

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: Mr. John Haynal

Official School Name: Helen Marie Smith Elementary

School Mailing Address:
7101 Pinedale Avenue
Las Vegas, NV 89145-5235

County: Clark County State School Code Number*: 264

Telephone: (702) 799-4300 Fax: (702) 799-4436

Web site/URL: schools.ccsd.net/helensmith/ E-mail: jshaynal@interact.ccsd.net

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*: Mr. Walt Rulfes

District Name: Clark County School District Tel: (702) 799-5000

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: Ms. Terri Janison

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

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 2003.
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)	213	Elementary schools (includes K-8)
	<u>59</u>	Middle/Junior high schools
	<u>48</u>	High schools
	<u>1</u>	K-12 schools
	<u>321</u>	TOTAL

2. District Per Pupil Expenditure: 5025

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. 2 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	10	5	15	6			0
K	34	24	58	7			0
1	53	31	84	8			0
2	53	42	95	9			0
3	62	35	97	10			0
4	55	52	107	11			0
5	53	38	91	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							547

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
5 % Asian
10 % Black or African American
35 % Hispanic or Latino
 % Native Hawaiian or Other Pacific Islander
49 % 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: 23 %

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.	63
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	69
(3)	Total of all transferred students [sum of rows (1) and (2)].	132
(4)	Total number of students in the school as of October 1.	570
(5)	Total transferred students in row (3) divided by total students in row (4).	0.232
(6)	Amount in row (5) multiplied by 100.	23.158

8. Limited English proficient students in the school: 18 %

Total number limited English proficient 98

Number of languages represented: 14

Specify languages:

Albanian, Arabic, Cantonese, Filipino, German, Lithuanian, Persian (Farsi), Russian, Samoan, Sinhala, Spanish, Tagalog, Thai, Tigrigna

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

Total number students who qualify: 283

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: 70

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>2</u> Orthopedic Impairment
<u>0</u> Deafness	<u>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>13</u> Specific Learning Disability
<u>5</u> Emotional Disturbance	<u>28</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>15</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>2</u>	<u> </u>
Classroom teachers	<u>25</u>	<u> </u>
Special resource teachers/specialists	<u>10</u>	<u>6</u>
Paraprofessionals	<u>8</u>	<u> </u>
Support staff	<u>8</u>	<u> </u>
Total number	<u>53</u>	<u>6</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 22 :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	96%	95%	95%	95%	95%
Daily teacher attendance	98%	97%	97%	97%	96%
Teacher turnover rate	17%	17%	12%	9%	9%
Student dropout rate	%	%	%	%	%

Please provide all explanations below.

2007-2008: Teachers voluntarily or involuntarily transferred = 4 Teachers who broke contract/no show = 1 Teachers who left due to personal/family reasons= 1

2008-09: Teachers voluntarily or involuntarily transferred =4 Teachers who failed to license=1 Teachers who moved out of state=1

* Information supplied from Human Resources Department.

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	_____	
Enrolled in a 4-year college or university	_____	%
Enrolled in a community college	_____	%
Enrolled in vocational training	_____	%
Found employment	_____	%
Military service	_____	%
Other (travel, staying home, etc.)	_____	%
Unknown	_____	%
Total	_____	%

PART III - SUMMARY

Helen Marie Smith Elementary School is an urban school in Las Vegas, Nevada, one of 320 schools in the Clark County School District. Our school opened in 1975 and was named for Helen Marie Smith, a pioneer in education during the early years of Las Vegas. Approximately 547 students attend our school; 95 percent of our students are within walking distance. We are a first year American Recovery and Reinvestment Act of 2009 (ARRA) Title I school and also a “school of choice” for many students.

Our vision is to improve the overall performance of all students, and our mission at H.M. Smith ES is to provide a safe and positive learning environment for all students. Through collaboration with students, parents and staff, we strive to promote life-long learners who are able to meet the challenges of a diverse society.

Our current student enrollment is 49 percent White, 35 percent Hispanic or Latino, 10 percent African American, 5 percent Asian or Pacific Islander and 1 percent American Indian or Alaska Native. The H.M. Smith ES educational community is a blend of socio-economic levels from homeless to middle-income families. About 52 percent of our students qualify for free or reduced lunch. Our community values the school’s diversity for the positive environment it provides our students, and it is within this environment that dedicated teachers, involved parents and members of the community work together to provide a demanding, well-balanced academic program that meets the needs of all H.M. Smith ES students.

Community involvement is strong at H.M. Smith ES. Our Parent Teacher Organization (PTO) helps with fundraising activities and provides opportunities for parents to assist teachers. Parents organize and run a volunteer copy center for instructors and parents are trained to assist with small group and one-to-one academic opportunities. They also monitor student progress in physical fitness activities. A local Boy Scouts pack, 50 percent of which are students at H.M. Smith ES, meets in our building each Tuesday. Events such as Open House, Donuts for Dads, Muffins for Moms, a Community Pancake Breakfast, multi-cultural nights, PTO Harvest Festival, literacy nights, chess club and a variety of academic competitions such as a math bee, spelling bee and geography bee give opportunities for our parents and community members to participate in special events.

Many of our instructors have taught at H.M. Smith ES for the majority of their careers. Our instructors average thirteen years of service with the Clark County School District with a seven year average at H.M. Smith ES. Sixty percent of H.M. Smith ES teachers have earned a Masters Degree. The level of professionalism and collaboration between H.M. Smith ES staff members is to be noted. Our collaborative nature enables our staff to meet the academic needs of the diverse population of our community.

Other programs housed at H.M. Smith ES include Early Childhood special education, Speech Language Therapy, a self contained classroom for Emotionally Challenged Students (SEC), Gifted and Talented Education (GATE) and Title I Gifted Services (TAGS). Those teaching these programs work together to help students succeed in all areas and ability levels. Our staff is hard working and caring and all have a stake in student success.

H.M. Smith ES has been recognized as a Response To Instruction (RTI) school by the Clark County educational community. We were one of the original 11 pilot schools in 2003-2004. Non-negotiable components of the program include universal screening, progress monitoring, research based instructional/ intervention strategies, data analysis and on-going professional development. The implementation of this process has helped to significantly reduce the achievement gap of our diverse student population.

For the past five years, Smith has made Adequate Yearly Progress (AYP) with two of those years resulting in High Achieving status.

The H.M. Smith ES staff and its community is worthy of the prestigious Blue Ribbon School status and are honored by the nomination.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

H.M. Smith ES has made Adequate Yearly Progress (AYP) for the last five years, including High Achieving status for the 2006-2007 and 2007-2008 school years.

Each spring, all third, fourth and fifth grade students participate in the Nevada Criterion Reference Test (CRT) in the content areas of reading, math and science (fifth grade only). Our fifth grade students also take the Nevada Writing Proficiency Examination. The performance level descriptors are: Emergent/Developing, Approaches Standards, Meets Standards and Exceeds Standards. Students who score in the Meets or Exceeds Standard categories are deemed proficient according to Nevada state standards. Further information regarding these assessments can be found at the Nevada Department of education website: www.nde.doe.nv.gov

School Wide Successes: From 2005 - 2009, H.M. Smith ES increased student achievement from 49 percent to 64 percent proficient in English Language Arts (ELA). In math, we increased from 65 percent to 77 percent overall proficient. Hispanic students increased proficiency from 38 percent to 63 percent in ELA and from 54 percent to 78 percent proficiency in math. Free and Reduced Lunch (FRL) student achievement increased from 35 percent to 58 percent in reading. FRL students also increased achievement from 53 percent to 72 percent proficient in math. H.M. Smith ES also decreased the achievement gap between the percentages of proficient students in the White/Caucasian subgroup in ELA and the following subgroups: LEP students from -29 percent to -12 percent, FRL from -23 percent to -11 percent and Hispanic from -19 percent to -6 percent. We also decreased the achievement gap between the percentage of proficient students in the White/Caucasian subgroup in math: LEP students from -61 percent to -8 percent, FRL from -21 percent to -6 percent and Hispanic from -21 percent to 0 percent. We also achieved a 10 percent decrease in Hispanic students receiving special education services between 2004-2005 and 2008-2009.

Grade Level Successes: Our fifth grade students increased achievement on the CRT math assessment from 65 percent to 88 percent. In reading, proficiency increased from 53 percent to 59 percent. Writing achievement increased from 40 percent to 50 percent. Our fifth graders also increased proficiency from 55 percent to 79 percent in the area of science.

Although the fourth grade CRT scores were not reported for Adequate Yearly Progress (AYP) calculations in 2005-2006, H.M. Smith ES students demonstrated a 12 percent increase over a four-year period. In reading, our fourth grade students increased achievement from 60 percent to 70 percent. These scores are reflective of participation in the CRT assessment from 2006-2007 to 2008-2009.

In third grade, our students' proficiency level on the CRT math assessment increased from 61 percent to 65 percent. In reading, student achievement increased from 51 percent to 67 percent.

Noted Discrepancies:

Although we decreased the achievement gap in most subgroups, the achievement gap increased within our Individual Education Plan (IEP) subgroup from 30 percent to 41 percent in ELA. A change was made in the assessment of special needs students this past year. Students across our district and at all grade levels were impacted, thus contributing in part, to a widening of the achievement gap. Our IEP student proficiency rate compared to White/Caucasian students also increased: 27 percent compared to 69 percent in ELA and 55 percent compared to 78 percent in math. It appears that although the IEP and White/Caucasian subgroups experienced significant gains, the IEP subgroup did not have as great a gain as the White/Caucasian subgroup.

Another disparity that appears significant is the cohort of current fifth grade students. They show a trend of decreased proficiency of between 4 percent to 9 percent in previous testing years in both reading and math. This concern is currently being addressed through targeted intervention and departmentalization in fifth grade.

Much of our success is attributed to the school's unyielding commitment to decreasing the achievement gap for all students with the implementation of RTI. Teachers consistently assess and progress monitor students who score below the 25th percentile. This formative data is utilized to inform and guide instruction and intervention.

As a result, our referrals for special education assessments have decreased by 50 percent in the last five years. For the prior three years, 100 percent of the students that were evaluated were determined eligible to receive special education services.

2. Using Assessment Results:

One of the keys to success at H. M. Smith ES is the use of school-wide, on-going formative and summative assessments to make instructional decisions throughout the school year.

As a key component of the RTI process, our school utilizes curriculum-based measures as a universal screen of all students in kindergarten through fifth grade three times each year. This helps to identify those students performing below the 25th percentile and also those above the 90th percentile. Based on the screening results, students in need of differentiated support are identified for targeted instruction and intervention. We also identify which students would benefit from a more challenging instructional plan. The classroom teachers, specialists and instructional aides work together to provide this differentiated instruction.

Teachers administer universal diagnostic assessments such as phonemic awareness screeners, Developmental Reading Assessment (DRA), Qualitative Spelling Inventory (QSI) and writing traits several times each year. This data is used to inform and plan whole group and differentiated small group classroom instruction for both regular and special education students.

As part of a goal of precision teaching, instructional practices and decisions are data driven, not teacher driven, at the classroom, grade and school level. Teachers systematically measure student progress and adjust instruction or raise student goals based on measured results. Through the RTI process, our school has established decision rules to guide teachers in making timely, formative changes to instruction and intervention. H.M. Smith ES has established a collaborative culture of problem solving so that all teachers provide systematic, targeted instruction at all tiers, with a sense of urgency, focused on learning results and not excuses.

After obtaining results of the state's CRTs and the writing proficiency exam data, teachers collaborate and evaluate results and write an annual school improvement plan.

Most importantly, staff members analyze data to plan for continuous professional improvement through on-going staff development. Self-reflection of teaching practices, based on assessment results, helps us continue to improve our teaching craft and knowledge base.

3. Communicating Assessment Results:

Frequent communication is an integral part of success at H. M. Smith ES. We communicate student performance through bi-monthly progress reports and standards based report cards three times a year. Within the report card comments section, parents are informed of the student's current reading level, percentage of grade level sight words mastered, as well as the number of words the student can read per minute. Grade level goals are also identified within the comments.

During our annual parent-teacher conferences, formative and summative assessment results are explained. Based on the results, a “plan of action” is developed with parents to further student success at home and school. Our teachers also make themselves available for informal parent meetings and phone calls. In addition, Nevada CRT results are mailed home to the parents each year.

Another means of communication with our parents is through ParentLink. This online computer access and telephone system allows the school to communicate important information or reminders to parents both through email and telephone messages. Additionally, it also allows parents to monitor current student grades and attendance.

We send home a monthly school newsletter that informs parents of current school news and accomplishments. Included within the newsletter are two inserts, both in English and Spanish, that provide further information, resources and ideas to parents to facilitate student success.

During the RTI process, data is collected. Charts and graphs are generated and discussed with parents and an individualized intervention plan is developed for students not responding adequately.

Assessment portfolios for fifth grade students are also shared with our feeder junior high schools. These contain both formative and summative assessment results that guide instructional placement and scheduling.

Additionally, we also host Parent Teacher Organization (PTO) and Title 1 meetings in order to communicate school-wide assessment results.

At H.M. Smith ES, we believe that student successes are a cause for celebration. We communicate student success in many ways including the CRT “Wall of Fame,” awards assemblies, Superstar Student of the Week and morning announcements.

4. Sharing Success:

As one of the original RTI pilot schools in the Clark County School District, the staff at H. M. Smith ES has experience implementing a successful school-wide systems change. As a result, staff members have been involved in training various district personnel in the implementation of RTI.

Initial efforts were directed at training regional leaders. Subsequent trainings included administrators, psychologists and literacy specialists. As a result, our staff trained nine elementary school teams within the SW Region. The teams included an administrator, psychologist, literacy specialist, case managers (teachers) and other specialists.

SW Region leadership responded positively to the pilot school training and requested training the following year for teams from all SW Region elementary schools. Staff from H.M. Smith ES assisted with this training. In addition, our staff trained individual elementary schools on RTI. Due to district reconfiguration, additional training was requested to ensure that all the new Service Area 4 elementary schools were trained on the RTI system. During the current school year, the school psychologist and literacy specialist have participated, as part of a professional development team, in training district colleagues on their expanding roles as well as RTI implementation. Training was focused on systems change and role expansion, collaborative decision-making, effective use of data in making instructional decisions, research-based instructional practices (including supporting materials and tools), prescriptive and varied assessment techniques, progress monitoring techniques and parent engagement strategies. Schools have also been provided training, consultation and assistance with AIMSweb[®], a data management and assessment system for screening and monitoring student progress.

For a number of years, formal, informal and consultative services have been provided to schools at different levels within the school district as well as to educators outside CCSD, including San Francisco Unified School

District. H.M. Smith ES has provided opportunities for elementary school personnel throughout the school district to observe RTI meetings and intervention labs, followed by debriefing sessions. Resources and materials are shared to assist the observers in implementing their own programs. We continue to assist schools and individuals through e-mails and phone calls regarding RTI and AIMSweb®. Local universities and colleges have also requested staff members to speak to graduate level classes.

Over time, the effective implementation of RTI and the sharing of our improved outcomes for all students have evolved. Earning Blue Ribbon school status would further validate our success story and expand opportunities to continue sharing our knowledge and experience.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Helen Marie Smith ES follows the Clark County School District's Curriculum Essentials Framework which aligns with Nevada State Standards.

Reading instruction is delivered daily during a 90 to 110 minute instructional block. Harcourt Trophies reading series serves as our primary reading program. This scientifically researched-based series provides opportunities for vocabulary development, building background knowledge and specific skill development. Daily reading instruction includes a balance of shared, modeled, guided and independent reading opportunities using a variety of fiction and non-fiction leveled texts. Instruction is differentiated through the use of flexible groups and precision instruction. The classroom learning environment is also designed to support student success and various learning modalities through the use of words walls, centers, anchor charts and technology.

Our writing instruction is based upon a combination of Lucy Calkins process and the Write From the Beginning[®] program. Explicit instruction on the writing process and traits is taught using mini-lessons and teacher modeling daily for 48 minutes. The students also utilize writing journals and Thinking Maps[®] during writing instruction. Writing content is analyzed based on the writing traits; ideas, organization, voice, conventions, word choice and sentence fluency. Daily instruction is tailored to teach these traits in isolation, along with incorporation into other content areas. Students are actively engaged in the writing process by personalizing their samples and sharing their real-life experiences.

The Scott Foresman enVisions math series is utilized to help our students read, understand and strategize math content at a higher level. The enVisions series offers opportunities for various hands-on, technology-based, individual and cooperative grouping activities. The implementation of math centers and consistent spiraling of content in order to reinforce previously learned concepts has aided in strengthening math deficiencies. Math instruction is delivered daily for 70 minutes.

Science instruction is implemented with the use of FOSS modules and readers, non-fiction texts, literature, videos, field trips and science projects to teach the essential concepts, skills, and experiences of physical science, earth and space science, life science, the nature of science and health. Science instruction is delivered for 110 minutes weekly. Science instruction is consistently integrated within the math, reading, writing and social studies content areas. Students are engaged in hands-on learning activities that allow them to investigate, experiment and learn the scientific process. Affording students the opportunity to make connections to the world around them is an integral component of our science curriculum.

The social studies curriculum at H.M. Smith ES is delivered through the use of the Houghton Mifflin textbook series, with an emphasis on authentic real-life experiences. It is vital for our students to experience the connection between school and real-world experiences. Students utilize local newspapers and Weekly Readers to learn about government, people, cultures and current events. Social Studies instruction is delivered for 80 minutes weekly. Instruction is delivered through direct teaching, family involvement projects, cooperative group activities and discussions. Problem solving and critical thinking skills are developed through the use of supporting activities such as Museum Without Walls, visits from community leaders, field trips and pens pals in other states.

Our music program is an Orff-based curriculum. The music specialist teaches the five elements of music through student participation in singing, movement, playing of instruments and listening to various genres of music.

Curriculum for our art program is based on the national and Nevada state standards for art education. The art specialist teaches grade level concepts, skills, experiences and also incorporates the Discipline Based Art Education (DBAE) model. The art instructor utilizes direct instruction and teacher modeling with visual support to deliver the curriculum. Students are engaged in critical inquiry concerning meaning in works of art, creation of their own art and emphasis on the development of thinking skills and processes. Students are afforded the opportunity to participate in art activities including county wide art contests and art clubs.

The physical education program at H.M. Smith ES follows the CCSD Curriculum Essential Framework, which incorporates life-long healthy living habits, including physical fitness and movement. Instruction is delivered through teacher-demonstration, modeling, student participation and corrective feedback. Basic Aid Training, Jump Rope for Heart, fifth grade track meet and a school-wide field day are student activities that promote physical activity, teamwork and good sportsmanship.

Other curricular areas that support student success are library science, technology and Gifted and Talented Education (GATE). Our library curriculum and instruction focuses on research skills, information access and literature appreciation. Technology focuses on keyboarding skills, research and productivity tools. The GATE curriculum and instruction provides opportunities for accelerated higher-level learning opportunities.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

The curriculum provided by the state of Nevada along with the curriculum standards of the Clark County School District provides the foundation for our reading instruction.

H. M. Smith ES uses Harcourt Trophies as the core reading program for Tier 1 and Tier 2 students in grades kindergarten through fifth grade. We chose this program because it is a research-based, developmental reading/language arts program on our school district's approved list. Trophies includes explicit phonics instruction, direct reading and vocabulary instruction, guided reading strategies, phonemic awareness instruction, systematic intervention strategies, integrated language arts components and assessment tools.

Realizing that no commercial program correlates exactly with state and local standards, curriculum and benchmarks, we supplement this reading program with other complementary reading/language arts curriculum. In order to differentiate instruction, teachers utilize Words Their Way, a program used to increase knowledge of spelling patterns, word study and vocabulary by grouping and moving students through developmental stages. Teachers in the primary grades use Companion Reader, a program that provides systematic explicit phonemic awareness and phonics skill development.

Tier 1 core reading instruction includes whole-group and small group differentiated instruction based on current best practices. Teachers provide, and students achieve, skills in fluency, comprehension, speaking and listening through daily balanced instructional opportunities that include modeled, shared, guided and independent reading. Our reading approach includes direct instruction of decoding strategies, oral reading fluency skills, reading comprehension, guided practice with fiction and nonfiction leveled text, learning centers and independent reading time. Students are exposed to a variety of texts in different genres that incorporate vocabulary, Thinking Maps[®] and comprehension skills.

Small group or individual interventions are added for those students who do not respond adequately to tier 1 core instruction. This differentiated instruction in decoding strategies, word recognition and comprehension skills is provided by teachers, specialists and instructional aides. Student progress is monitored using frequent formative assessments.

Intervention labs are provided to supplement good teaching practices for nonresponsive students in Tier 2 and Tier 3. Computer programs such as Fast ForWord[®], Lexia[®] and Compass[®] Language Arts software are utilized to provide auditory and kinesthetic modalities as well as increased repetition of reading skills.

Trained parent volunteers assist by providing additional opportunities for struggling students to develop and practice reading skills in small group settings.

In addition to Trophies, we offer small group, Tier 3 reading programs, such as Language!TM and Read Naturally[®] to meet the needs of students who do not respond to Tier 1 and Tier 2 instruction and interventions.

3. Additional Curriculum Area:

H. M. Smith ES is in its second year of using the enVision math series for its core math curriculum. This program is aligned to the Clark County School District (CCSD) Curriculum Essential Framework and meets local, state and national standards. All learning styles are supported and additional re-teaching and enrichment lessons address student needs. Teachers use the components of an effective lesson and differentiate instruction through the use of whole group and small group activities, centers, manipulatives, math word walls, vocabulary picture cards for diverse learners, math games and writing activities that develop student problem solving skills.

Students who demonstrate difficulties with math skills are identified as at-risk and receive differentiated instruction. They are progress monitored bi-weekly. Data is reviewed for students who demonstrate inadequate response, and teachers and parent volunteers provide skill reinforcement interventions that are more intensive, and include supplemental instruction. Technology can also play a key role at this level of intervention as students have the opportunity to attend math tutoring sessions or math learning labs.

Our success is supported by a strong focus on computation skills and problem solving concepts. We have two, eighteen-work station mini-computer labs, one located in our primary wing and the other in our intermediate wing. We also have a thirty-workstation computer lab. Students use software programs such as FASTT Math for computation skills and Compass Math for concept development. Twice a week, students are also assessed using Math Blasters, a ten minute multi-level assessment of computation skills.

Our focus on essential mathematical skill development builds the foundation for future student success.

4. Instructional Methods:

As part of the H. M. Smith ES emphasis on early identification and prevention, staff members extend the instructional day to meet the diverse needs of students. We offer before, during and after school tutoring, intervention and enrichment activities, as well as a summer lab for students who are most at-risk. The school staff works as a team to maximize and provide this creative scheduling, instruction and intervention.

Based on continual assessment and instructional methods, group sizes vary to meet students' needs. We provide whole group and flexible small group structures. Teachers deliver balanced instruction so that they scaffold teaching and gradually increase student responsibility to maintain continued student success. Staff members utilize varied instructional strategies using direct teaching, technology and computers to meet the diverse styles of learners.

Classroom teachers, specialists, instructional assistants, peer tutors and English and Spanish speaking trained parent volunteers provide varied instruction and intervention practices. Both general and special education staff members are responsible for all students' learning.

The RTI process incorporates a flexible three-tier system of instructional delivery. If students move through the tiers due to inadequate response, they receive increasingly targeted, differentiated, systematic and explicit instruction. This increases exposures to concepts and skills and the amount of multisensory instruction. RTI interventions are delivered outside of the required minutes of core curriculum instruction.

Our school's RTI team makes data-informed and timely adjustments to practice, based on screening, diagnostic assessments and progress monitoring results. Instruction is provided on grade level as well as instructional level skills in an effort to ensure that students continue to move through developmental levels and reach proficiency.

School and classroom management is an integral part of instruction; therefore, we promote school-wide Positive Behavior Supports and classroom management strategies so that students are able to learn.

5. Professional Development:

At H. M. Smith ES, on-going professional development is determined and planned based on assessment results and school needs. We utilize trained staff members, area and district trainers and online webinars to provide in-depth staff development. Staff members regularly communicate professional development opportunities so that additional certification may be obtained.

We continuously plan and implement professional development for administering standardized assessments and data analysis both at grade and school levels. To support the RTI process, teachers have completed extensive training for both whole school and grade level settings on elements of the law, curriculum based measures and AIMSweb®. Staff members continue to provide training on how to administer diagnostic assessments to plan for differentiated instructional strategies, methods and groupings.

H.M. Smith ES staff has received on-going staff development on higher level learning, reading and comprehension strategies, writing, math, science and the use of technology to support student achievement. These opportunities were provided to clarify common definitions, as well as learn more about "best practices" instruction for all students including English Language Learners (ELL) and inclusive School Practices (ISP).

The school professional development team provides staff development on school-wide initiatives such as best practices in instruction, differentiated instruction, higher level questioning and specific programs such as Thinking Maps® and Write from the Beginning. Positive behavioral supports and behavior modification strategies for students with special needs are also addressed.

In an effort to provide relevant staff development, we strive to review current national educational publications, research, data and trends. Several members of the RTI team traveled to Vanderbilt University to train on RTI and student progress monitoring.

We train all staff members, including instructional assistants and specialists, to continually expand our knowledge base and skill level. Staff members provide coaching and model lessons on building the learning environment, higher level thinking strategies, Depth of Knowledge (DOK) assessment questioning and effective teaching strategies. Because staff development is data-driven and site-based, we feel that it has had a positive impact on, and been directly responsible for, our continued success in improving teacher methodology and increasing student achievement.

6. School Leadership:

Historically, leadership at H. M. Smith ES has not been about one or two people, but the collaborative culture of many individuals who work together to improve the overall performance of all students. Administrators both past and present have developed a culture of shared leadership. By conducting frequent classroom observations, checking lesson plans and report cards, and overseeing committees and grade level meetings, our administrators ensure that policies/programs are adhered to, facilitate school-wide activities and make certain resources are available.

The RTI team is responsible for making certain no child is left behind in their education. This team consists of grade level case managers, an RTI school chairperson, school psychologist, other specialists

and administrators. Implementing the RTI process has facilitated our ability to identify all students who might be at-risk and redefine differentiated instruction and precision teaching through the use of universal screening, progress monitoring and the use of data to make decisions for students' success.

The school improvement team is an ad hoc committee that meets during the first month of school each year and analyzes past data to develop goals for school improvement. Monitoring the school improvement process then becomes the responsibility of the grade level lead team. This team meets weekly and also analyzes data to determine other factors that support student success such as grading, curriculum, the master calendar and the learning environment. The Lead Team reports to the administration giving the school a level of monitoring and accountability that supports success for all.

Our PBS committee has brought a new focus on behavioral expectations for our students. We model the behaviors we expect and reward students for both large group and individual behaviors, such as classroom cleanliness, safety, trustworthiness and responsibility.

Other committees supporting student successes are safety, school-generated funds, literacy, technology, sunshine/social, library and math. Staff members are also advisors to a strong student government group, a one hundred member chess club and a multicultural committee that helps us celebrate our diversity.

Through their leadership, the current team of faculty, support staff and administrators lead H.M. Smith ES in promoting life-long learners and future leaders in our community.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: State of Nevada Criterion-Referenced Test
Edition/Publication Year: 2001 Publisher: Measured Progress

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Meets Standards plus % Exceeds Standards	65	60	72	55	61
% Exceeds standards	34	26	41	18	34
Number of students tested	111	90	83	90	105
Percent of total students tested	99	100	100	100	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Meets Standards plus % Exceeds Standards	58	56	64	46	47
% Exceeds standards	31	28	32	18	17
Number of students tested	60	43	25	39	37
2. African American Students					
% Meets Standards plus % Exceeds Standards					40
% Exceeds standards					30
Number of students tested					11
3. Hispanic or Latino Students					
% Meets Standards plus % Exceeds Standards	72	57	67	47	52
% Exceeds standards	36	21	33	13	24
Number of students tested	36	28	30	30	29
4. Special Education Students					
% Meets Standards plus % Exceeds Standards	67			25	58
% Exceeds standards	44			17	42
Number of students tested	10			12	12
5. Limited English Proficient Students					
% Meets Standards plus % Exceeds Standards	58		53		20
% Exceeds standards	31		13		0
Number of students tested	26		15		10
6. Largest Other Subgroup					
% Meets Standards plus % Exceeds Standards					
% Exceeds standards					
Number of students tested					

Notes:

6. Largest Other Subgroup was Racial Ethnic Group - Asian Pacific Islander.

Blank Boxes indicate data not presented for groups fewer than 10.

Subject: Reading Grade: 3 Test: State of Nevada Criterion-Referenced Test
Edition/Publication Year: 2001 Publisher: Measured Progress

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Meets Standards plus % Exceeds Standards	67	76	81	52	51
% Exceeds Standards	26	34	31	26	24
Number of students tested	111	90	83	90	105
Percent of total students tested	99	100	100	100	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Meets Standards plus % Exceeds Standards	59	74	68	51	33
% Exceeds Standards	19	28	28	31	11
Number of students tested	60	43	25	39	37
2. African American Students					
% Meets Standards plus % Exceeds Standards					40
% Exceeds Standards					20
Number of students tested					11
3. Hispanic or Latino Students					
% Meets Standards plus % Exceeds Standards	66	68	70	47	35
% Exceeds Standards	17	32	30	27	14
Number of students tested	36	28	30	30	29
4. Special Education Students					
% Meets Standards plus % Exceeds Standards	67			25	42
% Exceeds Standards	17			17	25
Number of students tested	10			12	12
5. Limited English Proficient Students					
% Meets Standards plus % Exceeds Standards	60		73		10
% Exceeds Standards	12		20		0
Number of students tested	26		15		10
6. Largest Other Subgroup					
% Meets Standards plus % Exceeds Standards					
% Exceeds Standards					
Number of students tested					

Notes:

6. Largest Other Subgroup was Racial Ethnic Group - Asian Pacific Islander

Blank boxes indicate data not presented for groups fewer than 10.

Subject: Mathematics
Edition/Publication Year: 2001

Grade: 4 Test: State of Nevada Criterion-Referenced Test
Publisher: Measured Progress

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
% Meets Standards plus % Exceeds Standards	72	81	74	61	
% Exceeds Standards	45	38	35	28	
Number of students tested	87	94	87	104	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Meets Standards plus % Exceeds Standards	65	76	60	55	
% Exceeds Standards	40	24	20	18	
Number of students tested	43	38	30	44	
2. African American Students					
% Meets Standards plus % Exceeds Standards	60			42	
% Exceeds Standards	20			17	
Number of students tested	10			12	
3. Hispanic or Latino Students					
% Meets Standards plus % Exceeds Standards	67	86	75	47	
% Exceeds Standards	43	38	33	16	
Number of students tested	30	29	24	32	
4. Special Education Students					
% Meets Standards plus % Exceeds Standards		36	25	77	
% Exceeds Standards		27	8	15	
Number of students tested		11	12	13	
5. Limited English Proficient Students					
% Meets Standards plus % Exceeds Standards	46	73		40	
% Exceeds Standards	36	27		0	
Number of students tested	11	11		10	
6. Largest Other Subgroup					
% Meets Standards plus % Exceeds Standards		82			
% Exceeds Standards		27			
Number of students tested		11			

Notes:

6. Largest Other Subgroup was Racial Ethnic Group - Asian Pacific Islander.

Blank boxes indicate data not presented for groups fewer than 10.

4th grade participated in the pilot program for CRT during the 2005/2006 school year. However this data was not used in determining AYP.

4th grade did not participate in the CRT during the 2004/2005 school year.

Subject: Reading
Edition/Publication Year: 2001

Grade: 4 Test: State of Nevada Criterion-Referenced Test
Publisher: Measured Progress

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
5 Meets standards plus % Exceeds Standards	70	69	60	56	
% Exceeds Standards	15	21	21	18	
Number of students tested	87	94	87	104	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
5 Meets standards plus % Exceeds Standards	61	66	37	47	
% Exceeds Standards	14	21	20	11	
Number of students tested	43	38	30	44	
2. African American Students					
5 Meets standards plus % Exceeds Standards	40			50	
% Exceeds Standards	0			17	
Number of students tested	10			12	
3. Hispanic or Latino Students					
5 Meets standards plus % Exceeds Standards	67	72	50	44	
% Exceeds Standards	17	24	21	6	
Number of students tested	30	29	24	32	
4. Special Education Students					
5 Meets standards plus % Exceeds Standards		9	25	46	
% Exceeds Standards		9	0	8	
Number of students tested		11	12	13	
5. Limited English Proficient Students					
5 Meets standards plus % Exceeds Standards	36	46		10	
% Exceeds Standards	0	9		0	
Number of students tested	11	11		10	
6. Largest Other Subgroup					
5 Meets standards plus % Exceeds Standards		64			
% Exceeds Standards		9			
Number of students tested		11			

Notes:

6. Largest Other Subgroup Racial Ethnic Group - Asian Pacific Islander.

Blank boxes indicate data not presented for groups fewer than 10.

4th grade participated in the pilot program CRT during the 2005/2006 school year. However this data was not used in determining AYP.

4th grade did not participate in the CRT during the 2004/2005 school year.

Subject: Mathematics Grade: 5 Test: State of Nevada Criterion Referenced Test
Edition/Publication Year: 2001 Publisher: Measured Progress

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Meets Standards plus % Exceeds Standards	88	78	79	65	65
% Exceeds Standards	56	33	24	19	20
Number of students tested	100	87	104	100	114
Percent of total students tested	100	100	100	100	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Meets Standards plus % Exceeds Standards	87	74	64	60	52
% Exceeds Standards	47	30	24	15	7
Number of students tested	47	50	42	48	43
2. African American Students					
% Meets Standards plus % Exceeds Standards			75	58	46
% Exceeds Standards			17	8	0
Number of students tested			12	12	13
3. Hispanic or Latino Students					
% Meets Standards plus % Exceeds Standards	88	79	68	67	51
% Exceeds Standards	58	25	18	21	14
Number of students tested	33	28	34	39	35
4. Special Education Students					
% Meets Standards plus % Exceeds Standards	47	46	54	38	21
% Exceeds Standards	20	0	23	0	7
Number of students tested	15	11	13	16	14
5. Limited English Proficient Students					
% Meets Standards plus % Exceeds Standards	70		40		
% Exceeds Standards	0		13		
Number of students tested	10		15		
6. Largest Other Subgroup					
% Meets Standards plus % Exceeds Standards					90
% Exceeds Standards					10
Number of students tested					10

Notes:

6. Largest Other Subgroup was Racial Ethnic Group - Asian Pacific Islander.

Blank boxes indicate data not presented for groups fewer than 10.

Subject: Reading Grade: 5 Test: State of Nevada Criterion-Referenced Test
Edition/Publication Year: 2001 Publisher: Measured Progress

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Meets Standards plus % Exceeds Standards	59	48	66	45	53
% Exceeds Standards	3	9	6	2	6
Number of students tested	100	87	104	100	114
Percent of total students tested	100	100	100	100	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Meets Standards plus % Exceeds Standards	58	46	55	33	38
% Exceeds Standards	6	12	5	2	5
Number of students tested	47	50	42	48	43
2. African American Students					
% Meets Standards plus % Exceeds Standards			67	25	23
% Exceeds Standards			8	0	0
Number of students tested			12	12	13
3. Hispanic or Latino Students					
% Meets Standards plus % Exceeds Standards	55	54	50	46	32
% Exceeds Standards	6	11	0	0	3
Number of students tested	33	28	34	39	35
4. Special Education Students					
% Meets Standards plus % Exceeds Standards	13	18	31	13	21
% Exceeds Standards	0	0	8	0	0
Number of students tested	15	11	13	16	14
5. Limited English Proficient Students					
% Meets Standards plus % Exceeds Standards	20		27		
% Exceeds Standards	0		0		
Number of students tested	10		15		
6. Largest Other Subgroup					
% Meets Standards plus % Exceeds Standards					80
% Exceeds Standards					10
Number of students tested					10

Notes:

6. Largest Other Subgroup was Racial Ethnic Group - Asian Pacific Islander

Blank boxes indicate data not presented for groups fewer than 10