

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

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

Name of Principal: Mrs. Suzanne Brockmeier

Official School Name: Ranchvale Elementary

School Mailing Address:

1606 SR 311
P. O. Box 19000
Clovis, NM 88102-9000

County: Curry State School Code Number*: 012133

Telephone: (575) 985-2277 Fax: (575) 985-2618

Web site/URL: www.clovis-schools.org/ranchvale/index.html E-mail: suzanne.brockmeier@clovis-schools.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. Rhonda Seidenwurm

District Name: Clovis Municipal Schools Tel: (575) 769-4300

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: Mrs. Lora Harlan

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

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 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)
- | | |
|-----------|-----------------------------------|
| 12 | Elementary schools (includes K-8) |
| 2 | Middle/Junior high schools |
| 2 | High schools |
| | K-12 schools |
| 16 | TOTAL |

2. District Per Pupil Expenditure: 9185

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. 14 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			0	6	13	15	28
K	18	24	42	7			0
1	22	24	46	8			0
2	21	24	45	9			0
3	20	15	35	10			0
4	16	18	34	11			0
5	0	23	23	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							253

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
6 % Asian
13 % Black or African American
18 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
62 % 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: 26 %

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.	26
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	30
(3)	Total of all transferred students [sum of rows (1) and (2)].	56
(4)	Total number of students in the school as of October 1.	214
(5)	Total transferred students in row (3) divided by total students in row (4).	0.262
(6)	Amount in row (5) multiplied by 100.	26.168

8. Limited English proficient students in the school: 5 %

Total number limited English proficient 13

Number of languages represented: 3

Specify languages:

Spanish, Tagalog, Korean

9. Students eligible for free/reduced-priced meals: 56 %

Total number students who qualify: 142

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: 13 %

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>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>4</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>21</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>2</u> Developmentally Delayed

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>14</u>	<u>0</u>
Special resource teachers/specialists	<u>0</u>	<u>5</u>
Paraprofessionals	<u>5</u>	<u>0</u>
Support staff	<u>6</u>	<u>0</u>
Total number	<u>26</u>	<u>5</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 20 :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	97%	97%	97%	96%	96%
Daily teacher attendance	98%	93%	95%	93%	92%
Teacher turnover rate	50%	29%	14%	1%	43%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

Ranchvale is dependent on Cannon Air Force Base for most of their student enrollment. Over the course of the past several years there has been a change in mission at the base, resulting in most of the base personnel leaving and a whole new group slowly moving in during 2008 and 2009. With these changes it is difficult to predict classroom teacher needs from year to year. Several teachers have transferred to other schools in the district due to not knowing if their classroom would make it at Ranchvale the following year. This causes us to have to wait for students to actually show up before replacing the teachers, and that requires splitting large classes after school begins. Although we will lose three teachers this year who are military dependents, we believe we will begin to see stability once again after this year.

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 %
Total	0 %

PART III - SUMMARY

Between 1907 and 1910, five one-room schoolhouses dotted the area close to where Ranchvale Elementary now stands. In 1917 these schools joined together under one roof, as Ranchvale Consolidated High School became the first consolidated school in the state of New Mexico. Ranchvale re-organized from a county school in 1957 and became a part of the Clovis Municipal Schools. It was at this point that Ranchvale School became an elementary school. Ranchvale Elementary is a rural school located twelve miles outside of Clovis, New Mexico. It serves children in grades K-6, drawing students from surrounding farms/ranches, Cannon Air Force Base, and two mobile home parks. The Mission of Ranchvale Elementary is to ensure that each student acquires exceptional academic and life skills to succeed and becomes a morally responsible, independent learner. Ranchvale teachers are reflective practitioners who continually strive toward higher levels of success with students, as they make today's instruction better than yesterday's instruction. Teachers endeavor to pass the school motto of "Lifting Better Up to Best" on to their students.

Academic excellence and positive character development are integral parts of Ranchvale's success and growth. Ranchvale has adopted CHARACTER COUNTS! and provides a monthly focus on one of the six traits: Caring, Citizenship, Fairness, Respect, Responsibility, and Trustworthiness. In support of their focus on demonstrating good character, Ranchvale staff and students use the Positive Behavioral Support program, which is a decision-making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students. Students receive recognition and rewards for demonstrating good character, placing the focus on the positive and not on the negative. After leaving Ranchvale and moving to other states or countries, several parents have kept in touch and remarked how their children have continued their focus on being respectful, responsible and safe. Even the school song is built around this theme.

All classroom teachers provide a proper scope and sequence of instruction in all content areas, as outlined by the NM Content Standards and Benchmarks and the Clovis Municipal School Essential Learning Cards. Students also receive weekly instruction in Music, Physical Education, Art, and Library/Media. In addition, sixth grade students are provided with the opportunity to take band. Ranchvale's success in raising student achievement can be contributed in part to their focus on authentic hands-on learning experiences. Rather than following a basal or textbook, teachers plan engaging lessons based on formal and informal assessment data. Reading is taught and practiced using strategies such as leveled readers from the bookroom (which houses about 2,000 titles), read alouds, reader-response journals, literacy centers, and self-selected independent reading. Writing is taught using writing experiences such as Interactive Writing, journaling, Writers' Workshop, and Picturing Writing (by Beth Olshansky).

Number Literacy (by Debby Head and Libby Pollett) provides a wide variety of hands-on tools and strategies that engages students with multiple ways to understand mathematics and solve problems. Students love participating in Number Literacy activities such as Calendar Baits, and by the second semester even kindergarten students are able to easily define a quadrilateral and other plane geometric figures by their faces, vertices, etc. Science and social studies are integrated with language arts and math, and teachers use resources such as AIMS, Project Learning Tree, Project Wild, Ranger Rick, or a variety of internet resources to actively engage students in hands-on inquiry experiences.

Ranchvale is committed to professional development, and teachers have engaged in professional development opportunities in such areas as Brain-based learning, Fountas & Pinnell literacy frameworks, Number Literacy, Picturing Writing/Image-Making Within the Writing Process, Writers' Workshop, Reading Recovery, Orton-Gillingham, and using assessment data. The Ranchvale faculty extends their commitment to teacher professional development by providing training workshops locally and at the New Mexico Association for Supervision and Curriculum Development (NMACSD) conference, organizing and sponsoring a regional

literacy conference, and partnering with Eastern New Mexico University to present and model good literacy strategies for students in the teacher education program.

Ranchvale's focus on its motto "Lifting Better Up to Best" engages the staff in continual learning and reaching for higher standards. Putting into practices the best of research-based strategies and striving to actively engage students in authentic learning experiences has yielded a notable improvement in student academic achievement, for example a 67% increase in math for the Hispanic subgroup, and a 49% increase in math for the African American subgroup. Ranchvale Elementary celebrates these significant improvements plus having achieved 80% or better student proficiency; however, Ranchvale continues to focus on lifting this 'better up to a new best."

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Our students' academic performance is closely monitored using a variety of assessment methods. At the state level, the New Mexico Standards Based Assessment (NMSBA) is given to our students each spring. The NMSBA is designed to measure how well students are mastering the specific skills defined for each grade in the state mandated curriculum, the New Mexico Content Standards with Benchmarks, and the Performance Standards. We administer the math, reading, writing, and science tests to all students in grades three through six. In addition, English Language Learners (ELLs) take the New Mexico English Language Proficiency Assessment.

Schools are designated as 'Meeting Adequate Yearly Progress' (AYP) when the following three criteria are met:

1. Testing participation in the reading and math assessments meets or exceeds 95%. This participation is calculated for the whole school and for each subgroup (ethnicity/race, ELL, students with disabilities, and economically disadvantaged).
2. Testing performance indicates that the target proficiency level is reached for all students and for all subgroups in both reading and mathematics.
3. Attendance rates meet or exceed 93%.

Ranchvale has been designated as meeting AYP every year.

Individual student proficiency ratings on the NMSBA include Beginning Steps, Nearing Proficiency, Proficient, and Advanced. From 2005 to 2009 there has been a 16% increase in the number of students scoring proficient or advanced in reading. We would have seen an even higher increase of 20% had our fourth grade scores not dropped in 2008-2009. Significant milestones include the 2006-2007 reading scores where 100% of the third graders were proficient, of which 22% were in the advanced rating; and 82% of the economically disadvantaged students scored proficient, with 18% of those students being advanced. Although there were a few additions and deletions to the group, the following year in fourth grade 94% of these students were proficient, with 31% of them being advanced; and 100% of the economically disadvantaged subgroups scored proficient, with 17% of them being advanced. In addition to increasing the percentage of students who scored proficient, we experienced gains in the advanced ratings. During the last school year (2008-2009), 31% of the third graders and 29% of the fifth graders scored advanced in reading.

Between 2005 and 2009, we also demonstrated significant growth in mathematics. There has been significant growth in all subgroups, and in several instances more than the 33% increase shown for the all students group (African Americans 49% growth; Hispanic 35% growth). Significant milestones in math scores include the 2006-2007 third graders who had only 1 student miss proficiency by 1 point (this student was on a 504 plan), which resulted in a 94% proficient rating with 44% being advanced. That same year, 88% of the fifth graders were proficient with 29% being advanced. Again, as we strive for higher proficiency ratings, we also focus on raising the bar at the advanced level.

Ranchvale Elementary received New Mexico state recognition for having the highest percentage of third graders proficient in mathematics in 2006-2007. This is the year that 100% of the students in this group were proficient in reading, 100% were proficient in science, and 1 student missed proficiency by 1 point in math. While we take pride in this accomplishment, we realize that every year brings new challenges, especially with regards to our enrollment. Our mobile home parks have high turnover rates, and our military students are with us an average of 2-3 years before they move on to another military installation. With

enrollment fluctuations, Ranchvale has experienced a high teacher turnover rate every two years, resulting in new teachers who need time to become familiar with our literacy framework and math tools/strategies in Number Literacy. As a result, ongoing teacher professional development is a focus at Ranchvale.

Additional information on the New Mexico assessment and accountability system can be found at the following website:

<http://www.ped.state.nm.us/AssessmentAccountability/index.html>

2. Using Assessment Results:

Ranchvale Elementary employs a variety of assessment tools to gather on-going data, which is then used to drive instruction and support school wide goal setting decisions made through strategic planning and the development of their Educational Plan for Student Success (EPSS). Teachers at all levels begin the year by gathering starting data points on a variety of assessments. Both formal and informal assessments are utilized, to include: Writing prompts scored by a school-wide rubric, Marie Clay's Observation Survey, Fountas & Pinnell's Reading Benchmark Assessment, Dynamic Indicators fo Basic Early Literacy Skills (DIBELS), Standardized Testing and Reporting (STAR) Early Literacy, grade-level math assessments, Pearson's SuccessMaker Enterprises (SMe), and last year's state assessment results. Teachers analyze these assessment results and then are able to plan lessons to meet the needs of all students, whether on target, in need of intervention or in need of acceleration. Students who are at risk are provided interventions and then are progress monitored on a weekly basis for target skills they are lacking. Weekly assessments such as running records and writing conference notes, provide teachers with the on-going data they need to make sound instructional decisions when planning next step needs for each individual child.

In addition to direct classroom instruction, students go daily to the computer lab to work with the Success Maker Enterprises (SMe) software. The SMe lab hosts an innovative, balanced educational program that incorporates curriculum, management, and assessment into a powerful individualized results-based learning system. In addition to offering hours of interactive learning activities in reading, language arts and mathematics, teachers are able to monitor and direct the progress of each student on an individual basis through the use of data reports. Teachers are provided with daily lesson results for each student, and once each week they run an Areas of Difficulty report. This report provides teachers with pertinent information needed to group children for reteaching purposes and to plan individualized prescriptive intervention lessons during the next lab session.

At the end of each grading period, students across the district take common assessments on essential performance standards using Yearly Progress Pro (YPP). Assessment results are immediately available to teachers, and YPP provides for individualized reteaching on skills not mastered. Teachers can run reports which provide them with individualized information, by student and/or by skill. This information is instrumental in planning future classroom lessons or interventions for individual students who need it.

In addition to the on-going use of assessment data in the classroom, each year teachers, parents and the principal review the state and local assessment results as part of the strategic planning process. Data is carefully analyzed and targets for improvement are developed for school wide improvement – the Educational Plan for Student Success (EPSS). Grade-level teams then analyze the data and set appropriate grade-level goals in support of the EPSS. Data is collected quarterly as we work toward the new goals.

Assessment does play a vital role in monitoring student progress to make instructional decisions and for developing grade-level and school wide goals for improvement.

3. Communicating Assessment Results:

Ranchvale Elementary prides itself on being a welcoming school and partner in education with parents. The staff understands the importance of good family-school communications and works diligently to keep those lines of communication open. At the beginning of each school year we hold an open house for parents to become acquainted with our campus. On the fourth day of school we conduct a parent information night. During this time the teachers meet with the parents in their classroom to share curriculum/program expectations, classroom expectations, and other various standard operating procedures. This is also the time that lines of communication are developed with the exchange of phone numbers, email addresses, etc. Agendas, newsletters, and weekly Friday folders are explained, so parents know to expect them to be coming home on a regular basis. Several teachers videotape these presentations so families arriving later in the year hear the same information.

With regard to on-going assessments and grades, parents have access to their child's grades via the internet. Teachers are responsible for having grades posted in a timely manner and for responding to parent inquiries through our Skyward system.

State assessment results are shared with parents and the community in a variety of ways. The Clovis Municipal Schools District publishes an annual 'report card' on the school system, which includes testing data. These are distributed to all Clovis residents. At the beginning of each school year a School Advisory Committee meeting is held to review Ranchvale's assessment data from the previous year and develop focus goals for the new year. This committee comprises of staff, parents, and community members. Additionally, all teachers dissect testing data in grade-level and school-wide teams, celebrating successes and improvements, and carefully identifying areas for increased focus.

Formal parent-teacher conferences are held the fifth week of school, by which time we have printed copies of the state assessment results for each student. We have had 100% participation in these conferences each year, although some conferences are made by home visits. During this conference, the teacher reviews the child's state assessment with parents and provides them with a copy of the results. The rest of the meeting time is used to address grades and other topics parents need to be supporting partners in their child's education.

4. Sharing Success:

The staff at Ranchvale Elementary is zealous in pursuing on-going professional development. While they are eager to raise their own levels of expertise, they also enjoy sharing their knowledge with others.

Ranchvale values the strength of each staff member and teachers participate in a variety of mentoring/training roles on campus, across the district, and across the state. Ranchvale teachers and students are accustomed to having visitors in classrooms. Instruction continues as normal, while observers take note of what is happening during instruction. Observation guides are provided to help focus the learning of observers. These guides have been productive in our coaching model as well as during a simple observation.

Ranchvale has a training room attached to a classroom with a two-way glass. This provides teachers the opportunity to model lessons on one side of the glass, while another teacher guides observers on the other – thus keeping students from getting overly anxious about observers watching them. This model was used often with students from Eastern New Mexico University in the Early Childhood teaching program, and with visitors and/or parents wishing to learn about Reading Recovery. It is also helpful when modeling for others the intervention strategies used in small groups.

Ranchvale teachers have engaged in a 'trainer of trainers' model of professional development to empower teachers at different campuses to provide training to their colleagues. Additionally, Ranchvale teachers enjoy

passing on their knowledge by mentoring new teachers or student teachers. By explaining, modeling, and coaching, mentor teachers help others become more skillful in using a variety of instructional strategies.

Ranchvale teachers can often be found hosting workshops and training for peers. The principal and several teachers serve on a Number Literacy leadership team, planning and presenting training sessions for other teachers across the district, and modeling lessons for new teachers. Training has also been conducted for Clovis Christian School. Other Ranchvale teachers can be found planning and guiding the faculty through the district's Reading Academy.

In addition to sharing success with other educational professionals, Ranchvale shares success with parents and community members. This is done through meetings at the school, newsletters and newspaper articles, and/or conferences. Students are eager to share their successes also, such as reading the books they wrote and illustrated to school board members.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The New Mexico Content Standard with Benchmarks and Performance Standards is the required curriculum for all New Mexico schools. Although these standards may be considered the overarching curriculum, the ‘taught’ curriculum is determined by the individual needs of students in relation to these standards. Curriculum is therefore student driven, providing a varied, cohesive curriculum to meet individual student needs.

We believe that Language Arts is a building block for positive student achievement in all academic areas. In reading we utilize the Fountas & Pinnell balanced literacy framework during Readers’ Workshop to engage students in the reading process and to teach the NM standards and the ‘Big Five Essential Elements:’ phonics, phonemic awareness, comprehension, vocabulary, and comprehension. The diverse needs of students are met through small group, whole group, and individual instruction. Teachers serve as coaches to the students, as they guide and direct students at their own level. Students daily meet in guided reading groups or literature circles of 4-5 students to decipher and discuss literature they are reading or to practice skills, with the teacher coaching them. The groups are dynamic and are changing frequently based on strengths and needs of students. Various forms of children’s literature are used as the “text.” Students are engaged through the different genres they encounter, as well as the teacher modeling the excitement for the current piece of literature. Students are learning from the teacher and their peers and are making connections on their own from previous focus lessons. Literature is shared many times throughout the day for the students to hear fluent reading, build vocabulary, and to strengthen the connections to focus lessons taught earlier. Themed units coincide with Science and Social Studies to provide a continuous thread within the teaching day.

Students actively participate in Writers’ Workshop each day. Lessons begin with a short focus lesson, using children’s literature as a springboard. Students then work independently on their own piece, as the teacher conducts conferences with students and provides individualized instruction that the student needs at that point to move forward with the writing process. Writing begins with the foundation of making/writing words and modeling after other authors. Writers develop utilizing the 6 +1 traits of writing (voice, word choice, ideas/content, fluency, organization, conventions, and presentation) through this guided writing and conferencing approach. Future focus lessons are developed based on the needs of students as annotated on conference logs. In 2008 we also began to incorporate Picturing Writing (by Beth Olshansky) in our writing sessions. In art class students learn to use watercolors to paint various landscapes with specific times of day, weather, and animal habitats. Then, guided by the classroom teacher, students develop their storyline and take their book through the publishing process. Picturing Writing provides a forum for individuality, and students shine that may not have “loved” writing previously.

The essential math curriculum is taught through the use of Number Literacy, Visual Math, Opening Eyes to Mathematics and the district adopted textbook. One tool alone will not meet each child’s needs, so we utilize multiple tools. Engaging lessons provide students with opportunities to utilize manipulatives and various tools that help them understand the standard they are working with that day. Teachers facilitate the process, and students often share their learning with their peers, explaining their thinking and defending their responses. Problems have many ways to reach a solution, therefore as we let children show their individuality, the peer teaching can often help another student.

Science is taught with an inquiry and hands-on approach. Students eagerly grasp science content through the themes that link reading, writing, math, and science together. Investigations and experiments are conducted while reading, writing, and math are occurring. Teachers use a wide variety of resources, such as AIMS, to keep students actively engaged in working and exploring the science curriculum.

The Social Studies curriculum is integrated with reading and writing. Many standards are taught with children's literature. Teachers do not rely on the textbook to drive the instruction, rather plays and reenactments are performed, such as our "Living Wax Museum," and reports are constructed using a variety of presentation modes that students choose, - dioramas, podcasts, PowerPoints, etc. Connecting all curricula areas together is the most effective way to meet needs and delve into the curriculum.

Our "core" curriculum is based upon the individual needs of students and the New Mexico Content Standards and Benchmarks. Student needs are assessed on an on-going basis, driving the planning process for future lessons.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

Ranchvale teachers became aware of the Early Literacy Framework developed by Irene Fountas and Gay Su Pinnell in 1997 through colleagues in Texas who were finding great success using the framework. Texas Tech University offered numerous opportunities for professional development in the Early Literacy Framework, and Ranchvale teachers took every opportunity to attend training and implement strategies, becoming motivated and committed to this balanced literacy approach in the primary grades based on the success of their students. In 2001 Fountas & Pinnell developed an intermediate framework, and Ranchvale adopted and implemented that framework for grades 3-6 the following year.

Building on an oral language foundation, the primary framework has a focus on word work, in addition to the four components of reading (Read Aloud, Shared Reading, Guided Reading, and Independent Reading) and writing (Interactive Writing, Shared Writing, Guided Writing, Independent Writing) which offer varying levels of support for the students (from teacher directed to student directed). In the intermediate grades the framework provides a workshop setting for both reading and writing, while word work bridges the two sessions. The combination of the components provides the vehicle for on-going assessment, instruction, skill development and practice. Students are engaged daily in multiple skills including word work (phonics, spelling, vocabulary), reading (decoding, comprehension, fluency) and writing (encoding, grammar, writing process). Teachers model, guide, and use the components to scaffold the literacy learning of all students.

The variety of framework components allows teachers to engage students in the learning process in numerous ways and in a variety of group settings, including dynamic fluid guided reading groups that are based on student skills and needs, literacy stations, or whole group instruction. Writing and reading are inseparably linked together, so while teaching such skills as left to right, spacing, phonics, grammar, punctuation, etc. using interactive/shared writing, teachers reinforce it during shared/guided reading. Literature circles/book clubs in the intermediate grades provide opportunities for students to dissect and discuss with their peers texts they are reading as a group. Weekly reader response journals provide a means for students to share with their teacher thoughts, feelings, reactions and questions about the books they are reading independently. These journals help teachers direct a student's comprehension as they make connections with the text and develop their reading abilities and behaviors, while helping the teacher determine what guidance in instruction is needed next in reading, writing, and word work. A well-stocked bookroom for guided reading groups and an extensive library of read-aloud books, provides necessary support for this instructional framework.

On-going assessment enables teachers to make daily/weekly instructional decisions as they plan what 'next steps' are needed by groups or individual students. Running and antidotal records provide on-going data in reading, while conference notes and student work from independent writing, such as reader response journals, is used to guide planning.

3. Additional Curriculum Area:

An integral part of Ranchvale Elementary's mission is that each child acquires "exceptional academic skills" in an "engaging learning environment." Ranchvale teachers are dedicated to providing instruction for essential skills and knowledge in a meaningful way. One of the ways that meaningful instruction is provided is in our current math supplement program, Number Literacy.

Ranchvale teachers are learners, and they have participated in multiple intense trainings and workshops by the program's co-creators. This professional development has mentoring, coaching, modeling, observing, and collegial conferencing. After each professional development session the teachers return to their classrooms to implement new math strategies in order to keep the students engaged in mathematical learning.

Number Literacy is not a program in a traditional sense. Rather, it is a set of materials/tools and strategies to help each teacher teach the state standards and benchmarks using visual models and/or manipulatives, while combining the National Performance Standards, in order to meet the individual needs of each student. Number Literacy requires a different state of mind in teachers and children. Students are encouraged to learn various math concepts through a variety of strategies, and become risk-takers in the learning environment as they are asked to defend or prove their answers. Through this process, students discover that there is more than one way to find the answer to a given problem and become enthralled with the idea of providing a reasonable explanation for their findings. In addition, when they must answer a mathematical question, they have developed a repertoire of strategies to choose from in order to prove their thinking. In other words, they have become literate in the deepest sense of the word.

4. Instructional Methods:

The teachers and principal at Ranchvale Elementary work together to differentiate and modify/supplement student learning in order to meet the needs of each and every child. Differentiation occurs in every classroom beginning with individualized assessments in order to gain a better knowledge of where students are when they arrive in the classroom. Assessments such as Developmental Reading Assessment, DIBELS, Word Test, Letter ID, Hearing and Recording Sounds, computer based assessments from the SuccessMaker lab, and grade-level specific math assessments helps to inform each teacher about each child. Next, each teacher uses those assessments, along with the state standards and benchmarks, to inform what they want students to know and be able to do, and plans curriculum that is relevant and meaningful using various tools and strategies.

Ranchvale is not a prescriptive, program-based school. Rather, teachers use various strategies and methods, in order to meet the diverse needs of their students. In one classroom throughout the day, you might see a teacher using techniques such as Guided Reading, individualized Word Study, Interactive Writing, Literacy Centers, Shared Reading/Writing, Read Alouds, Writer's Workshop, and Number Literacy, which complement a differentiated learning environment by allowing students to work in whole groups, small groups, and one on one with the teacher.

Students daily attend the SuccessMaker Enterprises (SMe) computer lab to work at their level in reading and math. SMe is a technology-driven tool that automates the delivery of differentiated instruction, enabling students to learn at their own pace and providing engaging, digital characters to truly motivate students. At the same time, educators benefit from an integrated learning management system that combines up-to-the-minute classroom information with on-demand reports that allow teachers and administrators to track progress by student, class, and school. Using the data, teachers are able to assign individualized prescriptive learning sessions for students.

Teachers at Ranchvale also use classroom interventions in order to meet the needs of those students who have shown a need for extended instruction through ongoing assessments, such as running records. Because the classroom functions in a non-traditional manner, teachers have more time to meet with students in small

groups or individually to intervene when needed. Teachers use intervention time to hone in on word work strategies, reading strategies, writing strategies, and math strategies. In addition, the principal works with teachers to meet with groups from their classrooms who are working below grade level, using intervention programs by Fountas & Pinnell and Orton-Gillingham, to help bridge the gap.

5. Professional Development:

Ranchvale is committed to on-going professional development for staff and parents. We believe a well-trained teacher is the most decisive factor in student achievement, therefore professional development has been a strong focus for several years. The Ranchvale staff regularly engages in professional development opportunities on a weekly basis. Many staff members also spend additional professional development hours attending workshops on their own time.

The focus of Ranchvale's professional development is to equip teachers with the tools and skills they need to implement best practices to engage students and increase student achievement. Ranchvale's professional development has focused heavily on language arts and math, but has also included areas such as brain-based strategies, differentiation, RtI, and integrating art using Picturing Writing and Image-Making.

Fountas and Pinnell's balanced literacy approach has been adopted at Ranchvale in all grades. Over the years, extensive professional development has been provided to teachers through being part of the Ohio State Literacy Collaborative, Reading Recovery teacher training, attending literacy conferences and workshops, and by meeting in professional learning communities to study and discuss implementation of the framework components. Teachers support each other further by modeling lessons and coaching each other.

For the past two years, our district has focused on a Reading Academy (RA) for professional development in the elementary schools. The RA consists of training in phonemic awareness, phonics, spelling, vocabulary, fluency, comprehension, and writing. Each area is carefully discussed as the staff meets together. Teachers then implement new strategies in the classroom and share with colleagues when they meet as a group again.

Professional trainers have been brought in to provide workshops in such supplemental 'programs' as Picturing Writing: Fostering Literacy Through Art (by Beth Olshansky). Picturing Writing teaches children to paint settings and use their paintings to brainstorm descriptive words and phrases. Each student has published a book using the Picturing Writing process.

Number Literacy has been a focus for our math training over the past five years. These training sessions have helped teachers learn multiple ways to teach math concepts, providing students with multiple paths for problem solving. Professional development has consisted of general workshops focused on how to use tools/strategies, grade level workshops focused on using tools to teach specific performance objectives, observing modeled lessons, trainers coaching teachers as they implement lessons, and building up future math trainers to continue the efforts. Informal meetings between teachers using Number Literacy have sprung up during off-duty hours, adding to their knowledge and use of the strategies.

Ranchvale Elementary has an extensive professional development library stocked with videos, books, journals, and materials readily available to staff to extend their professional knowledge. Classrooms are also well stocked with books and materials for teacher learning. PD360° is a new resource we are learning to use to direct specific teacher training/support.

Math nights, literacy nights, and parent workshops are offered by staff to strengthen the home-school educational relationship.

6. **School Leadership:**

Leadership at Ranchvale originates with the principal and extends to staff members. The principal is tasked with ensuring that there are strong educators who are dedicated to student achievement. At Ranchvale the principal is not an absentee landlord, and she doesn't just monitor the learning process in this school; she participates in it. The principal sits alongside teachers in every professional development meeting and confers with them as if she was a teacher herself. Success for each student is paramount at Ranchvale Elementary School. In addition to providing teacher support, the principal is actively involved in practicing new strategies with students in classrooms or in one of her own reading intervention groups. Ongoing classroom walk-throughs and observations are conducted with frequent teacher feedback.

At the beginning of the year all staff members meet with the principal to establish the goals for the year. She ensures that the goals teachers set are realistic and achievable. She also models the expectation of high standards for each employee when establishing independent goals. Throughout the year, the principal checks frequently on the progress of goals achievement by monitoring test scores, grades and classroom participation. Regularly the principal has conversations with students, parents and staff members to ensure that the goals that were set are implemented. If there are areas that need additional attention, the principal works with teachers to envision ideas on what can be done to better serve students. At the same time, she congratulates and encourages the successes along the way in order to keep teachers motivated and positive about achievements. The principal is open to teacher suggestions and honors teacher expertise in the classroom.

The leadership structure goes beyond just the principal. Teachers are also leaders; several are targeted as teacher-leaders for specific content areas. They are the 'go-to' colleagues in their field of expertise. The breadth of experience that each of these teachers bring allows them to be another resource for teachers in any area that needs attention for student growth. Each of these teachers are also used as a resource by being mentor teachers and trainers. These teachers are tasked to work with the new teachers that come into the building. Mentor teachers can often be found modeling lessons, coaching and giving feedback on lessons, assisting in lesson planning, helping new teachers set up classrooms, and showing them how to understand and utilize class data. In doing this, the mentor teachers are always exposed to new and different teaching styles as well. This helps our teachers to always have an outlet for new teaching resources.

Every decision that is made at Ranchvale is ultimately preceded by the question, "How will this improve student achievement or benefit students?" To this end, the principal works along with the staff, supporting and empowering others to take the leadership role when appropriate.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: NM Standards Based Assessment

Edition/Publication Year: 2005/2006/ 2007 Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	94	72	94	72	56
% Advanced	44	11	28	13	14
Number of students tested	32	18	18	32	36
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. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	94			72	55
% Advanced	24			11	14
Number of students tested	17			18	22
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Although there have been three editions of the NMSBA; they overlap 85% year to year.

Subject: Reading

Grade: 3 Test: NM Standards Based Assessment

Edition/Publication Year: 2005/2006/ 2007 Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	81	73	100	75	53
% Advanced	31	17	22	6	11
Number of students tested	32	18	18	32	36
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. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	82			72	46
% Advanced	18			0	5
Number of students tested	17			18	22
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
0					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Mathematics

Grade: 4 Test: NM Standards Based Assessment

Edition/Publication Year: 2005/2006/ 2007 Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	74	88	60	65	48
% Advanced	17	38	15	26	5
Number of students tested	23	16	20	23	21
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. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced				71	50
% Advanced				29	10
Number of students tested				14	10
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 4 Test: NM Standards Based Assessment

Edition/Publication Year: 2005/2006/ 2007 Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	74	94	60	74	62
% Advanced	9	31	20	22	14
Number of students tested	23	16	20	23	21
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. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced				79	50
% Advanced				21	30
Number of students tested				14	10
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Mathematics

Grade: 5 Test: NM Standards Based Assessment

Edition/Publication Year: 2005/2006/ 2007 Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	83	67	65	73	55
% Advanced	42	8	20	36	24
Number of students tested	24	12	20	22	29
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. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	70			92	39
% Advanced	20			50	17
Number of students tested	10			12	18
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 5 Test: NM Standards Based Assessment

Edition/Publication Year: 2005/2006/ 2007 Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	88	83	65	73	83
% Advanced	29	8	20	23	34
Number of students tested	24	12	20	22	29
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. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	80			75	72
% Advanced	10			25	28
Number of students tested	10			12	18
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Mathematics

Grade: 6 Test: NM Standards Based Assessment

Edition/Publication Year: 2005/2006/ 2007 Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	69	64	60	41	34
% Advanced	13	36	13	24	0
Number of students tested	16	11	15	17	29
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. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	50				36
% Advanced	10				0
Number of students tested	10				14
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 6 Test: NM Standards Based Assessment

Edition/Publication Year: 2005/2006/ 2007 Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	63	82	67	71	52
% Advanced	13	27	27	12	0
Number of students tested	16	11	15	17	29
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. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	50				50
% Advanced	0				0
Number of students tested	10				14
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes: