reading and mathematics, Morton's Economically Disadvantaged subgroup scored significantly higher than the Free and Reduced Lunch subgroup at the state level.

Source: Colorado Department of Education <http://www.cde.state.co.us/>

## **2. Using Assessment Results:**

Morton's staff strives to meet the diverse learning needs of all students and through the use of assessment results teachers diligently put forth the effort to improve instruction as they analysis data then create lessons that allow for student achievement. Within our School Improvement Plan we have implemented learning goals that are based on what we as a collaborative staff have recognized as areas of curriculum that need to be our focus in our efforts to improve student growth.

Through our PLC meetings each grade level meets with the principal to evaluate data and then utilize data to prioritize best teaching practices to meet the needs of all our students, whether it is intensive interventions or higher level thinking skills that challenge our Gifted and Talented clientele. Multiple assessment results ranging from the Colorado Student Assessment Program tests, Lindamood-Bell assessments, SuccessMaker reports, Galileo benchmark reports, Accelerated Reader reports, as well as informal reading and math inventories, Individual Learning Plans along with teacher anecdotal records are analyzed to evaluate progress and build on progress through constant progress monitoring.

Having these tools to assess student learning and mastery, we make student placement decisions and provide targeted instruction to help each student succeed. Staff, students, and parents work unisons to identify student needs and formulate plans to meet those needs. Through the use of grade level meetings, student/teacher conferencing, assessing a body of evidence, teacher observation, student self-assessment, and goal setting we are able to meet student individual learning needs.

We firmly believe that high expectations without a means of measurement are meaningless. Assessing students and reflecting on the data serves as a diagnostic tool that helps us to realize our goals. It also ensures that teaching and learning of the prescribed curriculum are taking place in every classroom. In doing so, we hope to create lasting opportunities with lifelong rewards for our students.

## **3. Communicating Assessment Results:**

Throughout the school year, parents have a varied means of being in constant communication with staff members inquiry about student progress. Formal and informal conferences, workshops, open houses, 3C's (Concerned Citizens for Children)-PTO meetings, as well as accountability meeting allow for a multitude of ways to disperse assessment results.

Teachers are in touch with parents on a regular basis through weekly newsletters, phone contacts, notes as well as home visits. Through our RtI process staff members meet to discuss proper interventions and then involve parents, so they can have input in all decision making processes which may assist with student achievement. Grade level meetings inform parents of their students achievement, student learning expectations, parent involvement roles as well as current teaching methods and mythologies.

Twice a year, teachers conference with parents to share and discuss individual assessment data and its interpretation. We strive for one hundred percent parent attendance at these informative meetings. Teachers review Individual Learning Plans (reading) with parents to outline a child's progress. At these conferences, teachers and parents collaborate on effective learning practices. Students are frequently included in lead conferences. As part of the Individual Education Plan process, parents of special needs students receive assessment information and participate in the development of annual goals. Our school counselor monitors student attendance and assists with home visits and schedules conferences to explain data results and to keep

parents well informed of their child's learning progress. Colorado Student Assessment Program test results, the Colorado School Accountability Report, and the annual Report to the Public are published in our local newspaper, The Pueblo Chieftain. Reports are available to the community through the school office as well as the district web site. Parent portal accounts have been established allowing parents to monitor their student progress and data results.

#### **4. Sharing Success:**

Morton's staff has made a commitment to academic excellence as we work collaboratively to ensure a solid instructional program using best practices to educate our youth. Our staff is receptive in collaborating with other schools within our district as well as outside our district when implementation of specific programs gain significant results. Our commitment results in ongoing professional development as we strive to enhance our instructional effectiveness and develop horizontal and vertical articulation with colleagues as well as our undergraduate student teachers from our CSU-P, our local university.

In order to influence the learning opportunities for all students, staff members have made consistent efforts to share successful practices with other educators by serving as presenters, trainers and educational leaders in a variety of capacities. We have teamed with our quadrant schools in order to articulate with common grade levels having the ability to share successful teaching practices/strategies.

# PART V - CURRICULUM AND INSTRUCTION

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## 1. Curriculum:

Morton Elementary students not only receive a comprehensive, balanced core curriculum based upon state instructional frameworks and content standards but are enriched by extracurricular opportunities in the computer lab, student council, choral music, and after school reading/math programs, G/T and (HEAT) character ed opportunities.

Morton staff members implement Pueblo City Schools/District 60 curricular strategies and programs. Through the teaching of basic fundamental skills/concepts our students are allotted extra support to provided academic success for all. Each grade level has benchmarks that are part of the Morton's SIP/Title I Schoolwide Plan these benchmarks are in all of the academic areas and are the baseline factors teachers adhere to in addressing student needs. Teaching practices and learning experiences at Morton are consistent with scientifically based research and current knowledge about successful teaching and learning. Through the use of the dip stick approach we continuously progress monitor our students and appropriately challenge them with differentiated instruction, meeting their individual needs.

Kagan Structures are utilized during instructional practices having students working within a team to brain storm ideas and strategies of how to solve the grade level problem(s) assigned to them. Through the use of centers we also have students rotate within an allotted time from task to task allowing our staff to focus on small group instruction with the appropriate interventions or higher level thinking/questions.

Reading/Language Arts - Lindamood-Bell Learning Processes, McMillan McGraw-Hill, Reading Renaissance (AR), STAR (K-5), and Writing Alive/Writing Frameworks: Reading is the highest priority for learning. Our reading program, a multi-sensory approach, is focused on developing the following skills: phonics, vocabulary, spelling, grammar, fluent reading, reading comprehension, writing, listening, oral presentation, and review and analysis of literature. Our students write across curricular areas daily.

Our writing program teaches students to use the conventions of written language necessary to write effectively and communicate appropriately. They use the steps of the writing process and are given many opportunities to publish their work and to share and respond to their classmates writing.

- Math - Scott Foresman-Addison Wesley, and Success Maker Lab, Effective Math: Concepts are introduced and developed at appropriate grade levels, including: numbers, number patterns, word problems, estimating, measurement, telling time, monetary values, addition, subtraction, multiplication, division, graphs and charts, fractions, decimals, percentages, probability, statistics, equations, geometry, mathematical communication, reasoning, and problem-solving. Through the use of our supplemental program Effective Math students receive an additional dose of spiral concepts to enhance our district adoption. We are also in the process of utilizing our Galileo benchmark data to properly prescribe student dialogues for groups of students in need of specific concept intervention.
- Science - FOSS Kits, and Holt Reinhart Winston: At each grade level, students study life, physical, and earth sciences based on National Science Teachers Association (NSTA) standards.
- Social Studies - Macmillan McGraw-Hill, Prentice Hall, and A Rendezvous with Colorado History: From kindergarten through 3rd grade, students study families and their community, in 4th grade Colorado history, and in 5th grade U.S. history and government.
- Physical Education. Our program incorporates the Health and Me curriculum in addition to offering students a variety of physical fitness and recreational sports programs two times a week. Through physical education

classes students are assessed in speed, agility, strength activities; President's Fitness Challenge. Promoting health, physical fitness as well as life long skills is part of our charge being recognized as a Healthy School site within our district.

- Music and the Arts - At each grade level students are introduced to visual and performing arts appreciation and experience. The music program offers students the opportunity to perform plays and concerts for students, parents, and community events.

Technology. Through the use of the five classroom computers and our two computer labs we integrate technology across the curriculum. Resources available for student and teacher use include multimedia computers, printers, scanners, digital cameras, Internet access, and a wide variety of courseware applications. Students visit the lab as a class, in small groups, and individually.

Morton's staff is truly dedicated to meeting the diverse needs of all students, including gifted and talented, Limited-English Proficient, and Special Education students. A wide variety of school programs, support services, and co-curricular activities address the needs of the total child. Students not meeting grade level expectations are identified based on multiple assessments, and their progress is closely monitored throughout the year. Teachers modify instruction and assignments and provide additional support and peer tutoring to facilitate learning. In-school and after-school tutoring, as well as a specialized summer school provide support for students in reading and mathematics.

#### **2a. (Elementary Schools) Reading:**

Reading/Language Arts - Lindamood-Bell Learning Processes, McMillan McGraw-Hill, Reading Renaissance (AR), STAR (K-5), and Writing Alive/Writing Frameworks: Reading is the highest priority for learning. Our reading program, a multi-sensory approach, is focused on developing the following skills: phonics, vocabulary, spelling, grammar, fluent reading, reading comprehension, writing, listening, oral presentation, and review and analysis of literature. Our students write across curricular areas daily Lindamood-Bell Learning Processes into the Core Reading Program provides students with additional Scientifically Based Reading Research strategies and support and a means to additional intensive interventions. Each morning we have designated the first forty minutes as our Flooding time in which students are placed into leveled ability groups that allow for individual instruction either through intensive interventions or challenge groups of instruction.

Our writing program teaches students to use the conventions of written language necessary to write effectively and communicate appropriately. They use the steps of the writing process and are given many opportunities to publish their work and to share and respond to their classmates writing.

#### **3. Additional Curriculum Area:**

Math - Scott Foresman-Addison Wesley, and Success Maker Lab, Effective Math: Concepts are introduced and developed at appropriate grade levels, including: numbers, number patterns, word problems, estimating, measurement, telling time, monetary values, addition, subtraction, multiplication, division, graphs and charts, fractions, decimals, percentages, probability, statistics, equations, geometry, mathematical communication, reasoning, and problem-solving. We have recognized that in addition to more time with our SME programs, the use of a spiral approach with our Effective Math has allowed our students to have daily exposure to math concepts.

Science - FOSS Kits, and Holt Reinhart Winston: At each grade level, students study life, physical, and earth sciences based on National Science Teachers Association (NSTA) standards.

Social Studies - Macmillan McGraw-Hill, Prentice Hall, and A Rendezvous with Colorado History: From kindergarten through 3rd grade, students study families and their community, in 4th grade Colorado history, and in 5th grade U.S. history and government.

Technology - Classroom computers and our computer lab serve as a model of technology integration across the curriculum. Resources available for student and teacher use include multimedia computers, printers, scanners, digital cameras, Internet access, and a wide variety of courseware applications. Students visit the lab as a class, in small groups, and individually.

#### **4. Instructional Methods:**

Morton's staff is truly dedicated to meeting the diverse needs of all students, including gifted and talented, Limited-English Proficient, and Special Education students. A wide variety of school programs, support services, and co-curricular activities address the needs of the total child. Students not meeting grade level expectations are identified based on multiple assessments, and their progress is closely monitored throughout the year. Teachers modify instruction and assignments and provide additional support and peer tutoring to facilitate learning. In-school and after-school tutoring, as well as a specialized summer school provide support for students in reading and mathematics.

We are also vigilant in mainstreaming our students diagnosed within the Autism spectrum allowing for grade level appropriate instruction. This inclusion is based on the amount of time our students with special needs are actively engaged. Taking in consideration some of their sensory concerns there are times when these students are instructed within our RDI room.

We have instilled within our school the ability of our students to move horizontally within our school for content delivery. We presently have students who are participating in instruction above their chronological age when applicable.

#### **5. Professional Development:**

Morton Elementary School is committed in providing a relevant, rigorous, and inspiring professional development program that is continually evolving to develop well-rounded individuals who embrace learning for life and who are prepared to meet the challenges of the 21st century and beyond. Morton beliefs and core values firmly promotes professional growth for the improvement of all student achievement. As a staff, we analyze various student assessments, and schoolwide programs to guide our educational pursuits. Formally and informally, teachers critique their students performance as well as their own. In addition to the schoolwide discussions of data, the principal meets with grade level teams during their PLC's to discuss how to better meet the needs of students. We also examine our success as well as our students who are in need of intensive interventions. Information obtained from those meetings, along with data from formal and informal observations, is used to develop individual professional development plans that become part of our action plan for our (SIP) School Improvement Plan. These goals involve strengthening an individual teacher's ability to reach his/her students with great effectiveness. Professional development for staff is a critical part of our program. Our school culture supports the concept of life-long learners. Professional development activities include a variety of learning experiences, new roles for teachers-lead teachers, active participation of all staff members, administrative support, and built-in evaluation. Professional development initiatives are based on the needs of the staff as whole, specific grade level needs, individual teacher needs, and most importantly student needs. District workshops are offered throughout the year for teachers and supportive staff members. We also facilitate professional development activities at the building level on designated Fridays allowing for specific school related topics to be addressed.

## 6. School Leadership:

The school principal firmly believes that in order to have a successful school from top to bottom all stakeholders must buy into the school's philosophy and invest in ;becoming an integral part of its mission and vision Through our Building Leadership Team (BLT) as well as our staff meetings proactive approaches to student achievement are discussed, formulating strategies that all stakeholders believe in (ownership).

We constantly review our student data within our PLC's brainstorm ideas and strategies that might enhance our teaching practices that will allow for student success across all curriculum content areas. Our teachers are empowered to think outside the box and become risk takers attempting to construct best teaching practices that promote learning.

Through constant professional development, initiated by the principal, we have implemented Kagan Structures allowing our teachers to become more of a facilitator within the learning environment, allowing our student to utilize problem solving approaches as well as their peers for optimal success. Within our Flooding portion of the day we have honored with fidelity this time to take advantage of all staff members who teach reading concepts through small group instruction. In addition to Kagan structures we are utilizing the five computers within the classroom along with our two computer labs offering differentiated instruction that not only challenge our student's academic skills but allow our students to stay in tune with technology and its many challenges navigating to attain information.

Teachers are given the latitude to use best teaching practices that enhance the learning environment, while educating our students through rigor and relevance. As the principal completes his walk-throughs kudos are given when instruction is delivered in a manner that has our students actively engaged. Individual meetings are set up in order for the principal and teacher to discuss what is working and what might be changed in order to truly challenge and educate our student most effectively.

Each and every Monday the principal has requested that all staff and students dress in their best attire promoting etiquette, values, morals as well as showing characteristics as a young man and young lady, character counts.

Offering programs such as AR Saturday, in which students who are accompanied by a adult are allowed to read books and then allowed to test and receive double the points if they successfully pass the comprehensive questions. We have also encourage our students to participate in our Healthy Schools activities walking around a designated course prior to school, while rewarding students for their accomplishments during our Academic Awards assemblies.

Through the joint effort our 3 C's/PTO along staff members and the principal discussions are held on a monthly basis to create and promote activities such as Doughnuts for Dads and Muffins for Moms celebrating their involvement in our school and its everyday functions. We also create viable fundraising opportunities that have allowed for our school to purchase items such as computers for an additional lab, marquee for informational purposes as well as school upgrades.

The principal has a vision that he shares with all stakeholders and through the use of motivating strategies attempts to raise the bar of improving student achievement.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: CSAP

Edition/Publication Year: 2003-2008

Publisher: CDE

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	69	67	72	66	0
% Advanced	20	23	25	24	0
Number of students tested	70	41	64	74	0
Percent of total students tested	100	100	100	100	0
Number of students alternatively assessed	6	6	8	6	0
Percent of students alternatively assessed	9	15	12	8	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	66	64	64	61	
% Advanced	19	17	21	20	
Number of students tested	47	47	39	46	
<b>2. Racial/Ethnic Group (specify subgroup): Hispanic</b>					
% Proficient plus % Advanced	71	64	61	60	
% Advanced	15	21	14	27	
Number of students tested	34	28	28	30	
<b>3. (specify subgroup): African American</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup): American Indian</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

2003-2004 not reported

Subject: Reading  
Edition/Publication Year: 2003-2008

Grade: 3 Test: CSAP  
Publisher: CDE

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	71	75	82	73	85
% Advanced	0	7	12	4	13
Number of students tested	72	61	66	74	61
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	6	5	5	4	4
Percent of students alternatively assessed	8	8	7	5	7
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	66	74	83	69	79
% Advanced	0	2	5	0	12
Number of students tested	47	47	40	45	34
<b>2. Racial/Ethnic Group (specify subgroup): Hispanic</b>					
% Proficient plus % Advanced	74	75	83	67	82
% Advanced	0	4	0	0	9
Number of students tested	35	28	30	30	33
<b>3. (specify subgroup): African American</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup): American Indian</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Mathematics  
Edition/Publication Year: 2003-2008

Grade: 4 Test: CSAP  
Publisher: CDE

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	80	85	64	78	0
% Advanced	33	31	20	27	0
Number of students tested	54	72	75	63	0
Percent of total students tested	100	100	100	100	0
Number of students alternatively assessed	6	6	5	5	0
Percent of students alternatively assessed	11	8	7	7	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	79	84	56	72	
% Advanced	26	28	11	28	
Number of students tested	38	43	45	36	
<b>2. Racial/Ethnic Group (specify subgroup): Hispanic</b>					
% Proficient plus % Advanced	76	88	58	73	
% Advanced	24	24	23	23	
Number of students tested	25	25	31	35	
<b>3. (specify subgroup): African American</b>					
% Proficient plus % Advanced				100	
% Advanced				0	
Number of students tested				11	
<b>4. (specify subgroup): American Indian</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

2003-2004 not reported

Subject: Reading  
Edition/Publication Year: 2003-2008

Grade: 4 Test: CSAP  
Publisher: CDE

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	70	71	62	65	66
% Advanced	0	7	1	3	1
Number of students tested	53	72	74	63	73
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	5	6	5	4	4
Percent of students alternatively assessed	9	8	7	6	5
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	73	63	53	56	57
% Advanced	0	5	0	6	2
Number of students tested	37	43	45	36	53
<b>2. Racial/Ethnic Group (specify subgroup): Hispanic</b>					
% Proficient plus % Advanced	64	80	67	57	62
% Advanced	0	4	3	6	2
Number of students tested	25	25	30	35	45
<b>3. (specify subgroup): African American</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup): American Indian</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Mathematics  
Edition/Publication Year: 2003-2008

Grade: 5 Test: CSAP  
Publisher: CDE

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	79	71	61	69	55
% Advanced	29	32	35	25	16
Number of students tested	78	75	66	65	62
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	8	6	6	5	5
Percent of students alternatively assessed	10	8	9	8	7
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	73	63	51	60	52
% Advanced	27	24	33	19	10
Number of students tested	51	41	43	43	42
<b>2. Racial/Ethnic Group (specify subgroup): Hispanic</b>					
% Proficient plus % Advanced	76	60	56	65	50
% Advanced	18	32	34	28	14
Number of students tested	33	25	32	40	28
<b>3. (specify subgroup): African American</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup): Asian</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading  
Edition/Publication Year: 2003-2008

Grade: 5 Test: CSAP  
Publisher: CDE

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	82	69	74	69	69
% Advanced	9	3	3	3	8
Number of students tested	78	75	66	65	62
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	8	5	5	4	6
Percent of students alternatively assessed	10	7	6	6	10
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	75	68	63	60	69
% Advanced	8	2	5	2	2
Number of students tested	51	41	43	43	42
<b>2. Racial/Ethnic Group (specify subgroup): Hispanic</b>					
% Proficient plus % Advanced	76	72	69	68	69
% Advanced	3	0	3	3	4
Number of students tested	33	25	32	40	28
<b>3. (specify subgroup): African American</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup): Asian</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes: