

**U.S. Department of Education**  
**2010 - Blue Ribbon Schools Program**

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Type of School: (Check all that apply)     Charter  Title I  Magnet  Choice

Name of Principal: Mrs. Cordelia Stone

Official School Name: Martin Luther King, Jr. Elementary School

School Mailing Address:  
6110 Sapporo Drive  
Colorado Springs, CO 80918-1720

County: El Paso    State School Code Number\*: 5604

Telephone: (719) 328-6000    Fax: (719) 260-8816

Web site/URL: http://www.d11.org/schools/King.htm    E-mail: stonecc@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.

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

Name of Superintendent\*: Dr. Nicholas Gledich

District Name: Colorado Springs 11    Tel: (719) 520-2000

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.

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

Name of School Board President/Chairperson: Mr. Tom Strand

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.

\_\_\_\_\_ Date \_\_\_\_\_  
(School Board President's/Chairperson's Signature)

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*  
The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. 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 2009-2010 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 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
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: (per district designation)

35	Elementary schools (includes K-8)
9	Middle/Junior high schools
5	High schools
	K-12 schools
<b>49</b>	<b>TOTAL</b>

2. District Per Pupil Expenditure: 7076

**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. 5 Number of years the principal has been in her/his position 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	16	14	30	6			0
K	29	36	65	7			0
1	30	36	66	8			0
2	32	30	62	9			0
3	27	28	55	10			0
4	39	41	80	11			0
5	31	32	63	12			0
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							421

6. Racial/ethnic composition of the school: 2 % American Indian or Alaska Native  
4 % Asian  
13 % Black or African American  
12 % Hispanic or Latino  
       % Native Hawaiian or Other Pacific Islander  
69 % 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: 13 %

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.	40
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	15
(3)	Total of all transferred students [sum of rows (1) and (2)].	55
(4)	Total number of students in the school as of October 1.	421
(5)	Total transferred students in row (3) divided by total students in row (4).	0.131
(6)	Amount in row (5) multiplied by 100.	13.064

8. Limited English proficient students in the school: 4 %

Total number limited English proficient 16

Number of languages represented: 4

Specify languages:

Ahmaric, Korean, Russian, Spanish

9. Students eligible for free/reduced-priced meals: 48 %

Total number students who qualify: 202

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.

Currently, the student enrollment is 447. This number was used to calculate the percentage of students eligible for free /reduced meals, not the October count of 421.

10. Students receiving special education services: 8 %

Total Number of Students Served: 33

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>9</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>17</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>3</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>18</u>	
Special resource teachers/specialists	<u>7</u>	<u>6</u>
Paraprofessionals	<u>13</u>	<u>4</u>
Support staff	<u>2</u>	<u>1</u>
Total number	<u>41</u>	<u>12</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 25 :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%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	95%	96%	95%	94%	95%
Daily teacher attendance	96%	97%	94%	95%	96%
Teacher turnover rate	10%	9%	20%	13%	19%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

Regarding attendance, there were an unusual amount of respiratory illnesses in 2005-06.

Teacher turnover:

In 2004-2005, three teachers retired.

In 2005-06, there were staff cuts, one staff member retired, one staff member transferred and two staff members resigned.

In 2006-2007, two teachers retired and one teacher transferred.

However, overall, our low teacher turnover as well as our high attendance rates have contributed to our consistency and sustainability in student achievement.

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

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

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

## PART III - SUMMARY

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King Elementary School serves students in preschool through fifth grade. Our school is located in a quiet, stable neighborhood in the northeast section of the city of Colorado Springs where the view from our playground is spectacular. Each day at recess, students and staff enjoy the majestic view of Pikes Peak and the beautiful Front Range of the Rocky Mountains. King is one of thirty-five elementary schools in Colorado Springs School District 11, the third largest district in Colorado.

King Elementary has been serving the Colorado Springs community since 1984. The school is named after civil rights activist and preacher Dr. Martin Luther King, Jr. and is composed of a diverse group of students and staff. We strive to uphold the ideals of Dr. Martin Luther King. Our theme, King Kids are #1, appears in everything we do, so that students are constantly reminded of how important and special they are. In the fall of 2009, we proudly celebrated our twenty-fifth anniversary. Former parents, students and staff as well as community and district representatives joined us as we celebrated twenty-five years of excellence. Many of our former students are now King parents. Testimonials from former students were given at the ceremony. One former student, who is now a King parent, spoke at the ceremony, accompanied by his daughter. He cited the excellent educational experience that King provided him. Another student, who is now an International Baccalaureate student, spoke about her positive experiences at King and read a letter of appreciation to one of her former teachers. These are a few examples of the impact that King staff has made in the lives of students.

King's mission is to increase student achievement while providing a safe, secure, positive learning environment. King staff strives to ensure that all students succeed academically, socially and emotionally. King 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 447 students enrolled at King; of those students, 7% are receiving special education services, and 46% are identified as eligible for Free and Reduced Lunch. We believe that all students can learn despite the obstacles of poverty and special needs!

King has earned a "high" academic rating from the Colorado Department of Education every year, as well as numerous awards within our district for outstanding growth and academic achievement. King is also identified as an exemplary site for Response to Intervention. Our outstanding teaching staff, experienced support staff and tradition of solid academic programs have given us an outstanding reputation in the King community as well as in the city. Many students outside of our attendance area choose to attend our school each year through the choice permit process. Parent involvement is extremely high at our school. The PTA has logged more than 10,000 volunteer hours over the past five years! The PTA sponsors numerous activities throughout the year, including spirit days, restaurant nights, movie nights, holiday gift shop, "Spring Fling" and the fall carnival. During "Donuts for Dads" and "Muffins for Moms" read-ins, students bring their parents to school to share their love of reading while spending quality time with each other. This strong partnership between community, parents, and staff makes King a successful school, one that is family oriented and a role model for others.

King Elementary is dedicated to the success of the whole child. We differentiate curriculum to meet the needs of all learners. We offer intervention programs for students needing extra support as well as enrichment for children working beyond the regular curriculum. Students are offered additional enrichment activities such as art, physical education, reading, math, Spanish, spelling bees, scouts, student council, choir, orchestra and band.

We are proud of our school and all of our students. We recognize that the children have enormous potential and we take seriously the challenge to unlock that potential and start them on their individual paths to success. We strive to equip students for success today while preparing them to be twenty-first century learners.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

In the last five years, King has shown continuous improvement on state-wide assessments. Colorado identifies each school as performing at unsatisfactory, low-achieving, average, high, or excellent levels. On this scale, King has consistently received a rating of “High” 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.

While the total number of our Free and Reduced Lunch students has climbed dramatically, CSAP scores in reading and math for all students in grades three through five have increased over the past five years. Students at King have consistently scored above the district and state levels over the past five years in the areas of reading and math. Additionally, students in grades three through five have consistently scored above the national mean on the NWEA Measures of Academic Progress (MAP).

Composite percentages show that, since the 2004-05 school year, a minimum of 75% of students tested at King have achieved proficient or advanced scores in math and at least 78% have achieved proficient or advanced scores in reading.

The population at King is composed as follows: 69% White, 13% African Americans, 12% Hispanic or Latino, 5% Asian and 2% American Indian. Due to the low numbers of students comprising each ethnicity, all ethnic groups are combined for data and trend analysis.

- The results of the third grade students tested over the past five years revealed that an average of 83% of the students scored at the proficient or advanced level in reading and 84% scored proficient or advanced in math.

- The results of the fourth grade students tested over the past five years revealed that an average of 82% of the students scored at the proficient or advanced level in reading and 85% scored proficient or advanced in math.

- The results of the fifth grade students tested over the past five years revealed that an average of 81% of the students scored at the proficient or advanced level in reading and 72% scored proficient or advanced in math.

Currently 46% of our population is eligible for the Free and Reduced Lunch Program. Our composite percentages in math for Free and Reduced Lunch students have shown an impressive gain over the past five years from 58% proficient and advanced to 82% proficient and advanced. In addition, our composite percentages in reading for Free and Reduced Lunch students have steadily increased over the past five years from 70% proficient and advanced to 82% proficient and advanced.

Over the past five years, data analysis of third graders tested reveals that an average of 78% of Free and Reduced Lunch students scored proficient or advanced on math and an average of 79% proficient or advanced on reading. In addition, fourth grade Free and Reduced Lunch students averaged 76% proficient or advanced on math and averaged 75% proficient or advanced on reading. Fifth grade Free and Reduced Lunch students

have shown an inspiring increase in math from 48% proficient and advanced in 2004 to 74% proficient and advanced in 2009.

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

Assessment results drive instruction at King Elementary School. 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 goal teams set annual school goals, with quarterly benchmarks and research-based strategies to support instruction. With the goal that all students will show significant growth, ongoing assessment data is reviewed quarterly. Successful strategies are continued while ineffective strategies are revised.

Teachers and students collaborate to set individual short and long term goals. Student progress is documented in data folders; progress and goals are reviewed continually. The folders contain the results of formative and summative assessments. Allowing students to track their growth helps them to be accountable for their learning. Students are given recognition on a continuous basis and are proud of their successes.

King Elementary 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 instruction guided by the gifted resource teacher. Discussions around student achievement data take place at each building leadership team meeting. These are held twice a month.

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

King parents and community appreciate the open and systematic communication they receive about their students throughout the year. 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 (MAP). Teachers discuss how this data drives specific instruction. Standards-based report cards, along with appropriate assessment data, are issued quarterly. Spring conferences are held for at-risk students.

Strong communication continues throughout the year. Teachers and staff members communicate with King families daily through student planners and regularly through e-mail, phone calls, and weekly or monthly newsletters. The King website, available to all community members, contains current school-wide data such as CSAP reports, and the School Improvement Plan. The marquee in front of our building informs our community of pertinent information. A data board in the front hallway provides visitors with school-wide performance on assessment, attendance and behavior goals. Classroom data displays reflect student progress towards academic goals for each grade level.

The broader community is represented on our Building Advisory Accountability Committee. The monthly meetings evaluate student data trends, the learning environment, budget decisions and progress towards School Improvement Plan targets. Assessment data is published in the city newspaper after it is released by the Colorado Department of Education. The school district presents comparative assessment data online.

These assessment results show King's stakeholders that we are focused on student achievement and that we strive for continued excellence.

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

King is a school that is proud of our many successes. Through Professional Learning Communities, King representatives contribute strategies and ideas at monthly in district-level department meetings. This provides 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*, and implementation of Response to Intervention (RtI).

As an exemplary site for the RtI process, observers from across Colorado and neighboring states visit our school to gather ideas for program implementation and development. In-district visitors observe our structure and delivery of our in-school tutoring and Read Naturally intervention program.

The Literacy Resource Teacher (LRT) shares teacher successes and needs at a weekly district meeting that includes representatives from all the district elementary schools. She meets once monthly with LRTs in vertical cluster groups (LRTs K-12) to share data and discuss concerns.

King Elementary teachers share instructional strategies and best practices at weekly team meetings, staff meetings and goal team meetings. Monthly Goal Team meetings focus on all school curriculum alignment and a spiraling of instruction from grade to grade in each of the content areas. Grade level teachers meet and plan together to analyze data, compare student work, and to align curriculum with the district standards.

King 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, King teachers welcome students from other universities' teacher training programs. Teachers also open their classrooms to teachers and administrators from other schools to observe and discuss implementation of strategies, programs, classroom management techniques and data management. King Elementary staff recognizes the power of collaboration and values the opportunity to support excellence in all schools. King would gladly welcome the sharing of curriculum strategies and alignment successes with other districts through visitations, observations, and presentations.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

King's curriculum creates 21<sup>st</sup> century learners and leaders. Staff members have high expectations for all students, and use rigorous standards-based curriculum. King teachers differentiate for all students, working collaboratively within and across grade levels. Curriculum alignment is key in the academic success of students at King Elementary. Teachers participate on goal teams to align curriculum vertically. The teachers also use data to drive instruction. Technology programs are incorporated to supplement instruction.

**Literacy:** Teachers at King Elementary prepare students to be lifelong readers and writers through a variety of tools. King's literacy program integrates the five components of reading through many programs to meet the needs of each student. Ongoing individual assessments drive the use of specific strategies. Our reading program incorporates *Reading Streets*, *My SideWalks*, *Junior Great Books*, and curriculum from the College of William and Mary. An extensive leveled-book room accommodates a variety of readers. 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 multisensory learning. Use of the computer software, SuccessMaker Reading and the Read Naturally fluency program are supported by our tutors throughout the day for Tier II and Tier III students. Gifted third, fourth and fifth graders attend pull-out enrichment classes.

Students develop as writers across all of the content areas through the use of a writer's workshop model. King 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 them individual feedback. Instruction is supplemented with *Six-Trait Writing*, *Step-Up to Writing*, and *Writing Alive*. Grammar and usage are also supported with daily instruction of *Mountain Language* and the *Daily Language Instruction* program. Teachers at King believe writing is integral to the success of literacy.

**Math:** King utilizes the *Everyday Mathematics* (EDM) curriculum, which emphasizes high expectations and lifelong mathematical thinking. All students K-5 start daily math instruction with *Mountain Math*. Daily math instruction is a combination of whole group instruction, small group instruction, and individual interventions based on the skills students need. 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* in math journals. 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 experimentation, questioning, hypothesizing, and observation. Students use science notebooks to collect, organize, analyze, and reflect upon data. The grade level kits are aligned with the Colorado State Standards and the National Science Education Standards.

**Social Studies:** Our district goal is to empower students to be responsible citizens by learning about the world in which they live. The *Social Studies Alive!* curriculum is designed with support activities for the multiple intelligences to recognize individual student abilities. King enhances the *Social Studies Alive!* program with enriching activities at each grade level, school-wide observances of Constitution Day, and studies of comparative countries and cultures. Field trips to the Cliff Dwellings, Colorado Mining Museum, Pioneer Museum, Glen Erie and the top of Pikes Peak support the state standard of Colorado History. The *Junior Achievement* program in economics and civics supplements our social studies curriculum at all grade levels.

**Art, Music and Physical Education:** King 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 curriculum is designed to develop life-long abilities, appreciation, and participation. Our students have been asked to display their pieces of art at various district and community exhibits such as the Hispanic Art Show and Young People’s Art Exhibit. The King Lion Choir performs annually at the El Paso County Martin Luther King Celebration and at the neighboring Sunridge Retirement Home. Students also perform annually at the district choir showcase as well as band and strings concerts and grade level musicals. As a culmination activity, each spring we host a Fine Arts Night.

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

(This question is for elementary schools only)

King 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. Staff, parents, and students create a partnership to help children develop strong reading skills. The goal is to enrich advanced students and to support those who face reading challenges.

King’s 90 minute reading block of instruction supports balanced literacy, including shared reading, guided reading, and independent practice. *Reading Streets*, 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.

Teachers and tutors have been trained in *Orton Gillingham*, *Lindamood-Bell*, and *Marzano’s Six Steps to Building Academic Vocabulary*. These strategies are used to provide multi-sensory instruction for challenged readers. King supports a strong gifted-and-talented program which includes materials from the College of William and Mary, complex novels, *Thinking Maps* and *Junior Great Books*.

Independent reading success is crucial for the development of motivated, passionate, life-long readers. To foster motivation, King provides many opportunities for free choice of reading materials; students pursue personal interests by selecting literature from over 9,000 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 King. Its integration across subjects requires students to make connections between theory and practical applications. King 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.

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. Skill deficits are addressed through small group tutoring or *SuccessMaker*, a technological intervention program. Quantitatively-gifted students are challenged through curricular acceleration and research.

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 87%.

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

King Elementary teachers align curriculum and plan effective lessons based on research-based strategies and best practices. Pacing of instruction is supported by the district Curriculum Guides and the essential skills of each content area. Our highly trained staff implements a variety of learning opportunities for students in order to meet them at their instructional level. Multiple approaches to learning are provided through whole group, small group and individual instruction.

All King 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 math assessments, an all girls math lab was implemented after school.

King teachers differentiate 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.

The 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, assistant principal, literacy resource teacher, classroom teachers, 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.

Small group goals and interventions align with students' areas of need. Our RtI pyramid provides math and reading interventions for struggling students. 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 social worker. Respectful and appropriate instruction keeps King's students engaged and motivated.

King's verbally and/or quantitatively gifted students receive academically appropriate instruction in reading, writing, and math. Within these classes, instruction is differentiated for each student. For example, two 4<sup>th</sup> grade students who are highly gifted in math, attend the 5<sup>th</sup> grade accelerated math class in addition to receiving online independent instruction in higher level math skills, including Algebra.

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

The King staff is dedicated to providing the best possible educational experience for students. Staff members welcome new learning and participate actively in school and district staff development opportunities. 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 an opportunity to increase student achievement.

In 2006, data analysis revealed a need for improved math instruction, which became the focus for the SIP that year. To raise students' scores, the staff chose to adopt a new math curriculum entitled *Everyday Math*. 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 77%

proficient and advanced in 2006 to 87% proficient and advanced in 2009, and students scoring at the advanced level rose from 20% to 35%.

In 2007, data analysis revealed relatively low writing scores, which became a focus of the SIP. King adopted *Writers' Advantage*, and lead teachers participated in professional development workshops throughout the year. The literacy resource teacher presented the components of the writer's workshop model at staff development sessions. Test scores have climbed from 64% proficient and advanced in 2007 to 79% proficient and advanced in 2009.

King began implementing the Response to Intervention process (RtI) in 2007. School representatives attended training sessions, and shared the information with staff. A collaborative developmental effort by the staff led to having an exemplary RtI program in which teachers monitor students closely. Our initial focus was on students with reading deficits. As a result of our in-school tutoring program, reading scores increased from 78% proficient and advanced in 2007 to 87% proficient and advanced in 2009. Today, students with minimal delays can now receive a variety of supports from tutors, the resource team, and special education staff for early intervention.

## **6. School Leadership:**

Leadership at King promotes learning, growth and accountability 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, grade level representatives and the principal make up the Building Leadership Team. This system has allowed us to align curriculum within and across grade levels in all subjects, share best practices, and disseminate information to staff. It has also aided decision making, communication and collaboration.

The principal, Mrs. Stone, models high expectations and collaboration daily. She provides training, support and resources so that staff can perform their jobs effectively. Mrs. Stone sincerely believes in all of her students and staff. The students know that they are part of a caring community; staff members indicate that they feel encouraged and supported.

Under Mrs. Stone's leadership, funding for building projects has increased. The building has recently undergone a \$1.7 million remodel (2009), which included open concept modifications, new carpeting, fire rated corridors, a security systems, sound system, stage curtains, parking lot and upgrades to technology. In 2007, the school received lighting upgrades, new roofing and a new kindergarten playground. All of these upgrades were made for the benefit of student achievement and safety.

Additionally, Mrs. Stone has purchased an extensive amount of materials and equipment that support students and facilitate learning, including new reading and math curricula, supplemental materials and equipment that support music, art and physical education.

Relationships within the King Community are strong. The PTA and Building Advisory Accountability Committee work closely with the principal. They have funded numerous projects and provided a variety of student and family oriented activities throughout the school year. Volunteers feel welcome; they spend countless hours per week in classrooms. Mrs. Stone maintains positive relationships with district administrators. She encourages all stakeholders to support the school's educational mission as we support the district's mission "to provide excellent, distinctive educational experiences that equip students for success today and in the future."

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: CSAP

Edition/Publication Year: Annual Revision

Publisher: Colorado Dept. Ed.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	83	93	84	84	78
% Advanced	37	48	28	31	30
Number of students tested	78	56	68	75	73
Percent of total students tested	100	100	100	96	97
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	77	89	76	69	76
% Advanced	26	33	29	23	24
Number of students tested	31	18	21	13	21
<b>2. African American Students</b>					
% Proficient plus % Advanced			79		
% Advanced			21		
Number of students tested			14		
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced			73		73
% Advanced			9		27
Number of students tested			11		11
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Reading  
Edition/Publication Year: Annual Revision

Grade: 3 Test: CSAP  
Publisher: Colorado Dept. Ed.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Feb	Feb	Feb	Feb	Feb
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	85	84	87	80	81
% Advanced	4	18	2	5	4
Number of students tested	78	56	68	75	75
Percent of total students tested	100	100	100	96	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	77	83	81	77	77
% Advanced	3	11	23	0	0
Number of students tested	31	18	21	13	22
<b>2. African American Students</b>					
% Proficient plus % Advanced			93		
% Advanced			0		
Number of students tested			14		
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced			73		91
% Advanced			0		0
Number of students tested			11		11
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Mathematics

Grade: 4

Test: CSAP

Edition/Publication Year: Annual Revision

Publisher: Colorado Dept. Ed.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	98	82	81	81	84
% Advanced	54	34	39	31	28
Number of students tested	56	62	72	80	64
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
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	95	73	71	75	67
% Advanced	20	32	29	21	7
Number of students tested	20	22	17	24	15
<b>2. African American Students</b>					
% Proficient plus % Advanced		70			
% Advanced		30			
Number of students tested		10			
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced			83	86	
% Advanced			33	21	
Number of students tested			12	14	
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Reading  
Edition/Publication Year: Annual Revision

Grade: 4 Test: CSAP  
Publisher: Colorado Dept. Ed.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	88	77	76	81	89
% Advanced	7	0	6	13	16
Number of students tested	56	62	71	80	64
Percent of total students tested	100	100	99	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	85	64	81	75	67
% Advanced	5	0	0	4	0
Number of students tested	20	22	16	24	15
<b>2. African American Students</b>					
% Proficient plus % Advanced		90			
% Advanced		0			
Number of students tested		10			
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced			82	79	
% Advanced			0	7	
Number of students tested			11	14	
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Mathematics

Grade: 5

Test: CSAP

Edition/Publication Year: Annual Revision

Publisher: Colorado Dept. Ed.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	82	76	69	65	67
% Advanced	34	38	33	32	27
Number of students tested	61	71	75	60	98
Percent of total students tested	98	100	100	100	100
Number of students alternatively assessed	0	1	0	0	0
Percent of students alternatively assessed	0	1	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	74	71	55	40	48
% Advanced	22	33	30	10	17
Number of students tested	23	21	20	10	29
<b>2. African American Students</b>					
% Proficient plus % Advanced	55				40
% Advanced	27				0
Number of students tested	11				10
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced		73	91	70	50
% Advanced		27	46	40	0
Number of students tested		11	11	10	12
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Reading  
Edition/Publication Year: Annual Revision

Grade: 5 Test: CSAP  
Publisher: Colorado Dept. Ed.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	89	82	72	73	87
% Advanced	5	13	12	10	9
Number of students tested	61	71	75	60	98
Percent of total students tested	98	100	100	100	100
Number of students alternatively assessed	0	1	0	0	0
Percent of students alternatively assessed	0	1	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	83	86	75	50	69
% Advanced	0	0	0	10	7
Number of students tested	23	21	20	10	29
<b>2. African American Students</b>					
% Proficient plus % Advanced	82				60
% Advanced	0				0
Number of students tested	11				10
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced		100	91	80	75
% Advanced		9	18	10	8
Number of students tested		11	11	10	12
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes: