



## PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 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: 22 Elementary schools  
 (per district designation) 8 Middle/Junior high schools  
4 High schools  
0 K-12 schools  
34 Total schools in district
2. District per-pupil expenditure: 7759

## 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: 2
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	33	25	58		<b>6</b>	0	0	0
K	29	25	54		<b>7</b>	0	0	0
1	32	29	61		<b>8</b>	0	0	0
2	27	26	53		<b>9</b>	0	0	0
3	30	18	48		<b>10</b>	0	0	0
4	22	23	45		<b>11</b>	0	0	0
5	19	27	46		<b>12</b>	0	0	0
<b>Total in Applying School:</b>								<b>365</b>

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native  
0 % Asian  
3 % Black or African American  
61 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
33 % White  
2 % 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: 16%

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, 2009 until the end of the school year.	34
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	23
(3)	Total of all transferred students [sum of rows (1) and (2)].	57
(4)	Total number of students in the school as of October 1, 2009	365
(5)	Total transferred students in row (3) divided by total students in row (4).	0.16
(6)	Amount in row (5) multiplied by 100.	16

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

Total number of limited English proficient students in the school: 2

Number of languages represented, not including English: 1

Specify languages:

Spanish

9. Percent of students eligible for free/reduced-priced meals: 76%  
 Total number of students who qualify: 233

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: 8%  
 Total number of students served: 32

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

<u>0</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>14</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>36</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>9</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>14</u>	<u>0</u>
Special resource teachers/specialists	<u>9</u>	<u>0</u>
Paraprofessionals	<u>3</u>	<u>0</u>
Support staff	<u>8</u>	<u>0</u>
Total number	<u>35</u>	<u>0</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: 26:1

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	94%	96%	96%	95%	95%
Daily teacher attendance	90%	90%	92%	93%	94%
Teacher turnover rate	0%	0%	2%	0%	0%
High school graduation rate	0%	0%	0%	0%	0%

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

During the 2009-2010 school year our city experienced an outbreak of H1N1. This outbreak had an impact on student attendance rate that had averaged 95.5% the previous four years.

Teacher attendance rate has seemingly dropped over the past five years, although, our district counts professional development sessions for staff members as absences. Our teachers have been increasingly involved in more professional development sessions each year. Our district as well has provided more professional development sessions for staff during the school year. Other reasons for teacher absences that are reflected in these percentages are FMLA and maternity leaves. Our staff is primarily composed of females. This fact can have an impact on teacher attendance rates. During times of extended leaves, we proactively procure the most experienced substitutes possible to fill the vacancy. Our staff realizes the value of the classroom teacher. We strive to maintain a stable, consistent and effective learning environment for all students.

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:	<u>0</u>
Enrolled in a 4-year college or university	<u>0%</u>
Enrolled in a community college	<u>0%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>0%</u>
Military service	<u>0%</u>
Other	<u>0%</u>
<b>Total</b>	<b><u>0%</u></b>

## PART III - SUMMARY

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Heritage Elementary is a Title I school and has an enrollment of 365 students in Pre-K through 5th grade. Heritage's area of attendance consists of surrounding neighborhood single-family homes and multi-family dwellings located in central Pueblo. The school was built in 1992. Total student population consists of 192 males and 173 females; 65% are minority students. The percentage of free and reduced lunch has gradually increased over the past few years to 76%. The 2009-2010 students mobility rate was 16% at Heritage Elementary.

Our school has been designated as the central quadrant site for children who have qualified for the program to aid students with significant limited intellectual capacity. The English language learning population at Heritage is only 1% of the total population.

Our standards and expectations are high. Our message to the school community has been, "We are a school of excellence!" We work to ensure that each student is learning and growing to the best of their ability in meeting the standards and expectations set forth by the state, district and our school. The staff of Heritage Elementary school values education of the whole child. As a Title I school, we identify the individual needs of each student and use the resources of all Highly Qualified staff to address those needs. Our community is a strong one that works together for our children. Our motto for this school year is, "Keeping the main thing the main thing.....through it all!" Of course, the MAIN THING is these precious children. Their needs come first in all decision making for Heritage Elementary.

