

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

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

Name of Principal: Ms. Lori Butler

Official School Name: Chipeta

School Mailing Address:
2340 Ramsgate Terrace
Colorado Springs, CO 80919

County: El Paso State School Code Number*: 1613

Telephone: (719) 328-5500 Fax: (719) 260-8825

Web site/URL: www.d11.org/schools/chipeta E-mail: butlels@d11.org

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. Terry Bishop

District Name: Colorado Springs 11 Tel: (719) 520-2001

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. Tami Hasling

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

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:
- | | |
|-----------|---------------------|
| 41 | Elementary schools |
| 9 | Middle schools |
| 0 | Junior high schools |
| 5 | High schools |
| 13 | Other |
| 68 | TOTAL |

2. District Per Pupil Expenditure: 7544

Average State Per Pupil Expenditure: 7482

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. 8 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	14	11	25	7			0
K	41	35	76	8			0
1	42	32	74	9			0
2	28	41	69	10			0
3	29	39	68	11			0
4	40	39	79	12			0
5	46	26	72	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							463

6. Racial/ethnic composition of the school:
- | | |
|--------------|---|
| 1 % | American Indian or Alaska Native |
| 8 % | Asian |
| 3 % | Black or African American |
| 8 % | Hispanic or Latino |
| 0 % | Native Hawaiian or Other Pacific Islander |
| 80 % | White |
| 0 % | 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: 12 %

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.	24
(3)	Total of all transferred students [sum of rows (1) and (2)].	53
(4)	Total number of students in the school as of October 1.	427
(5)	Total transferred students in row (3) divided by total students in row (4).	0.124
(6)	Amount in row (5) multiplied by 100.	12.412

8. Limited English proficient students in the school: 6 %

Total number limited English proficient 29

Number of languages represented: 13

Specify languages:

Telugu, Kannada, Malagy, Spanish, Hmong, Korean, Russian, Romanian, Hungarian, Marathi, Indian-Vengo, Chinese (Mandarin-Cantonese), and Gujarati.

9. Students eligible for free/reduced-priced meals: 13 %

Total number students who qualify: 59

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.

10. Students receiving special education services: 6 %

Total Number of Students Served: 28

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>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>7</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>15</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</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>1</u>
Classroom teachers	<u>20</u>	<u>0</u>
Special resource teachers/specialists	<u>9</u>	<u>7</u>
Paraprofessionals	<u>2</u>	<u>10</u>
Support staff	<u>5</u>	<u>0</u>
Total number	<u>37</u>	<u>18</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 23 :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%	95%	95%	95%	95%
Daily teacher attendance	95%	95%	96%	95%	95%
Teacher turnover rate	3%	5%	4%	3%	4%

Please provide all explanations below.

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	<u>0</u>	
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>	%
Total	<u>100</u>	%

PART III - SUMMARY

Chipeta Elementary School serves students in preschool through fifth grade as part of Colorado Springs School District 11 in Colorado Springs, Colorado. Chipeta sits in the heart of Mountain Shadows, a community nestled in the foothills of the city, adjacent to majestic Garden of the Gods. A hand-painted mural of children playing and a statue of two children reading a book on a bench welcomes visitors. Those happy children, playing and learning, represent the core values of Chipeta Elementary.

Our school opened its doors in August of 1987. The school is named after the Native American Indian, Chipeta, wife of Chief Ouray of the Ute Indian tribe. Chipeta, unique amongst Indian women, worked alongside Ouray negotiating treaties with the United States government. She was a highly respected and deeply loved tribal elder. Though she had no children of her own, she offered loving counsel to tribal children. To honor this history, representatives of the Ute Indian community attended the school's dedication and participated in the 20th year anniversary celebration.

Chipeta's mission is to foster a community in which children develop strong character, meet recognized standards of excellence, and become resourceful problem solvers. Chipeta staff strives to ensure that all students succeed academically, socially, emotionally, and creatively. Chipeta Elementary has a positive and collaborative learning environment, which challenges and enriches students with a developmentally appropriate curriculum in a supportive partnership between home and school. Currently there are 463 students enrolled at Chipeta; of those students, 6% are receiving special education services, and 26% are identified gifted in grades 3-5.

Chipeta has earned an "excellent" rating from the Colorado Department of Education every year since 2002, as well as numerous awards within our district for superlative academic achievement. Chipeta is also identified as an exemplary site for Response to Intervention. On any given day, we have as many as thirty volunteers working in our building; our PTA has been recognized by the state for having the largest membership in El Paso County. The strong partnership between community, parents, and staff makes Chipeta a successful school and a role model for others. New parents often come into the school and ask if we "allow" parents in the classroom. We not only "allow" them – we encourage them to come be an integral part of their children's learning.

Chipeta Elementary is first and foremost a place for education. We practice "bell to bell" instruction and differentiate curriculum to meet the needs of all learners. We offer intervention programs for students needing extra support and extensions for children working beyond the curriculum. Almost all intermediate students are involved in orchestra or band. We participate in the district science fair, state and international Future Problem Solving competitions, and stage a full Revolutionary War-era ball to supplement our fifth grade history program.

In addition to our strong focus on curriculum, Chipeta maintains a vibrant and nurturing environment. The principal greets children in the morning, and our front desk staff ensures all visitors are welcomed. Numerous after-school activities and enrichment classes are offered in physical education, art, drama, reading, music, and science. The Chipeta PTA has an activity virtually every month including Bingo Nights, a Sock Hop, and Spring Carnival. There are offerings for every child and every Chipeta family.

We are proud of our school and all of our students. We recognize that these children have enormous potential and we take seriously the challenge to unlock that potential and start them on their individual paths to success. We want Chipeta Elementary to be the place that gives our students the very best possible beginning to their education, the key to their futures.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

In the last five years, Chipeta has made remarkable gains in Colorado school rankings based on the state-wide assessments that are given to third through fifth grade students. In 2003-2004, Chipeta was ranked 78th in the state. Subsequent years have shown consistent improvement, and our school currently has attained the rank of 10th out of 1,033 elementary schools in the state. Additionally, Colorado identifies each school as performing at unsatisfactory, low-achieving, average, high, or excellent levels. On this scale, Chipeta has received a rating of “Excellent” since 2002.

The Colorado Student Assessment Program (CSAP) is the standards-based assessment for reading, writing, math and science administered to students in grades 3-10. Colorado students in grades 3-5 are assessed annually to measure their performance on state content standards. Student performance results of the test are determined as Unsatisfactory, Partially Proficient, Proficient, or Advanced. Since Colorado’s assessment standards are so high, students who score at the partially proficient level meet Federal proficiency levels.

Composite percentages show that, since the 2004-05 school year, a minimum of 93% of students tested at Chipeta have achieved proficient or advanced scores in math; at least 90% have achieved proficient or advanced scores in reading; and 80% or more have achieved proficient or advanced scores in writing. These figures have not only shown steady annual increases, but also remain substantially above scores reported for other schools within the district, among other districts, and statewide.

The population at Chipeta has little diversity in terms of ethnicity; currently 80% of our population describes itself as white of non-Hispanic origin; no other single ethnicity comprises more than 8% of our population. Due to the low numbers of students comprising each ethnicity, all subgroups are combined for data and trend analysis. Data shows that these students have performed at or above the level of the dominant white population at Chipeta from 2003-4 through 2007-8. Currently 13.63% of our population is eligible for the free and reduced lunch program; 94% of these students have achieved proficient or advanced scores in math; 76% have achieved proficient or advanced scores in reading; and 82% or more have achieved proficient or advanced scores in writing.

Student writing test scores show the greatest degree of growth for all students over the last five years. The average growth in grades three through five scoring proficient or advanced has grown by 16%, and the number of students moving from proficient to advanced has grown by 8%. This is significant because state-wide writing scores are consistently low compared to other tested areas.

Over the last five years, data analysis of third through fifth graders tested reveals that an average of 74% of identified special education students are proficient in at least one content area, and an average of 35% are proficient in all three content areas. Data analysis of third through fifth grade students with Individualized Literacy Plans shows that, over the last five years, an average of 76% of students tested scored at the proficient level in reading, and 3% scored at the advanced level.

Chipeta also boasts a high percentage of students identified as gifted verbally, quantitatively, and/or non-verbally. Due to daily appropriate instruction and differentiation, 99% of our gifted children have scored at the proficient and advanced levels over the last five years in all content areas, regardless of area of identification.

Whether looking at longitudinal test data by overall grade level, by individual subgroups, or by combined subgroups; there are no significantly disparate trends in achievement among any of the groups. In reviewing Chipeta’s data over the last five years, students in all grades tested have made steady gains in math, reading, and

writing. Significantly, every grade level shows an increased number of students scoring at the advanced level in reading, writing and math.

Information on the Colorado State Assessment Program is available at <http://www.cde.state.co.us/utility/k12schls.htm>.

Data specific to Chipeta can be accessed at <http://www.cde.state.co.us/scripts/districtprofiles/DistInfo.asp?SchlCode=1613&level=E&DISTCODE=1010>.

2. Using Assessment Results:

Assessment results drive instruction at Chipeta. Prior to the start of each school year, state assessment data is analyzed and trends in achievement are noted. In August, baseline assessment data is collected. Teachers use data to determine which students require additional support, and which need enrichment and acceleration utilizing the Response to Intervention (RtI) process.

The disaggregated data forms the basis for the School Improvement Plan for the academic year. Curriculum-specific teams set annual school goals, with quarterly benchmarks and research-based methods to support instruction. Using a Plan-Do-Study-Act process, with the goal of all students making significant gains, ongoing assessment data is reviewed quarterly. Successful strategies are continued and ineffective strategies are changed.

Teachers and students collaborate to set individual short and long term goals. Student progress is documented in data folders; progress and goals are revised continually. The folders contain the results of formative and summative assessments. Frequent meetings ensure teachers compare student work and share instructional strategies.

Chipeta is an identified exemplary site for the RtI process. When data reveals the need for intervention, the RtI process begins. Students scoring above or below proficiency levels at any time receive necessary research-based interventions with continuous monitoring to evaluate progress. For example, an Individual Literacy Plan is implemented for students at risk in reading. Conversely, gifted students receive an Advanced Learning Plan and daily instruction guided by the gifted resource teacher.

Due to the collaborative culture at Chipeta, student achievement has soared. Since the inception of state mandated testing, CSAP proficiency levels in reading have increased from 81% to 94%; in writing, from 63% to 93%; and in math, from 75% to 96%. Additionally, there has been an impressive 30% gain in students scoring at the advanced level in math.

3. Communicating Assessment Results:

Multiple layers of communication ensure that students, parents, and our community remain well informed about student academic performance at Chipeta. Assessment results show Chipeta's stakeholders that we are focused on student achievement and that we strive for continued excellence.

In August, the staff clearly defines the various assessments that will be administered to students through Open House presentations and parent letters. Standards-based report cards are distributed during fall parent-teacher conferences; summative test data is explained from the Colorado State Assessment Program (CSAP) and Measures of Academic Progress. Teachers discuss how this data drives specific instruction. Standards-based report cards, along with appropriate assessment data, are issued quarterly. Spring conferences are held on an as-needed basis for at-risk students.

Strong communication continues throughout the year. Teachers and staff members communicate with Chipeta families daily through student planners and regularly through e-mail, phone calls, and weekly or monthly newsletters. The principal opens each school newsletter with a current data report. The Chipeta website,

available to all community members, is updated with the school newsletter, current school-wide data such as CSAP reports, and the School Improvement Plan. Banners and the marquee in front of our building inform our community of pertinent information and cite significant awards received for outstanding academic success. Classroom data displays reflect grade level goals and student progress. Students conference regularly with teachers to analyze data, set and revise goals, and track achievement.

The broader community is represented on our Building Assessment and Accountability Committee. The monthly meetings evaluate student data trends and progress towards School Improvement Plan targets. Assessment data is published in the city newspaper when released by the Colorado Department of Education. Neighborhood newsletters share Chipeta's results and ensuing objectives. The school brochure is available at local businesses and communicates the most current achievement data. The school district presents comparative assessment data online; over 25% of our students live outside Chipeta's enrollment boundaries and have elected to attend Chipeta.

4. Sharing Success:

Chipeta is a school that is proud of our many successes. Through Professional Learning Communities, Chipeta representatives contribute strategies and ideas at monthly in district-level department meetings. We have the opportunity to discuss effective instructional practices. Staff presentations at these events have included how to use science notebooks, creating and using writing rubrics, positive behavior support programs, using Math Exemplars, in-depth student research reports, and implementation of Response to Intervention (RtI). Members of our staff teach professional development courses, including classes on brain-based learning, working with visual-spatial learners, and differentiation for gifted learners. Additionally, they facilitate book studies for the professional and personal development of district personnel and mentor new teachers.

Chipeta participates in the Teacher Education Program with the University of Colorado at Colorado Springs. Teacher candidates spend the school year observing, learning, and practicing effective techniques. In addition, Chipeta teachers welcome students from other universities' teacher training programs.

As a state exemplary site for the RtI process, observers from across Colorado visit our school to glean ideas for program implementation and development. We also have statewide visitors to our award-winning Power Library. In-district visitors observe our structure and delivery of the Read Naturally intervention program. Chipeta's open-door policy extends to our PTA meetings where parents and leaders from other schools observe our procedures. The PTA leadership has shared financial resources with schools in need of playground equipment and books.

In the event that we receive the Blue Ribbon School award, we will post our application on the district website since it contains many of our successful practices. As active participants in the Colorado educational community, we recognize the power of collaboration, and value the opportunity to support excellence in all schools. We will continue to openly share with others because we know that no child should be left behind.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Chipeta's curriculum creates 21st century learners and leaders. Staff members have high expectations for all students, and use rigorous standards-based curriculum. Chipeta teachers differentiate for all students, working collaboratively within and across grade levels. They use data to drive instruction and participate on goal teams to align curriculum vertically. Students set individual targets and keep data folders to track their progress. Technology programs supplement instruction.

Literacy- Chipeta's literacy program integrates many programs to meet the needs of each student. Ongoing individual assessments drive the use of specific strategies. Our reading program incorporates Scholastic's Literacy Place, Junior Great Books, and curriculum from the College of William and Mary. An extensive leveled-book room accommodates a variety of readers, with materials from pre-K through high school levels. All classrooms incorporate flexible reading groups and whole group instruction. Teachers use strategies from Lindamood-Bell and Orton Gillingham, which emphasize phonemic awareness, word attack skills, spelling, and kinesthetic learning.

Writing is integral to success; Chipeta uses Writer's Advantage. Mini-lessons, based on student needs, are followed by writing segments driven by student choice. Teachers conference with students daily to give individual feedback. Instruction is supplemented with Six-Trait Writing, Step-Up to Writing, Writing Alive, and journaling. Verbally gifted kindergarten through third grade students receive weekly enrichment, and gifted fourth and fifth graders attend daily pull-out classes.

Math: Chipeta has chosen the Everyday Mathematics (EDM) curriculum, which emphasizes high expectations and lifelong mathematical thinking. Concepts and skills grow over time within a broad range of contexts. Concrete modeling serves as an effective pathway to abstract understanding of complex concepts. Students develop problem-solving skills by working in small groups. Students communicate their understanding of mathematics through written responses to Exemplars. Mathematically gifted students are challenged through higher-level thinking and curriculum acceleration. Ability grouping for all students is supported by teachers, resource staff, and parents.

Science: The inquiry-based science curriculum integrates reading, writing, math, and technology. Hands-on science kits encourage students to demonstrate their knowledge of the scientific process through research, questioning, hypothesizing, and observation. Students use science notebooks to collect, organize, analyze, and reflect upon data. Rubrics are used to assess constructed responses. Students are given opportunities throughout the year to explore areas of interest in quarterly science projects and in the science fair. Differentiation is provided through small groups, blended groups, and gender-specific groups.

Social Studies - The Social Studies Alive! curriculum is designed with support activities for the multiple intelligences to recognize individual student abilities. Chipeta enhances the Social Studies Alive! program with field trips and enriching activities at each grade level. Examples include Pioneer Day, Harvest Day, the Revolutionary War-era Ball, school-wide observances of Constitution Day, and studies of comparative countries and cultures. Fifth grade students take a three-day trip to High Trails camp where they study history and science. This experience promotes an exploration of self and others, and helps our fifth graders prepare to embark on their journey through the sometimes challenging years of adolescence. The Junior Achievement program in economics and civics supplements our social studies curriculum at all grade levels.

Art, Music and Physical Education - Chipeta students receive art, music and physical education from specialist teachers. The teachers cooperatively plan within their department and with classroom teachers to provide cross-curricular integration. The culmination of students' knowledge is tangible throughout the school and

community. There are art shows and informative displays, musical performances by grade level, choir, band, and orchestra groups, enrichment courses, athletic tournaments, intramurals, and Field Day. The curriculum is designed to develop life-long abilities, appreciation, and participation.

2a. (Elementary Schools) Reading:

Chipeta students have a wide range of reading abilities; the strength of our program is meeting individual student needs utilizing a variety of methods and materials. To help children develop strong reading skills, a partnership exists between staff, parents, and students which enriches our advanced children and supports students who face reading challenges.

Instruction supports balanced literacy, including shared reading, guided reading, and independent practice. Scholastic Literacy Place, our basal reading program, was chosen for its integrated curriculum, authentic literature, and because it encompasses the five components of reading: phonemic awareness, phonics, vocabulary, fluency, and comprehension. Ongoing literacy assessment results determine the composition of flexible groups. Our leveled book collection offers extensive choices for readers. Students' reading comprehension is strengthened through differentiated instruction and McRel strategies. Software programs such as Inspiration are used when teaching thematic elements of a story to primary students.

Chipeta readers receive individualized support through technology, including Read Naturally, Success Maker, and Study Island. For the students whose needs are outside the norm, the Response to Intervention process is in place. Teachers and tutors have been trained in Orton Gillingham, Lindamood-Bell, and Linguistic Remedies. These strategies are used to provide multi-sensory instruction for challenged readers. Chipeta supports a strong gifted-and-talented program which includes materials from the College of William and Mary, complex novels, and Junior Great Books. Instruction for verbally gifted students is centered around higher-level thinking skills and Costa's Habits of Mind.

Independent reading success is crucial for the development of motivated, passionate, life-long readers. To foster motivation, Chipeta provides many opportunities for free choice of reading materials; students pursue personal interests by selecting literature from over 11,000 books housed in the school media center. They may choose from classic and modern literature, a broad nonfiction collection, and current periodicals. Librarian-led book presentations and classroom book discussions feed the desire to read at school and at home.

3. Additional Curriculum Area:

Mathematics is a vital curricular area at Chipeta: its integration across subjects requires students to make connections between theory and practical applications. Chipeta has chosen the Everyday Mathematics (EDM) curriculum which emphasizes high expectations and lifelong mathematical thinking. The spiraling curriculum reinforces understanding continually. To achieve mathematical excellence, we reinforce computation with supplemental materials and utilize school-generated assessments and rubrics. Learners communicate their understanding through written responses to Math Exemplars. Students regularly practice mathematical analysis and problem-solving, and explain their mathematical thinking in a written format, linking concepts to written expression. Students develop problem-solving skills by working in small groups, promoting social interaction, leadership, and creative thinking. Opportunities are given to students to explore the different ways their peers solve problems, both abstract and concrete. One of our students said, "Great minds may think alike; however, at Chipeta, greater minds think differently."

Making connections between subjects reinforces learning and makes abstract concepts relevant. Reading is part of daily math instruction; comprehension and vocabulary are linked with math concepts. Since scientists describe the world mathematically, at Chipeta we require our students to organize and analyze quantitative data in science. In social studies, primary students use their understanding of measurement to create scaled maps of their world.

Ability grouping for all students allows children to learn complex ideas in supportive environments. Their successes are recognized, whether great or small, building self-esteem. Quantitatively-gifted students are challenged through curricular acceleration and research. Skill deficits are addressed through tutoring or technological intervention programs.

As a result of our integrated math curriculum and instruction, Colorado State Assessment Program test scores have increased dramatically. Since the inception of the math program, student proficiency scores have increased from 75% to 96%. Additionally, there has been an impressive 30% gain in students' scores moving from the proficient to the advanced level.

4. Instructional Methods:

Chipeta differentiates instruction to meet the unique needs of every student. The Response to Intervention (RtI) process has made a significant difference in how we provide services to students. Modifications are provided for students at both the low and high ends of the academic spectrum.

RtI model identifies students who are in need of additional supports to meet or exceed grade level benchmark goals. Research-based interventions and instruction are used for all students. Decision-making teams consisting of the principal, school psychologist, literacy resource teacher, classroom teacher, and parents review data to determine appropriate interventions. Teachers and interventionists collect data to monitor student progress, which informs instruction. Numerous tutors and volunteers allow our teachers to deliver differentiated instruction in small groups for all subjects.

All Chipeta students receive rigorous core instruction. Within classrooms, instruction is modified based on individual requirements. Classroom, district, and state assessment results are disaggregated to determine instructional modifications for the different subgroups. For example, when a difference in gender performance was noted on district science assessments, gender-grouping strategies were researched and added to our School Improvement Plan.

To accommodate Chipeta's high number of gifted students, verbally and/or quantitatively gifted students receive daily academically appropriate instruction in reading, writing, and math. Within these classes, instruction is differentiated for each student. In one instance, a 2nd grade student who is highly gifted in math attended the 5th grade accelerated math class daily, where he challenged his intellectual peers.

Small group goals and interventions align with students' areas of need. Our RtI pyramid provides interventions and modifications for struggling readers. Writing instruction is based on individual needs through Writer's Workshop, mini-lessons, and conferencing. Students with behavioral issues participate in weekly group sessions with the school psychologist. Respectful and appropriate instruction keeps Chipeta's students engaged and motivated.

5. Professional Development:

The Chipeta staff values on-going personal and professional growth. The state-mandated School Improvement Plan (SIP) requires professional development to improve student achievement. Through Professional Learning Communities and curriculum goal teams, the staff analyzes data and identifies areas of specific need. Identified needs drive professional development. Training in researched-based strategies is embraced by the staff as opportunity to increase student achievement.

In 2003, data analysis revealed relatively low math scores, which became the focus for the SIP that year. To raise students' scores, the district's Everyday Math specialist trained our teachers on methods to enhance our curriculum. Grade level teams added Math Exemplars to their instruction to facilitate students' abilities to clearly express math concepts. As a result of training and ongoing implementation, math scores have increased

from 86 % proficient and advanced in 2003 to 96 % proficient and advanced in 2008, and students scoring at the advanced level rose from 35% to 68%.

In 2004, data analysis revealed a need for improved writing instruction and became a focus of the SIP. The literacy resource teachers presented Step Up to Writing, Six Trait Writing, and Writing Alive! at staff development workshops. In 2007, Chipeta piloted Writers' Advantage, and teachers participated in professional development sessions. Test scores have climbed from 77 % proficient and advanced in 2004 to 93 % proficient and advanced in 2008.

Chipeta volunteered to pilot the Response to Intervention process (RtI) in 2005. School representatives attended training sessions, and shared the information with staff. A collaborative developmental effort by the staff led to the design of our state recognized, exemplary RtI program in which teachers monitor students closely. Students with minimal delays can now receive a variety of supports from tutors, the resource team, and special education staff for early intervention. Chipeta is a model of professional development and collaboration, both in the school district and in the state.

6. School Leadership:

Leadership at Chipeta promotes the learning and growth of students. The principal and staff have a shared vision to meet the needs of each child in a school where effective systems are in place. There is a formal structure for the implementation of school-wide policies and programs. Teachers are part of grade level teams, in addition to curricular goal teams. Goal team leaders and the principal make up the Building Leadership Team. Over the past five years, this system allowed us to align curriculum within and across grade levels in all subjects, whereas previously a patchwork of materials and curriculum existed.

The principal, Mrs. Lori Butler, fosters Chipeta's collaborative community. She knows every student by name, and all staff share responsibility for each child. Policies are explicitly stated in student and staff handbooks, and are decided by consensus. Mrs. Butler has increased funding innovatively. The facilities are leased to community groups; the monies earned are used to hire additional staff and tutors to work with children. Since student achievement is paramount, staffing assignments are flexible and driven by student needs. Mrs. Butler has used discretionary funding for textbooks beyond the K-5 curriculum, for instance, purchasing middle school materials in math and language arts.

Community relationships with Chipeta are strong. The PTA has funded the leveled book room and Accelerated Reader program, playground equipment, and fine arts materials. Volunteers feel welcome and spend over 125 hours per week in classrooms. The Building Accountability and Advisory Committee, made up of parents, staff, and community members, promotes student safety within and around the facility. They administer surveys which drive necessary changes. Mrs. Butler has positive relationships with district administrators, who welcome opportunities to visit Chipeta and support the school's educational mission. The leadership role at Chipeta is a strong one supported by the coordinated efforts of all staff members.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Colorado Student Assessment Program (CSAP)

Edition/Publication Year: 2004-08 Annual Revision

Publisher: CTB/McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
Proficient and Advanced	97	97	99	95	
Advanced	76	59	57	73	
Number of students tested	71	61	68	81	
Percent of total students tested	100	100	99	98	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient and Advanced					
Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup): Asian					
Proficient and Advanced					
Advanced					
Number of students tested					
3. (specify subgroup): Black					
Proficient and Advanced					
Advanced					
Number of students tested					
4. (specify subgroup): Hispanic					
Proficient and Advanced					
Advanced					
Number of students tested					

Notes:

Third grade students were not given the Math CSAP assessment during the 2003-04 school year.

Subject: Reading

Grade: 3 Test: Colorado Student Assessment Program (CSAP)

Edition/Publication Year: 2003-08 Annual Revisions

Publisher: CTB/McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Feb	Feb	Feb	Feb	Feb
SCHOOL SCORES					
Proficient and Advanced	92	95	93	93	96
Advanced	25	25	22	13	15
Number of students tested	71	61	69	82	74
Percent of total students tested	100	100	100	100	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient and Advanced					
Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup): Asian					
Proficient and Advanced					
Advanced					
Number of students tested					
3. (specify subgroup): Black					
Proficient and Advanced					
Advanced					
Number of students tested					
4. (specify subgroup): Hispanic					
Proficient and Advanced					
Advanced					
Number of students tested					

Notes:

Subject: Mathematics

Grade: 4 Test: Colorado Student Assessment Program (CSAP)

Edition/Publication Year: 2004-08 Annual Revisions

Publisher: CTB/McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
Proficient and Advanced	97	96	96	93	
Advanced	66	62	52	57	
Number of students tested	61	68	75	69	
Percent of total students tested	100	100	99	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient and Advanced					
Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup): Asian					
Proficient and Advanced					
Advanced					
Number of students tested					
3. (specify subgroup): Black					
Proficient and Advanced					
Advanced					
Number of students tested					
4. (specify subgroup): Hispanic					
Proficient and Advanced					
Advanced					
Number of students tested					

Notes:

Fourth grade students were not given the Math CSAP assessment during the 2003-04 school year.

Subject: Reading

Grade: 4 Test: Colorado Student Assessment Program (CSAP)

Edition/Publication Year: 2003-08 Annual Revisions

Publisher: CTB/McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient and Advanced	93	94	90	91	83
Advanced	15	19	20	17	11
Number of students tested	61	68	76	69	76
Percent of total students tested	100	100	100	100	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient and Advanced					
Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup): Asian					
Proficient and Advanced					
Advanced					
Number of students tested					
3. (specify subgroup): Black					
Proficient and Advanced					
Advanced					
Number of students tested					
4. (specify subgroup): Hispanic					
Proficient and Advanced					
Advanced					
Number of students tested					

Notes:

Subject: Mathematics

Grade: 5 Test: Colorado Student Assessment Program (CSAP)

Edition/Publication Year: 2003-08 Annual Revisions

Publisher: CTB/McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient and Advanced	94	97	93	96	87
Advanced	62	64	67	68	62
Number of students tested	66	66	70	77	84
Percent of total students tested	100	100	99	100	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient and Advanced					
Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup): Asian					
Proficient and Advanced					
Advanced					
Number of students tested					
3. (specify subgroup): Black					
Proficient and Advanced					
Advanced					
Number of students tested					
4. (specify subgroup): Hispanic					
Proficient and Advanced					
Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 5 Test: Colorado Student Assessment Program (CSAP)

Edition/Publication Year: 2003-08 Annual Revisions

Publisher: CTB/McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient and Advanced	98	91	93	92	88
Advanced	33	26	20	26	19
Number of students tested	66	66	71	77	84
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient and Advanced					
Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup): Asian					
Proficient and Advanced Proficient and Advanced					
Advanced					
Number of students tested					
3. (specify subgroup): Black					
Proficient and Advanced					
Advanced					
Number of students tested					
4. (specify subgroup): Hispanic					
Proficient and Advanced					
Advanced					
Number of students tested					

Notes: