U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools):   ☐   ☑   ☐   ☐
(Check all that apply, if any)   Charter   Title 1   Magnet   Choice

Name of Principal: Mrs. Tamara Winston

Official School Name: Thelma Smiley Morris Elementary School

School Mailing Address: 801 Hill Street

                            Montgomery, AL 36108-2713

County: Montgomery   State School Code Number: 051-0463

Telephone: (334) 223-6920 E-mail: tamara.winston@mps.k12.al.us
Fax: (334) 241-5399   Web URL: http://www.morris.mps-al.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*: Ms. Barbara Thompson   Superintendent e-mail: superintendent@mps.k12.al.us

District Name: Mountgomery County Schools   District Phone: (334) 223-6700

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. Charlotte Meadows

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.

11AL4

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 2010-2011 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 2005.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.

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

1. Number of schools in the district:
       (per district designation)

36	Elementary schools
12	Middle/Junior high schools
7	High schools
0	K-12 schools
55	Total schools in district

2. District per-pupil expenditure: 8735

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Urban or large central city

4. Number of years the principal has been in her/his position at this school: 1

5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	11	9	20		6	0	0	0
K	54	36	90		7	0	0	0
1	52	44	96		8	0	0	0
2	36	38	74		9	0	0	0
3	51	30	81		10	0	0	0
4	26	26	52		11	0	0	0
5	35	28	63		12	0	0	0
					Total in Applying School:			476

6. Racial/ethnic composition of the school:

1	% American Indian or Alaska Native
0	% Asian
96	% Black or African American
1	% Hispanic or Latino
0	% Native Hawaiian or Other Pacific Islander
1	% White
1	% 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 2009-2010 school year: 9%

   This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred ***to*** the school after October 1, 2009 until the end of the school year.	18
(2)	Number of students who transferred ***from*** the school after October 1, 2009 until the end of the school year.	24
(3)	Total of all transferred students [sum of rows (1) and (2)].	42
(4)	Total number of students in the school as of October 1, 2009	449
(5)	Total transferred students in row (3) divided by total students in row (4).	0.09
(6)	Amount in row (5) multiplied by 100.	9

8. Percent limited English proficient students in the school: 1%

   Total number of limited English proficient students in the school: 4

   Number of languages represented, not including English: 2

   Specify languages:

9. Percent of students eligible for free/reduced-priced meals: 98%

    Total number of students who qualify: 474

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-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 89%

    Total number of students served: 54

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

1	Autism	0	Orthopedic Impairment
0	Deafness	5	Other Health Impaired
2	Deaf-Blindness	0	Specific Learning Disability
0	Emotional Disturbance	7	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
24	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities	14	Developmentally Delayed

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

Number of Staff

	Full-Time	**Part-Time**
Administrator(s)	1	0
Classroom teachers	27	0
Special resource teachers/specialists	7	0
Paraprofessionals	6	1
Support staff	12	0
Total number	53	1

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:   21:1

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

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	96%	97%	96%	96%	97%
Daily teacher attendance	95%	95%	97%	97%	96%
Teacher turnover rate	23%	18%	21%	25%	16%
High school graduation rate	0%	0%	0%	0%	0%

If these data are not available, explain and provide reasonable estimates.

T.S. Morris Elementary school has experienced a higher than 12 percent turnover rate in its faculty. Some of the reasons are unavoidable such as state mandated proration and highly qualified criteria being assessed for all teachers. The remaining numbers can be attributed to administrative decision based on teacher performance.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

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	0%
Total	**0**%

PART III - SUMMARY

Thelma Smiley Morris Elementary School (T.S. Morris) opened as a brand new facility in August 1999, under the leadership of principal, Sophia L. Johnson. Located at 801 Hill Street, in urban, west, Montgomery, Alabama, T. S. Morris replaced the declining, Loveless Elementary School as the pride of the community. T.S. Morris Elementary (a Title 1 school) is one of 36 Elementary Schools in Montgomery Public Schools; the district serves 31, 800 students on 57 total school sites. T.S Morris has the capacity to serve 600 students in its thirty-eight classrooms; it has served approximately 400 to 500 students annually, in grades pre-Kindergarten through fifth, during its 11 year history. Currently 500 students attend T.S Morris with an average of 18 students to one teacher ratio in grades pre-K-2nd and 27 to 1 in grades 3rd-5th. The majority (of the students) are from disadvantaged, low socio-economic neighborhoods in this community; 98.5% of the current student-body qualifies for free and/or reduced lunch. T.S. Morris received a large number of students from a 100% free and reduced lunch, Title 1 school that was closed by the school district in 2008.

T.S. Morris Elementary School is accredited by the Southern Association of Colleges and Schools/Council on Accreditation and School Improvement. The community applauds the work of an energetic and caring faculty and staff who reflect an ongoing pursuit of continuous school improvement. Faculty, parents and an engaged community partnership work to prepare students with knowledge and skills for successful engagement in the school environment and beyond. Under the administration of current principal (and former assistant principal) Tamara Winston, the school community lives the vision of seeing all students as successful learners. Thelma Smiley Morris was recognized as a 2011 National Distinguished Title 1 School and Torchbearer School for 2009-2010 and 2010-2011. The school's motto is, "The race for excellence has no finish line." Thelma S. Morris Elementary School has met 100% of its 13 proficiency and participation goals since the 2006 school year.

The mission of Thelma Smiley Morris Elementary is to educate students to their greatest potential, in a nurturing environment, that encourages growth and inspires life-long learners. T.S. Morris students are constantly challenged by their teachers to reach for higher levels of academic achievement. Teachers create nurturing learning environments that serve as invitations for students to experience first hand explorations of concepts and content. Bulletin boards, charts, graphs, books, stories, problem solving strategies and many other academic curriculum applications adorn the T.S. Morris hallways—expecting student engagement. A dynamic support staff to include, a nurse, librarian, P.E. teacher, technology teacher, literacy, reading and math coaches, custodians, and lunchroom staff all work collaboratively with classroom teachers to create learning opportunities of the highest quality. Our math coach, Stephanie Glover, received the prestigious Milken National Educator Award in 2008.

The administration and staff at T.S. Morris work to align curriculum, instruction and assessment. The curriculum at T.S. Morris is standards-based; school, district, state and national assessments provide valuable information for the management of the curriculum. Teachers and administrators collaborate to understand precisely what students are expected to know and be able to do. Research-based strategies are utilized to get the most out of student learning opportunities. Teachers are provided forty-five minutes daily to collaborate and discuss instructional strategies and curriculum issues by coordinating their planning periods. T.S. Morris provides an array of continuous improvement strategies such as, weekly grade level meetings, book studies, on-going teacher mentoring, interdisciplinary lessons, common assessments, and the integration of technology to support the academic performance of its students.

The teachers are provided additional technology resources to enhance their classroom instruction. They receive on-going professional development to improve the integration and implementation of technology. We have three fully equipped computer labs for student use. All classrooms have smart boards, LCD projectors and screens, document cameras, and at least three to four computers to expose the students to a variety of instructional strategies based on their areas of focus. Daily reading and math standards are integrated with technology through the use of WTSM (an in house broadcast) daily television show. Thelma Smiley Morris Elementary attributes the success of its students to strong administrative and teacher leadership, community support, parental involvement, and most importantly dedicated faculty and staff.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Students at T.S. Morris Elementary School participate in a number of state assessments; included are the Stanford Achievement Test 10th Edition (SAT 10), the Alabama Reading and Mathematics Test (ARMT), and the Alabama Direct Assessment of Writing (ADAW); it uses writing prompts in the narrative, descriptive, or expository modes, for fifth graders only. Dynamic Indicator of Basic Early Literacy Skills (DIBELS) is a reading literacy assessment. T.S. Morris teachers adhere to a reading calendar and curriculum frameworks developed by the school district. The curriculum is aligned with the standards from various Alabama Courses of Study.

The *No Child Left Behind Act of 2001* requires states to measure public school and district achievement and to establish annual achievement targets. The over-arching goal is for all students to meet or exceed standards in reading and mathematics by the 2013-14 school year. Each year, the state will calculate a school or district's Adequate Yearly Progress (AYP) to determine if students are improving in performance based on the established annual targets.

The ARMT, a criterion-referenced test consists of questions from the Stanford Achievement Test. Students in grades 3rd – 5th are measured according to the achievement performance of the following levels:

- Level I—Does not meet academic content standards

- Level II—Partially meets academic content standards

- Level III—Meets academic content standards

- Level IV—Exceeds academic content standards

The Alabama State Department of Education website: www.alsde.edu provides information about the state's assessment program. You must select reports, then click by school, choose Montgomery County, and select T.S. Morris Elementary.

 The 2010 ARMT data results reveals that in the area of reading 98% of third graders, 98% of fourth graders, and 97% of fifth graders scored proficient in Levels III and IV. In the area of math 96% of third graders, 100% of fourth graders, and 98% of fifth graders scored proficient in Levels III and IV.

The 2010 ADAW shows that the students scored 80% proficient in Levels III and IV. Students are measured by their performance of Level I – which indicates little understanding of the writing, Level II – which indicates that the writing reflects some understanding of the writing, Level III – which indicates that a good understanding of the writing, and Level IV – indicates that the writing is thorough. T.S. Morris developed a writing plan to assist with the development of good writing skills. The writing plan is modified each year according to the results on the ADAW. The attendance records reveal that student attendance is averaging 96% --which is above the 95% state attendance rate goal.

Teachers carefully collect and disaggregate data continuously to monitor and evaluate student learning. In order to improve the achievement of students and the overall instructional program, the staff will analyze assessment results and a variety of other measures. These measures will be used to drive instruction and to plan professional development strategies for teachers .to provide assistance to the students. There is a strong inclusion of teachers in academic decisions after the review of the following

assessments: ARMT, SAT 10, ADAW, DIBELS, STAR Reading, STAR Math, Accelerated Reading, pre and post assessments, and informal assessments (end of the unit tests, teacher made test, mid-nine weeks progress reports, benchmark tests). Teachers regularly meet to evaluate processes and programs, to consider areas for focus and to measure progress of students.

2. Using Assessment Results:

Assessment results are of most use when they are shared among faculty/staff members and used as a tool for facilitating discussion about improving a curriculum. T.S. Morris aggressively uses data/results to determine the areas to target for focus. The school uses a comprehensive assessment system to monitor and evaluate student learning and to improve curriculum and instruction. The teachers select the assessment methods that are relevant to the information needed and uses the results in planning for instruction. Teachers also use the results of the assessments to identify students who are experiencing difficulty meeting proficiency or advancing levels of academic achievement. The teachers maintain a current, comprehensive profile of student performance data. The information is disaggregated at the beginning of each school year. Teachers participate in professional development decisions to learn how to utilize the different assessments and how to implement explicit classroom instruction based on the results of the assessments. Teachers are provided copies of all testing data and use this information to improve student achievement. Meetings are held throughout the year to assess the data and to strategize how to best utilize this information to improve instruction.

T.S. Morris employs key indicators and performance expectations for student learning. Instruction is built around a framework dictated by the Alabama State Department of Education. Lesson plans are created by teachers correlated with the Alabama Course of Study and Curriculum Frameworks. Teachers use a variety of instructional strategies when developing students' academic ability. It is vital that teachers reach all children at T.S. Morris, so lessons are planned to meet the various learning styles. The learning activities that are available in the classroom and through teacher instruction reflect not only curriculum goals established by T.S. Morris, but also how each student can best achieve these goals. A large percent of instructional time is spent in small groups. The teachers focus on meeting individual students' needs, and the goal is for every student to excel academically. Teachers incorporate instructional/remedial strategies in their lesson plans and implement them in the classroom to enhance academic strengths, as well as address deficiencies that have been reflected through the results of standardized tests.

Weekly data meetings are held to discuss areas of strengths and/or weaknesses in the core curriculum. After analyzing the students' assessments, our faculty and staff examine their data results and discuss implications and reflect on ways to improve student learning by improving teacher instructional practice. Innovative methods and strategies are at the forefront of classroom instruction because of job embedded professional development. Data is collected routinely—all kinds of data to ensure that the curriculum is aligned to instruction, assessments, and standards. Using various data resources at our school to assist with decision making provides the opportunity to pave the way for creating a positive environment. Teachers collaborate to address specific skills to improve instructional practice in the classroom. There has been a sharp increase in student achievement across all groups of students because of the consistent use of data to inform instruction.

3. Communicating Assessment Results:

Everyone in our school community, from teachers to custodians, has a responsibility to assist students become high achievers. Parents and community stakeholders are made aware of the data results through publications such as the local newspaper and the school newsletter; Open House; the school's website, and School Messenger. Teachers send home a copy of the Alabama State Department of Education results in the student's report card. Additionally, the State Department of Education posts each school's results on their website.

T.S. Morris Elementary School assessment results are provided in language that is understandable and useful to the parents, teachers, and students. It is important that we share our data with all stakeholders who visit our building. We display the results of the data by the front office, so everyone has the opportunity to view the progress with the services we offer. Parents are invited to participate in monthly First Friday, teacher –parent conferences and assemblies. Our Parent Liaisons inform of our data results to the parents. They use flyers, newsletters, and workshops for opportunities to bridge the communication between parents and school.

The Progress Report is an important form of communication between school and home. The school believes in communicating with parents about students' struggles, successes and classroom behavior; this helps to provide a well-rounded look at progress in the classroom. T.S. Morris Elementary promotes academic excellence by empowering children to set and achieve high standards, develop problem-solving skills, be self-reflective, make responsible decisions and become life long learners. Comprehensive progress reports are distributed biweekly to parents with signed papers. It is important that our parents are abreast of their child's progress and it is critical to keep them informed.

4. Sharing Lessons Learned:

Thelma Smiley Morris Elementary has progressed successfully academically over the past five years. The parents, students, faculty, and community share our success through school assemblies and newsletters. The stakeholders are involved in the school in various ways to ensure the school is successful. Montgomery's Partners In Education support the school through rewards. A Partners' Alliance has been in strong relations with T.S. Morris since 2000. We meet bi-monthly at the school to discuss strategies to provide assistance and support to our students. This partnership has proven to be beneficial for the faculty, parents, and students. First United Methodist, Day Street and Lily Baptist Church, Frazier Memorial Methodist Church, and Free Will Baptist Church are just a few of the surrounding churches that have been a tremendous support to volunteer and assist moving our students academically. First United Methodist Church featured the school in their monthly newsletter highlighting our progress.

The Cleveland YMCA partners with the school to provide an extended afterschool program and a summer school program for the students. These programs assist the students in the areas of reading, math, science, and writing. Frazier Memorial Church provides weekly chess lessons for our students. These lessons allow the students to improve their critical thinking skills as they participate in competitive on and off campus matches. Karate lessons are taught twice a week to improve the self awareness skills of our students.

T.S. Morris Elementary has been recognized for the last two years as an Alabama Torchbearer School-- A public school of high poverty that has overcome the odds to become a high-performing school. We have received recognition through the Alabama State Department of Education, for being a National Title I Distinguished School for our innovation in helping Title I populations achieve high educational standards. T.S. Morris has participated each year in the "Principal Shadowing" when a community leader visits to observe and get a feel for school operations. The school has also received a Resolution by the State Board of Education for our academic performance.

Teachers have participated in various classroom observations from other teachers throughout the district; Our teachers are asked to model our classroom instructional practices. Students participate each nine weeks during our Honor's Program as their achievement is highlighted

The school has been recognized in the *Montgomery Advertiser* a local newspaper, WSFA and WAKA local television stations for making substantial gains based on our data results. The school has received certificates from the Montgomery County Board of Education for our success.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

T.S. Morris Elementary School offers a research-based curriculum that supports best practices and clearly defines expectations for student learning. Curriculum in all subject areas is based on high rigorous expectations for student achievement. The students are provided both whole group and small group instruction with regular assessments to assure specific skill mastery. Instructional strategies include a strong focus on fluency, comprehension, and vocabulary. Students who are struggling receive additional instructional time through flex-time, double dose time, and tutoring programs.

The curriculum is monitored by the principal, reading/math coaches, Central Office staff and state department representatives. Walk-throughs are regularly scheduled to assess and support the classroom teachers. The reading/math coaches are available to provide feedback, side by side coaching, and professional development to teachers who need additional training.

T.S. Morris Elementary is an Alabama Reading First Initiative (ARFI) School. Reading instructional time is mandated and protected. With protected time and teacher schedules, a climate that is conducive to learning is achieved. Reading and learning strategies are incorporated in all subject areas. The curriculum ensures that each content area includes a set of essential knowledge and skills. T.S. Morris Elementary plan our curriculum around the Alabama Course of Study, Curriculum Frameworks, Pacing Guides, and district calendar. The textbooks are utilized as a resource, but the Alabama Course of Study is implemented to ensure the students receive a high quality education. The Curriculum Framework ensures that subjects are taught and mastered appropriately. Student expectations are aligned with their specific area and grade level.

T.S. Morris Elementary uses textbook adoption resources for Read Well, Scott Foresman, Harcourt and Crystal Clear Press. The school provides various instructional resources to support student learning. Additional resources are implemented from COACH Series, Buckle Down Resource Book, Wordly Wise, Math Facts in a Flash, SIPPS and Item Specifications. We have created supplemental material (journals, warm-up notebook, and spelling/vocabulary) for the teachers to enhance their classroom instruction. We ensure that our staff participates in professional dialogue to collaboratively gather, analyze, and use data to evaluate the curriculum by conducting common planning times with the reading/math coaches, grade level meetings, and data meetings. The staff uses community resources to support and enhance their curriculum. The principal, faculty and staff work together to analyze data, determine areas of strength and weakness, and modify the curriculum to target specific needs.

The curriculum is implemented to challenge each student to excel and reflect commitment to equity, appreciation of diversity, and recognition of different learning styles. Teachers incorporate lessons to reach all students in the classroom. Every teacher includes work stations or centers in their lesson plans that provide cross-curricular experiences for the students. The teachers offer a variety of activities that enhance learning and allow students to use higher order thinking skills.

T.S. Morris provides a balanced curriculum that blends academic, social, and physical development. It is important to know that reading, writing, learning strategies, and critical thinking skills are included in all subject areas. T.S. Morris teachers plan fieldtrips to provide opportunities for interdisciplinary experiences. The media specialist works closely with teachers to provide the necessary resources for teachers as they plan their classroom instruction and lessons. We offer fine and applied arts, music, and physical education. An afterschool program Building Ongoing Opportunities for Student Testing (BOOST) is offered to our students through the Cleveland Avenue YMCA.

2. Reading/English:

Thelma Smiley Morris Elementary reading curriculum was developed by the Alabama State Department of Education. The reading series was adopted by the Montgomery County Board of Education with the input of various teachers, the community, and business leaders.

There are two different reading programs utilized within MPS (Montgomery Public Schools): Read Well, which is used by Kindergarten and 1st grade and Scott Foresman, which is used by grades 2nd through 6th.

Read Well is a researched based program designed for students in grades K and 1st to enhance literacy abilities. It targets the five big ideas (phonemic awareness, phonics, vocabulary, comprehension, and fluency). It is based on scaffolded instruction, in which the teacher begins by modeling a skill or strategy and then gradually decreasing their support by providing guided practice before students are asked to complete a skill or strategy independently. Teachers and students read new text together with the teacher reading difficult or irregular words. As students' skill and motivation increases, the amount of teacher read text decreases and the student is given more independence. Students are taught in a whole group setting where they are taught at their independent level. Read Well is comprised of three small instruction groups: Benchmark group, in which students perform on grade level; Strategic group, in which students perform at least 70% on grade level; and Intensive group, in which students perform below grade level.

We used several resources to improve the level of reading for those students performing below grade level. Teachers' schedules have an hour incorporated in to allow additional time to work with students that did not master a skill previously taught. The reading coach works with teachers during the morning reading block and then place struggling students in small groups for further assistance in the afternoon. Also, teacher tutors assist struggling students in the computer lab where they monitor students using Earobics or Starfall, which helps with phonemic awareness, phonics, and blending skills. First grade students also participate with "Walk to Read". This is where teachers focus on one level of students, either Benchmark, Strategic, or Intensive students. According to our DIBELS (Dynamic Indicator of Beginning Literacy Skills) and Read Well data, kindergarten and 1st grade students are performing at 80% on grade level.

Second through fifth grade students use the researched based Scotts Foresman Reading Program. This reading program is aligned with the Alabama State Standards and is set in a format that allows extensive practice in preparing for ARMT/SAT-10 (Alabama Reading Math TEST/ Stanford 10). Teachers that utilize Scott Foresman teach whole group as well as small group. The three small groups are Advanced, which are students that perform above grade level; On-level, which are students that perform on grade level; and Below level, which are students that perform below grade level.

After teaching whole group, teachers pull students to teach them on their independent level so that frustration doesn't set in. In order to provide intensive help for students not performing on level, we use several different resources, such as the reading coach and various reading tutors placing students in small group sessions for additional support. Also, PIE (Partners in Education) provide additional support by tutoring select students once a week.

To increase students' vocabulary and comprehension, we have purchased several resources for K – 5th grade. These resources are Wordly Wise Vocabulary, Coach, Scoring High and Buckle Down. Computer software such as Earobics, Starfall, Educationcity, and Accelerated Reader are all an important part of how we increase student comprehension. Students can read an Accelerated Reader book and then complete a comprehension test and/or vocabulary test on the book. Teachers can view their students Accelerated Reader scores to determine if they are struggling with comprehension. Progress monitoring of fluency and comprehension is done bi-weekly. This is to measure to see if students are steadily making progress.

Lastly, a Mock Reading Assessment is administered every two weeks beginning in the second semester. This assessment allows us to determine if students are mastering necessary skills for the next grade. Here

at Thelma Smiley Morris Elementary we have discovered that our approach to teaching reading has been effective for our students to become successful readers. Our data proves this to be the case.

3. Mathematics:

To enhance the students' writing skills and problem solving skills, math journals are incorporated into the math classroom daily. The journals allow the students to write and talk about math topics every day. Putting thoughts into words helps to clarify and solidify thinking. By sharing their mathematical understandings in written and oral form with their classmates, teachers, and parents, students develop confidence in themselves as mathematical learners; this practice also enables teachers to better monitor student progress.

To build on the problem solving approach to learning, chess lessons are also implemented into our third grade math curriculum once a week for an hour. As an extension to this program, we created the Marlins Chess Club that meets once a week after school.

Another important component to our math curriculum is the integration of technology to enhance learning. We developed a television show for the school's closed-circuit channel called "M.T.V. (Math Television)" on which faculty and students feature daily open ended math questions for students to answer. In addition, the teacher presents math lessons utilizing the SMART board. This helps create a fun and engaging way for students to interact with technology in the classroom.

Problem solving centered classrooms allows students to be actively engaged in learning. At the beginning of the each school year, standardized test results from SAT-10 and ARMT are provided to the teachers. These results are analyzed by both previous grade level, to determine specific weak areas are evident, and by the current grade level to determine specific students to target for weaknesses identified by the tests.

The teachers incorporate the following math strategies and resources in their daily instruction with their students:

- Real World Connections

- Literature Connections

- Math Journals

- Problem Solving Journals

4. Additional Curriculum Area:

Students at Thelma Smiley Morris Elementary School are afforded many technological opportunities. T.S. Morris is fully equipped with the technology needed to ensure our school mission, which is to prepare students for the ever changing world that awaits them, in a safe environment. Students have the use of a main computer lab, three min labs, technologically equipped media center, smart boards, and a cafetorium with surround sound style speakers for presentations and programs.

In the main computer lab students have thirty desktop computers, two video recorders, an Elmo, one television (with DVD and VHS capability) one DVD/VCR combo, one LDC projector, one DVD/CD Tower, three color and photo printers, one Digital Media Encoder, and video editing and keyboarding software . In this lab students are able to practice essential keyboarding skills, video, anchor a news broadcast, create word documents, produce Power-Points, brochures and much more. Video cameras are used by students to air a daily math half hour which is aimed at preparing students for state testing. Students video and appear in these recordings daily.

Kindergarten and first grade students also enjoy the use of two mini labs which have approximately thirteen computers in one lab, and two smaller labs with six and four computers. Our special education facilitator has between thirteen and fifteen computers for student use. Each of our over 20 standard classrooms have a minimum of three computers for student use and up to six computers in some classes. The school averages about four per class. Classrooms in grade one through five all are each equipped with smart boards. Grades 2nd - 5th also have LCD projectors, Elmos, and laptops to enhance student learning.

Our media center is equipped with fifteen computers for student use as well as a poster maker, Lap top computer, Elmo, and LCD projector. The school cafetorium is equipped with an 80 inch projection screen, wireless microphones, surround sound speakers and CD player. In addition to this equipment, the front office has a DVD/VHS combo that allows for broadcasting movies or plays throughout the cafetorium or entire school. The front office area is also home to a forty-two inch digital signage screen that displays photos of the school year in review and also has video capability.

T.S. Morris also has wireless access throughout the building, network printing capability, and each grade level has its own digital camera and photo printer for student use. Our school has remained up to date with the latest technology in order to give our students the essential technology background needed to compete globally. We will continue to provide our students with the best technology available in order to further integrate technology into our daily curriculum.

5. Instructional Methods:

Thelma Smiley Morris Elementary uses various instructional strategies and routines to ensure that all children are receiving and understanding the content. The expectation for teachers is that each plan well, plans collaboratively, instruct with variety, monitor systematically, and assess to ensure that understanding has taken place. Aligning instruction with expectations and providing opportunities in all areas for all of our students is important to us. The faculty at T.S. Morris works diligently to implement instructional methods to reach the various learning styles of our students; a review of the teacher's daily lesson plans reflect the emphasis on this alignment.

Our instructional program employs strategies and activities that are research-based and reflect best practices. Strategies essential to teaching students how to learn and how to read are incorporated across all subject areas. We begin with gathering and then analyzing student data from all available sources; we then match activities and strategies. We utilize a time-line and schedule to ensure that state standards and content is presented. Cooperative learning, active student engagement and targeted student instruction are strategies found in all classrooms. We believe it is important to understand the needs of our students and to bridge the gaps between what they already know and what they need to know.

Student reading performance is assessed regularly through DIBELS progress monitoring on a weekly, biweekly, and monthly schedule. Reading, math, and science are assessed informally and formally during each nine weeks; this includes the use of pre and post tests. Systematic instruction in phonemic awareness, phonics, vocabulary and comprehension are integral to our instructional program as are the use of small group and whole group instruction. A number of interventions serve to ensure the proficiency of our students. Daily and test grades in all subject areas are used to assess progress and mastery of the skills.

Again, we find the presence and work of specialists to be invaluable to our students' daily success; Special Education teachers, a Reading Coach, a Math Coach, a Media Specialist, and a Technology instructor make certain that students are exposed to a wide array of opportunities to ensure academic success. The coaches and classroom teachers do an exceptional job with accommodating all learning styles. Teachers do a good job of teaching to the strengths of students; they utilize hands-on experiences to make the learning of concepts more meaningful. A large amount of instructional time is conducted in small groups. The faculty and staff have a laser focus on meeting individual students' needs, and the goal is for every student to excel academically. Instruction is data driven and is subject to change in an effort to address the needs of all learners.

T.S. Morris Elementary uses the Alabama Course of Study standards that have been identified as some of the more rigorous in the nation. We ensure through professional development that teachers are extremely and securely familiar with each course of study. The adopted Harcourt Math textbook is used as a resource along with other math resources, guides and math manipulatives. The central focus of mathematics instruction at T.S. Morris is problem solving. Problem solving becomes both the starting point and the ending point to a well-balanced mathematics lesson. Problem solving centered classrooms allow the children to explore math through dialogue to quench their natural inquisitiveness. Our students like to explore, investigate, and hypothesize. Allowing them to communicate their ideas, share their insights, apply previously learned knowledge to new situations, reflect on their experiences, and ultimately discover new math ideas is what leads to success.

6. Professional Development:

The faculty and staff are continuously involved in on-going professional development based on the assessment results and the needs of both staff and students. The district implements at least four system-wide professional learning days to train staff in strategies that accompany district-wide initiatives. The teachers are also afforded job-embedded training to assist them with their instructional practices for use in the classroom. They attend weekly meetings with administration, reading and math coaches to analyze student assessment results, discuss lesson plans, instructional strategies and resources to improve student achievement.

The faculty and staff are provided the opportunity to participate in professional development and training by subject areas at T.S. Morris. The teachers are provided workshops during faculty meetings on Building Based Student Support Team procedures, The Employee Evaluation process, Classroom Management, and many other topics to assist them with their professional responsibilities. The teachers utilize the STI Professional Development Program when registering for professional development and when seeking for additional professional development trainings.

Reading and Math coaches provide workshops for parents to help them assist their children in the areas of reading, math and other curriculum areas. The school counselor provides workshops for parents to assist them with parenting skills. The guidance department ensures that the developmental needs of the Pre-K – 5th grade students are addressed.

The faculty and staff participate in book studies to assist in targeted areas of weakness. Targeted professional development is offered not only during the school day, but it is also offered on Saturdays. The teachers participate in workshops geared to help us to reach every child. We have visited the local Hyundai Automotive plant to gain strategies to help us work as a team. Our school knows that there is "No I in Team" and that it is important to work collaboratively.

The faculty and staff attended three-day training on Ruby Payne's "*A Framework for Understanding Poverty"*. It was a powerful workshop which was very informing to us and which provided strategies to assist us with serving students and parents of poverty. The workshop content introduced the hidden rules that govern how to approach and relate to individuals from various social classes.

7. School Leadership:

The principal involves the faculty in all decisions that affect the entire school. Through surveys, questionnaires, presentations, and meetings the faculty is given opportunities to provide input to benefit school operations. The administration of T.S. Morris is open and accepts and evaluates the use of suggestions for school improvement. In staff organization, the faculty is assigned to various committees to include a Building Leadership Team; The Building Leadership Team closely monitors the curriculum and instructional program and works with the administration to ensure that every student need has been addressed. The principal meets with the faculty on a weekly basis to determine areas of focus and to build on strengths.

The staff recommends instructional needs and the principal actively seeks additional instructional resources to enhance and achieve best academic performance.

The principal engages in professional learning provided by the district and in state-sponsored professional learning training that promotes job-embedded and train-the-trainer strategies. As a result the principal makes provisions for the staff to have job-embedded opportunities for growth. Daily walk-throughs with the coaches and weekly grade level meetings enhance administration and teacher skills.

The principal is very hands-on with parents and the community. A "First Friday" conference day is planned each month for parents to become involved in their children's school lives. Parents receive many additional invitations to attend conferences, programs and activities at the school.

The principal opens the doors of the school to the community and they walk right in; the involvement of the community in this school is unique in that community members from various walks of life unite their efforts around the mission of ensuring that students at Morris are served well!

The principal relates well to students and can be seen on any given after-noon dismissing them and saying good-by under the front pavilion of the school. She encourages and provides for field-trips for all students in support of certain curriculum areas. Other extra-curricular activities for students are provided with the hope of encouraging life-long dreams. The principal allows students to engage in activities that support community projects such as collecting canned goods for the Salvation Army.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics　　　　　　Grade: 3 Test: Alabama Reading and Mathematics Test

Edition/Publication Year: Annually Publisher: State of Alabama

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Mar
SCHOOL SCORES					
Level III and Level IV	99	92	94	82	84
Level IV	86	72	63	48	46
Number of students tested	56	75	81	64	70
Percent of total students tested	98	97	100	100	96
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level III and Level IV	99	92	94	82	84
Level IV	87	71	63	48	46
Number of students tested	54	75	80	62	68
2. African American Students					
Level III and Level IV	99	92	94	82	84
Level IV	86	71	63	48	46
Number of students tested	56	75	81	64	70
3. Hispanic or Latino Students					
Level III and Level IV					
Level IV					
Number of students tested					
4. Special Education Students					
Level III and Level IV			100		
Level IV			33		
Number of students tested			13		
5. English Language Learner Students					
Level III and Level IV					
Level IV					
Number of students tested					
6.					
Level III and Level IV					
Level IV					
Number of students tested					
NOTES:					

11AL4

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 3 Test: Alabama Reading and Mathematics Test

Edition/Publication Year: Annually Publisher: State of Alabama

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Mar
SCHOOL SCORES					
Level III and Level IV	100	78	81	79	57
Level IV	88	38	35	22	9
Number of students tested	56	77	81	63	66
Percent of total students tested	98	100	100	98	90
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level III and Level IV	100	77	79	76	56
Level IV	87	36	33	22	9
Number of students tested	54	75	80	62	68
2. African American Students					
Level III and Level IV	100	77	81	79	57
Level IV	88	37	35	22	9
Number of students tested	56	77	81	63	66
3. Hispanic or Latino Students					
Level III and Level IV					
Level IV					
Number of students tested					
4. Special Education Students					
Level III and Level IV			58		
Level IV			8		
Number of students tested			13		
5. English Language Learner Students					
Level III and Level IV					
Level IV					
Number of students tested					
6.					
Level III and Level IV					
Level IV					
Number of students tested					
NOTES:					

11AL4

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 4 Test: Alabama Reading and Mathematics Test

Edition/Publication Year: Annually Publisher: State of Alabama

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Mar
SCHOOL SCORES					
Level III and Level IV	99	89	92	78	79
Level IV	86	77	81	53	50
Number of students tested	71	69	63	59	76
Percent of total students tested	100	95	100	98	94
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level III and Level IV	98	88	92	78	78
Level IV	85	76	80	52	48
Number of students tested	69	67	61	59	76
2. African American Students					
Level III and Level IV	99	89	92	78	79
Level IV	86	77	81	53	50
Number of students tested	71	69	63	59	76
3. Hispanic or Latino Students					
Level III and Level IV					
Level IV					
Number of students tested					
4. Special Education Students					
Level III and Level IV					20
Level IV					0
Number of students tested					12
5. English Language Learner Students					
Level III and Level IV					
Level IV					
Number of students tested					
6.					
Level III and Level IV					
Level IV					
Number of students tested					
NOTES:					

11AL4

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 4 Test: Alabama Reading and Mathematics Test

Edition/Publication Year: Annually Publisher: State of Alabama

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Mar
SCHOOL SCORES					
Level III and Level IV	97	77	84	76	73
Level IV	76	28	35	37	18
Number of students tested	71	71	63	59	78
Percent of total students tested	100	97	100	98	96
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level III and Level IV	97	77	83	76	73
Level IV	75	28	34	38	18
Number of students tested	69	67	61	59	76
2. African American Students					
Level III and Level IV	97	77	84	76	73
Level IV	76	28	35	37	18
Number of students tested	71	71	63	59	78
3. Hispanic or Latino Students					
Level III and Level IV					
Level IV					
Number of students tested					
4. Special Education Students					
Level III and Level IV					8
Level IV					0
Number of students tested					12
5. English Language Learner Students					
Level III and Level IV					
Level IV					
Number of students tested					
6.					
Level III and Level IV					
Level IV					
Number of students tested					
NOTES:					

11AL4

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 5 Test: Alabama Reading and Mathematics Test

Edition/Publication Year: Annually Publisher: State of Alabama

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Mar
SCHOOL SCORES					
Level III and Level IV	98	95	88	87	67
Level IV	87	66	51	49	19
Number of students tested	71	58	51	69	69
Percent of total students tested	99	97	100	97	97
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level III and Level IV	99	94	88	86	65
Level IV	87	64	50	51	18
Number of students tested	69	57	50	68	67
2. African American Students					
Level III and Level IV	98	95	88	87	67
Level IV	88	66	51	49	18
Number of students tested	69	58	51	69	69
3. Hispanic or Latino Students					
Level III and Level IV					
Level IV					
Number of students tested					
4. Special Education Students					
Level III and Level IV				30	
Level IV				0	
Number of students tested				12	
5. English Language Learner Students					
Level III and Level IV					
Level IV					
Number of students tested					
6.					
Level III and Level IV					
Level IV					
Number of students tested					
NOTES:					

11AL4

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 5 Test: Alabama Reading and Mathematics Test

Edition/Publication Year: Annually Publisher: State of Alabama

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Mar
SCHOOL SCORES					
Level III and Level IV	98	95	86	74	65
Level IV	59	76	44	24	20
Number of students tested	71	59	50	69	69
Percent of total students tested	99	98	98	97	96
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level III and Level IV	97	94	86	74	66
Level IV	57	75	43	23	18
Number of students tested	69	57	50	68	67
2. African American Students					
Level III and Level IV	97	95	86	74	66
Level IV	59	76	44	24	19
Number of students tested	71	59	50	69	68
3. Hispanic or Latino Students					
Level III and Level IV					
Level IV					
Number of students tested					
4. Special Education Students					
Level III and Level IV				20	
Level IV				0	
Number of students tested				12	
5. English Language Learner Students					
Level III and Level IV					
Level IV					
Number of students tested					
6.					
Level III and Level IV					
Level IV					
Number of students tested					
NOTES:					

11AL4

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Mar
SCHOOL SCORES					
Level III and Level IV	99	92	91	82	77
Level IV	86	72	65	50	38
Number of students tested	198	202	195	192	215
Percent of total students tested	99	96	100	98	96
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level III and Level IV	97	91	91	82	76
Level IV	86	71	65	51	38
Number of students tested	192	199	191	189	211
2. African American Students					
Level III and Level IV	99	92	91	82	77
Level IV	87	71	65	50	38
Number of students tested	196	202	195	192	215
3. Hispanic or Latino Students					
Level III and Level IV					
Level IV					
Number of students tested					
4. Special Education Students					
Level III and Level IV			33	10	7
Level IV			11	0	0
Number of students tested			13	12	12
5. English Language Learner Students					
Level III and Level IV					
Level IV					
Number of students tested					
6.					
Level III and Level IV					
Level IV					
Number of students tested					
NOTES:					

11AL4

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Mar
SCHOOL SCORES					
Level III and IV	98	83	84	76	65
Level IV	74	47	38	28	16
Number of students tested	198	207	194	191	213
Percent of total students tested	99	98	99	98	94
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level III and IV	98	83	83	75	65
Level IV	73	46	37	28	15
Number of students tested	192	199	191	189	211
2. African American Students					
Level III and IV	98	83	84	76	65
Level IV	74	47	38	28	15
Number of students tested	198	207	194	191	212
3. Hispanic or Latino Students					
Level III and IV					
Level IV					
Number of students tested					
4. Special Education Students					
Level III and IV			19	7	3
Level IV			3	0	0
Number of students tested			13	12	12
5. English Language Learner Students					
Level III and IV					
Level IV					
Number of students tested					
6.					
Level III and IV					
Level IV					
Number of students tested					
NOTES:					

11AL4