Our mission at Heritage Elementary School – "Building a unique educational community strengthened by its diversity, culture and traditions – is to guarantee a world-class education that prepares graduates to succeed in a global society." This will be accomplished through innovative state-of-the-art technologies, superior curricula, and highly-skilled educators driven by active partnerships with students, families and communities.

The success of Heritage can be attributed to district and building leadership, highly qualified and effective certified and classified staff, research-based instructional practices, strong safety net systems, enrichment opportunities, professional development, and an inclusive family environment. Pueblo School District 60 has been the driving force of our academic learning. Our district implements research-based approach through Lindamood-Bell Learning Processes, including intensive intervention, as the basis of the reading program for schools to utilize.

Our principal, Mrs. Gina Gallegos, has established an atmosphere of collaboration for all Heritage staff members who are empowered to implement best teaching practices resulting in academic achievement and growth. Through instructional leadership and guidance, our principal ensures safety for all stakeholders and maintains focus of the instructional program. Staff members are encouraged to think "outside the box" and to become risk takers in order to improve services for all our students. All stakeholders are held to the highest expectations, characterized by respect for students, parents, staff members as well as the community.

Through Professional Learning Communities (PLC) weekly meetings, teachers and building administration meet to analyze individual student data and monitor student growth according to all content standards. Appropriate safety nets are also considered for intensive interventions to assist all our students in need during data dialogue.

Heritage Elementary has created an inclusive family atmosphere where staff and family members work in unison to strengthen the home/school connection. Our school counselor has provided an open line of communication with families in need of support. Our classroom teachers also maintain an open door policy and hold parent nights to maintain needed communication with family members.

It is our ultimate goal to strive for academic excellence which is based on high expectations, data driven instruction, professional development and accountability at all levels. We are proud of our success at Heritage and the high academic achievement on state assessments. A few of our highlights from the 2010 Colorado State Assessment Program results include: 84% proficient status of our Title I student population in reading and math; 25% advanced status of our Title I student population in reading and math; a 13 percentage point gain on the School Performance Framework resulting in a growth to "Performance" status after a 3-year average of "Improvement" status. Also, Heritage Elementary School was recently named 2010 Nationally Distinguished Title I School. A school wide celebration was held during an awards assembly for the staff and students of Heritage. The Colorado Department of Education presented the school with a banner and a check for \$10,000.00. Two of our staff also attended the National Title I Conference in February to be recognized for our accomplishment.

## 1. Assessment Results:

The Colorado Student Assessment Program (CSAP) is a criterion-referenced assessment, which reports student results in relation to Colorado's content area standards. These standards specify what students should know at particular points in their education. As a result, CSAP provides a series of snapshots of student achievement and program effectiveness in reading, writing, and mathematics. The Colorado Student Assessment Program reports four performance levels for all state assessments: Unsatisfactory, Partially Proficient, Proficient, and Advanced Proficient. These performance levels are reported at state, district, school, and subgroup levels. The state assessment program does not report results for any subgroup containing less than 16 students. Sixty-one percent of Heritage's 67% minority population are Hispanic students. Since the State of Colorado publicly reports groups of only 16 or more students, Hispanic students are the only minority ethnic group at Heritage with numbers large enough to disaggregate and report publicly.

Much of the success that Heritage has attained in reading and math can be attributed to: district and building leadership, highly-qualified staff, data driven instructional practices, scientifically researched based intensive intervention, and professional development. Research-based instructional practices aligned to the Colorado Model Content Standards and district curriculum map, which are aligned to the Content Standards, are at the heart of the approach taken at Heritage. Our curriculum, which undergoes ongoing assessment and revision at the district and building level, provides an array of resources and enrichment activities that drive instruction at Heritage Elementary.

Reading scores for students at Heritage have shown the most gain on the 2010 CSAP. Heritage Elementary School increased its median percentile by 23 points from 2009 CSAP reading results. This increase was a major factor for the improvement of the school's accreditation status. The state of Colorado utilizes a standardized performance framework for assigning levels of accreditation status to schools in Colorado. There are three performance indicators measured for accreditation status: Academic Achievement, Academic Growth, and Academic Growth Gaps. Schools are assigned one of four plans (Performance, Improvement, Priority Improvement, or Turnaround) based on their overall framework score, which is a percentage of the total points eligible in each performance indicator. Heritage increased 13.4 points on the State's School Performance Frameworks as a result of the 2010 CSAP scores for Heritage. This increase moved Heritage into the Performance rating from a previous Improvement rating.

One important performance indicator to note is in category of Academic Growth Gaps. Heritage Elementary minority students exceeded expected reading performance for this indicator. An increase in the consistency for providing proper safety net interventions with scientifically researched based programs (such as Lindamood-Bell Learning Processes) is a major factor in the improvement of reading scores at Heritage. We have continued to increase our use of these learning processes into intervention groups and classroom implementation. Our on site literacy facilitator serves as a mentor and model for literacy instructional strategies and intervention tools. She paces instruction according to constant progress monitoring of student skill mastery.

In mathematics, the Colorado Student Assessment Program measures conceptual understanding, problem solving skills, and procedural knowledge. Math scores have historically been strong and stable at Heritage. One outstanding achievement in math was evidenced by the scores our current fifth grade students have attained. As third grade students, these children scored 94% proficient with 46% of them scoring in the advanced range. As fourth grade students last year, these children scored 98% proficient with 58% of them scoring in the advanced range. The current goal is for 100% proficiency on the math 2011 CSAP for our current 5th grade students. Current indicators of 5th grade math proficiency does indicate a 100% level.

One area that indicates a negative achievement gap of 10 or more percentage points over the past 5

years has been our support program for students with specified learning disabilities. It is expected this gap will show a significant decrease with the recent addition of an on site coaching focus directed towards this support program. Title I funds have been used to provide on site literacy and math coaches who work with support and classroom staff. Appropriate assessments and progress monitoring occurs to drive the instruction planning and delivery for students showing inadequate growth. The school Principal is dedicated to ensuring the fidelity of the coaching component and resulting instructional delivery. Data is monitored regularly by the Principal to ensure the continual growth of each child.

Heritage Elementary School utilizes a School-Wide Title I model whose percentage of students eligible for free or reduced price meals is on the rise. For this reason, assessment results by socio-economic status were not reported until recent years for Heritage. However, when student performance on reading and mathematics for all grade levels is combined as a single school composite score, the status of our Title I student population in reading and math resulted in 84% proficient and 25% advanced proficiency on the 2010 CSAP.

Source: Colorado Department of Education <http://www.cde.state.co.us/>

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

The staff at Heritage strives to meet the diverse learning needs of all students. Assessment results that are discussed in PLCs spur teachers to put forth diligent efforts to improve instruction as they analyze data to then create lessons allowing for increased student achievement. Within our school improvement plan we have implemented learning goals that are based on what have been identified by a collaborative staff effort as areas of curriculum needing to be our focus in efforts for improving student growth.

Through our PLC meetings, each grade level meets with the principal to evaluate data and then utilize data for prioritization of best teaching practices meeting the needs of all our students; whether it be intensive interventions or higher level thinking skills that challenge our gifted and talented clientele. Multiple assessment results ranging from the Colorado Student Assessment Program tests, Lindamood-Bell assessments, SuccessMaker reports, Galileo benchmark reports, Accelerated Reader reports, as well as informal reading and math inventories, Individual Learning Plans, and teacher anecdotal records are analyzed to evaluate progress and build on progress through constant progress monitoring.

Having these tools to assess student learning and mastery, we make student placement decisions and provide targeted instruction to help every student succeed. Staff, students, and parents work in unison to identify student needs and formulate plans to meet those needs. Through the use of grade level meetings, student/teacher conferencing, assessing a body of evidence, teacher observation, student self-assessment, and goal setting, we are able to meet student individual learning needs.

Our staff firmly believes that high expectations without a means of measurement and safety nets are meaningless. Assessing students and reflecting on the data serves as a diagnostic tool helping us to realize our goals. It also ensures that teaching and learning of the prescribed curriculum are taking place in every classroom. In doing so, we hope to create lasting opportunities with lifelong rewards for our students.

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

Throughout the school year, parents have a varied means of being in constant communication with staff members concerning student progress. Formal and informal conferences, workshops, open houses, Parent/Teacher/Student/Organization (PTSO) meetings, as well as accountability meetings allow for a multitude of ways to disperse assessment results.

Teachers are in touch with parents on a regular basis through weekly newsletters, phone contacts, notes as well as home visits. Through our RtI process, staff members meet to discuss proper interventions. Parents are then involved so they can have input in all decision making processes for increasing student achievement. Grade level meetings inform parents of their child's achievement, student learning expectations, parent involvement roles as well as current teaching methods and methodologies.

Twice a year, teachers formally conference with parents to share and discuss individual assessment data and its interpretation. We require one hundred percent parent attendance at these informative meetings. Teachers review Individual Learning Plans (reading) with parents to outline a child's progress. At these conferences, teachers and parents collaborate on effective learning practices. As part of the Individual Education Plan process (IEP), parents of special education needs students receive assessment information and participate in the development of annual goals. Our school counselor monitors student attendance, assists with home visits, and schedules conferences to explain data results to keep parents well informed of their child's learning progress.

Colorado Student Assessment Program test results, the Colorado School Accountability Report, and the annual Report to the Public are published in our local newspaper, *The Pueblo Chieftain*. Reports are available to the community through the school office as well as the district and school web site. Parent portal accounts have been established through Infinite Campus, the district's student data system, allowing parents to monitor their student progress and data results.

#### **4. Sharing Lessons Learned:**

The staff at Heritage has made a commitment to academic excellence as we work collaboratively to ensure a solid instructional program using best practices to educate our youth. Our staff is receptive in collaborating with other schools within our district as well as outside our district when implementation of specific programs gain significant results. Our commitment results in ongoing professional development as we strive to enhance our instructional effectiveness and develop horizontal and vertical articulation with colleagues.

In order to influence the learning opportunities for all students, staff members have made consistent efforts to share successful practices with other educators by serving as presenters, trainers and educational leaders in a variety of capacities. We have teamed with our quadrant schools in order to articulate with common grade levels having the ability to share successful teaching practices/strategies.

The principal of Heritage, Gina Gallegos, has presented to the Colorado State Board of Education and at the International Conference for Lindamood-Bell Learning Processes. During these presentations Mrs. Gallegos has shared effective practices and strategies that have resulted in academic achievement and growth at Heritage.

Heritage staff has paired with a neighboring elementary school for increased collaboration and articulation. The two staffs are provided time to collaborate both horizontally and vertically. Support staff are also included in these discussions and interspersed throughout the different grade level groupings.

## 1. Curriculum:

Students at Heritage Elementary not only receive a comprehensive and balanced core curriculum based upon state instructional frameworks and content standards but is enriched by extracurricular opportunities in the computer labs, student government involvement, through culturally diverse learning projects, after school reading/math programs, and character ed opportunities.

Heritage staff members implement District 60's curricular strategies and programs. Basic skills are the cornerstone to future success; therefore, extra support is provided for all students. Each grade level has benchmarks that are part of the Title I Unified School Improvement Plan of Heritage. These benchmarks are in all academic areas and are the baseline factors teachers adhere to in addressing student needs. These benchmarks progress through fifth grade with developmentally appropriate gains noted for each grade level. Teaching practices and learning experiences at Heritage are consistent with scientifically based research and current knowledge about successful teaching and learning.

Kagan Structures are utilized during instruction. Students working within a team to brain storm ideas and strategies of how to solve the grade level problem(s) assigned to them. These structures also promote increased levels of student engagement through active participation in ways beyond small group work. Through the use of centers we also have students rotate within an allotted time from task to task allowing our staff to focus on small group instruction with the appropriate interventions or higher level thinking/questions.

A flexible, active and dedicated support staff provides crucial safety net systems for classroom teachers striving to meet the individual needs of each and every child. Students are given intervention opportunities through small pull out groups and inclusion models. Support staff provides differentiated instruction, skill development lessons, Junior Great Books groups, and Lindamood-Bell Learning Processes intensive intervention.

Heritage Elementary School values education of the whole child. Our students participate in theme days of celebration such as – Festival of Nations, Green Day, Grandparents Day, Patriotic assemblies, etc. The Student Government focuses on community service projects. All students participate in fund raising efforts to support current causes when disaster hits or humanitarian aid is needed.

- Reading/Language Arts – Curriculum: Lindamood-Bell Learning Processes, McMillan McGraw-Hill, Reading Renaissance (AR), STAR (K-5), and Writing Alive/Writing Frameworks. Reading is the highest priority for learning. Our reading program, a multi-sensory approach, is focused on developing the following skills: phonics, phonemic awareness, vocabulary, reading comprehension, spelling, grammar, fluent reading, writing, listening, oral presentation, and review and analysis of literature. Our students write across curricular areas daily. Our writing program teaches students to use the conventions of written language necessary to write effectively and communicate appropriately. They use the steps of the writing process and are given many opportunities to publish their work and to share and respond to their classmates' writing.
- Math - Scott Foresman-Addison Wesley, and Success Maker Lab, Effective Math: Concepts are introduced and developed at appropriate grade levels, including: numbers, number patterns, word problems, estimating, measurement, telling time, monetary values, addition, subtraction, multiplication, division, graphs and charts, fractions, decimals, percentages, probability, statistics, equations, geometry, mathematical communication, reasoning, and problem-solving. Through the use of our supplemental program "Effective Math" students receive an additional dose of spiral concepts to enhance our district adoption. We are also in the process of utilizing our Galileo benchmark data to properly prescribe student dialogues for groups of students in need of specific concept intervention.
- Science - FOSS Kits, and Holt Reinhart Winston: At each grade level, students study life, physical, and earth sciences based on National Science Teachers Association (NSTA) standards.

- Social Studies - Macmillan McGraw-Hill, Prentice Hall, and A Rendezvous with Colorado History: From kindergarten through 3rd grade, students study families and their community, in 4th grade Colorado history, and in 5th grade U.S. history and government.
- Physical Education – Our program incorporates the Health and Me curriculum in addition to offering students a variety of physical fitness and recreational sports programs two times a week. Through physical education classes students are assessed in speed, agility, strength activities; President's Fitness Challenge. Promoting health, physical fitness as well as life long skills is part of our charge.
- The Arts - At each grade level students are introduced to art appreciation and experience. The art program offers students the opportunity to participate in projects that encourage creativity and an increased awareness of art through history.
- Technology – Through the use of the five classroom computers and our two computer labs we integrate technology across the curriculum. Resources available for student and teacher use include multimedia computers, printers, scanners, digital cameras, Internet access, and a wide variety of course ware applications. Students visit the lab as a class, in small groups, and individually.

## **2. Reading/English:**

Reading/Language Arts Curriculum– Lindamood-Bell Learning Processes, McMillan McGraw-Hill, Accelerated Reader, Early Literacy STAR (K-5), and Six Trait Writing. Reading is the highest priority for learning. Our reading program, a multi-sensory approach, is focused on developing the following skills: phonics, phonemic awareness, vocabulary, reading comprehension, spelling, grammar, fluent reading, writing, listening, oral presentation, and review and analysis of literature.

Students are assessed with a battery of tests including Lindamood-Bell Learning Process Assessments, DIBELS, Accelerated Reader, STAR, and Success Maker Enterprise for proper instructional planning. Students are grouped for literacy block flooding according to skill levels. Flooding for literacy implies that any and all available staff collaborate to provide small group instruction for a given grade level. Members of flooding group teachers include: classroom teachers, special education teachers, literacy teachers, literacy coach, para pros, media center specialists, any other appropriate support staff personnel. Group structures for flooding are fluid and rely upon benchmarking and progress monitoring for student skill level placement.

Skill grouping allows teachers to provide individualized instruction according to each of the five essential reading components. In particular, vocabulary and reading comprehension strategies are specifically addressed using Lindamood-Bell Learning Processes. The Visualizing and Verbalizing component of these learning processes provides a systematic approach to teaching reading comprehension. Vocabulary development is directly taught and reinforced in context.

Literacy instruction consumes at least ninety minutes of each day, and up to an hour more than that for students below grade level. Our special education staff provides intensive intervention groups using the Lindamood-Bell Learning Processes for students who qualify for special education services, as well as for those students on the Tier II RtI level.

Our students write across curricular areas daily. Our writing program teaches students to use the conventions of written language necessary to write effectively and communicate appropriately. They use the steps of the writing process and are given many opportunities to publish their work and to share and respond to their classmates' writing.

## **3. Mathematics:**

Math – Curriculum: Scott Foresman-Addison Wesley, and Success Maker enterprises, Effective Math: Concepts are introduced and developed at appropriate grade levels, including: numbers, number patterns, word problems, estimating, measurement, telling time, monetary values, addition, subtraction, multiplication, division, graphs and charts, fractions, decimals, percentages, probability, statistics, equations, geometry, mathematical communication, reasoning, and problem-solving. We have recognized

that in addition to more time with our Success Maker enterprise programs, the use of a spiral approach with our Effective Math has allowed our students to have daily exposure to math concepts.

Math Navigator is used for intensive intervention for students who are performing below grade level. The series is sectioned into strands according to specific mathematical concepts. Students are given a specific concept based assessment. Small group intervention is designed according to Navigator strand assessment results. Our math coach provides small group intervention for 3-4 weeks according to the strand being addressed. Students are then given post assessment to determine mastery of concept. The next round of testing and grouping determines mathematical concept strands to be addressed. The Navigator series focuses on the use of manipulatives for increasing concept development and improvement in number sense. The use of On Cloud Nine Math is also used in the classroom and during intensive intervention for increasing number sense. This process is a part of the Lindamood-Bell Learning Processes.

#### **4. Additional Curriculum Area:**

The Mission Statement for Heritage Elementary School is to guarantee a world class education that prepares students to succeed in a global society through innovative state-of-the-art technologies, superior curricula, and highly-skilled educators driven by active partnerships with students, families and communities. We believe that our social studies curriculum is a key element in fulfilling the superior curricula and partnership aspects of this mission.

The curriculum addresses the content areas of: “Me and My World,” “My School and Family,” “My Community, Community and Beyond,” “Regions of Our Country,” and “America’s Past.” Each grade level participates in activities and productions that celebrate our country, the community, and family.

For instance, the first grade students present a patriotic program around President’s Day. This program honors veterans, active service men and women, coast guard, fire fighters, police men and women, and important historical figures of our country. Each student dresses in a costume and recites a verse in tribute of the person they are honoring. The audience includes prominent community leaders as well as current and past service men and women, police, and fire fighters. The students that participate in this program will never forget what they learned through their presentation of song and rhyme.

Additionally, a school wide celebration occurs annually in May called “The Festival of Nations.” This day is dedicated to recognizing the diverse cultures and customs of our world. Each classroom chooses a country to explore. The students research their chosen country to learn of its culture and customs. They design art pieces, prepare dance productions, wear costumes, and prepare food to reflect what they have learned. Partnerships have been formed with community members to participate in this celebration. The school is bustling with activity during this festival day as our community joins us at this festival. Everyone gets to taste foods, watch dances, buy art pieces and share what they have learned.

Another school wide activity that results from our social studies curriculum and our efforts to build responsibility to the community is our “Green Day.” This day occurs close to Earth Day and focuses on recycling. Community members come to our school to make presentations to the children concerning their profession that relates to recycling or have a vested interest in teaching children great habits of responsibility to our community.

Heritage Elementary School is dedicated to education of the whole child. Our social studies curriculum is a major piece of that focus.

#### **5. Instructional Methods:**

Modification of instruction for reading occurs through the literacy block times. Staff members work together to “flood” a grade level during their literacy block. Support staff team up with classroom teachers to provide additional small groups for differentiated instruction in literacy. Students are grouped according to skill development need. The standards based lessons are modified according the skill level of each group.

Examples of small group focus: phonemic awareness and phonics, fluency, comprehension and vocabulary, inquiry thinking. Some of the resources used to modify literacy instruction beyond the basal are: Jr. Great Books, Lindamood-Bell Learning Processes, Six Minute Fluency, 1000 word lists, Read Naturally.

Modification of instruction for math also occurs through small group instruction. Students showing lack of proficiency for any of the mathematical concepts are assessed for a complete understanding of concept understanding. Students demonstrating a need are then placed into a small group according to specific concept development need. The Navigator series is used during this small group time.

Supplementation to reading and math occur through use of the Success Maker Enterprise program. This web based program provides opportunities for students to practice content knowledge and skills at their own level and pace. The program advances each student through a series of skill lessons in reading and math. Advancement in the programs is based upon the student's mastery of the concepts.

Accelerated Reader is also used as a supplemental method for literacy. Students practice their literacy skills through text in their zone of proximal development. The teachers are involved in conferencing with the students during their independent involvement with the text and its assessment. Students can progress to more advanced text as they show a mastery of achievement at lower levels.

Our staff is flexible, active, and dedicated to providing the type of differentiated instruction that accommodates all learners. They work collaboratively and cooperatively to use fluid small grouping practices based upon data collection and analysis. High student growth is a resulting accomplishment of these practices.

## **6. Professional Development:**

Heritage Elementary School is committed to providing a relevant, rigorous, and inspiring professional development program that is continually evolving to develop well-rounded individuals who embrace learning for life and who are prepared to meet the challenges of the 21st century and beyond. The beliefs and core values we hold at Heritage firmly promotes professional growth for the improvement of all student achievement. As a staff, we analyze various student assessments and school wide programs to guide our educational pursuits. Formally and informally, teachers critique their students' performance as well as their own.

In addition to the school wide discussions of data, the principal meets with grade level teams during their PLC's to discuss how to better meet the needs of students. We examine our success as well as our students who are in need of intensive interventions. Information obtained from those meetings, along with data from formal and informal observations, is used to develop professional development plans that become part of our action plan for our (USIP) Unified School Improvement Plan. These goals involve strengthening an individual teacher's ability to "reach" his/her students with great effectiveness. Professional development for staff is a critical part of our program.

Our school culture supports the concept of life-long learners. Professional development activities include a variety of learning experiences, new roles for teachers-lead teachers, active participation of all staff members, administrative support, and built-in evaluation. Professional development initiatives are based on the needs of the staff as whole, specific grade level needs, individual teacher needs, and most importantly student needs. District workshops are offered throughout the year for teachers and supportive staff members.

Professional development activities are also facilitated at the building level on designated Fridays allowing for specific school related topics to be addressed. Such topics focused on at Heritage are: Dr. Daggett's Rigor, Relevance and Relationships, Formative Assessments, Building Academic Vocabulary, Differentiated Instruction, and giving Effective Feedback. Title I money is used for providing professional development materials during staff sessions.

Heritage Elementary School was recently named as a 2010 Nationally Distinguished School. With this distinction, our State Department awarded the school with \$10,000.00. This money will be a valuable resource for providing additional professional development opportunities for our staff of highly qualified and effective teachers.

## **7. School Leadership:**

The principal of Heritage Elementary School, Gina Gallegos, promotes an environment of community unity. She presents a united front and works to instill that we are "ONE." The school is encouraged to maintain an atmosphere of excellence in all things under her leadership.

The leadership qualities that she possess are a fundamental part of our closing the gap of achievement. Though she expects excellence, she maintains a sensitive nature and understanding demeanor to the concern and needs of her staff and students. Mrs. Gallegos inspires confidence and respect in colleagues, students, parents and community members with her positive comments and reflective feedback - all specifically related to school achievement.

Courageous efforts are taken to make bold, sweeping changes in educational reform. Multiple technology innovations have been manifested in our school due to the tenacity, creativity, and financial expertise of Mrs. Gallegos. And in tandem with her rigorous demands, she masterfully weaves in heartfelt appreciation and kudos for jobs well done, thereby fostering healthy relationships across the school campus and increasing self-esteem of all members involved in student achievement.

Her ability to recognize and delegate talented staff members to in-house training assignments creates exponential results within a compact time frame. With her competent, clear communication skills, we have been afforded valuable opportunities to achieve a highly effective level of collegiality in creating school-wide celebrations of learning. Horizontal collaboration among teammates to increase student performance is of high priority. She values the expertise of the highly qualified staff members in supporting not only academic decision making, but in extra curricular activities. The staff values her ability to provide instructional leadership beyond administrative duties.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics      Grade: 3 Test: Colorado Student Assessment Program  
Edition/Publication Year: 2001 Publisher: McGraw Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
at or above proficient	83	94	87	86	77
advanced	40	46	21	39	42
Number of students tested	58	50	39	69	74
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	0	3	0	2
Percent of students alternatively assessed	100	100	100	100	100
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
at or above proficient	83	90	82	84	75
advanced	37	45	14	34	33
Number of students tested	46	29	28	50	51
<b>2. African American Students</b>					
at or above proficient					
advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
at or above proficient	81	96	83	77	74
advanced	27	50	17	31	39
Number of students tested	37	28	23	35	31
<b>4. Special Education Students</b>					
at or above proficient					
advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
at or above proficient					
advanced					
Number of students tested					
<b>6. Title I</b>					
at or above proficient	84	94	76		
advanced	40	46	6		
Number of students tested	57	50	17		
<b>NOTES:</b>					

## STATE CRITERION-REFERENCED TESTS

Subject: Reading                      Grade: 3 Test: Colorado Student Assessment Program  
Edition/Publication Year: 2001 Publisher: McGraw Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Feb	Feb	Feb	Feb	Jan
<b>SCHOOL SCORES</b>					
at or above proficient	81	86	83	78	76
advanced	5	12	5	4	4
Number of students tested	58	50	41	69	74
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	0	3	0	2
Percent of students alternatively assessed	100	100	100	100	100
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
at or above proficient	78	79	79	78	73
advanced	4	7	3	2	4
Number of students tested	46	28	29	50	51
<b>2. African American Students</b>					
at or above proficient					
advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
at or above proficient	81	86	83	71	68
advanced	3	14	0	0	3
Number of students tested	37	28	23	35	31
<b>4. Special Education Students</b>					
at or above proficient					
advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
at or above proficient					
advanced					
Number of students tested					
<b>6. Title I</b>					
at or above proficient	82	86	82		
advanced	5	12	0		
Number of students tested	57	49	17		
<b>NOTES:</b>					

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics      Grade: 4 Test: Colorado Student Assessment Program  
Edition/Publication Year: 2001 Publisher: McGraw Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
at or above proficient	98	95	73	73	82
advanced	58	18	23	21	23
Number of students tested	43	39	66	70	61
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	3	3	1	3
Percent of students alternatively assessed	100	100	100	100	100
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
at or above proficient	96	94	73	66	75
advanced	42	13	20	6	15
Number of students tested	24	31	45	47	40
<b>2. African American Students</b>					
at or above proficient					
advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
at or above proficient	96	96	67	65	73
advanced	57	17	10	18	27
Number of students tested	28	23	30	34	22
<b>4. Special Education Students</b>					
at or above proficient				20	
advanced				0	
Number of students tested				10	
<b>5. English Language Learner Students</b>					
at or above proficient					
advanced					
Number of students tested					
<b>6. Title I</b>					
at or above proficient	99	95	46		
advanced	59	18	0		
Number of students tested	41	39	13		
<b>NOTES:</b>					

## STATE CRITERION-REFERENCED TESTS

Subject: Reading                      Grade: 4 Test: Colorado Student Assessment Program  
Edition/Publication Year: 2001 Publisher: McGraw Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
at or above proficient	84	69	73	68	75
advanced	7	5	6	7	3
Number of students tested	43	39	66	69	61
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	3	3	1	3
Percent of students alternatively assessed	100	100	100	100	100
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
at or above proficient	71	65	71	57	73
advanced	8	0	4	2	0
Number of students tested	24	31	45	47	40
<b>2. African American Students</b>					
at or above proficient					
advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
at or above proficient	79	70	63	64	79
advanced	7	0	0	6	6
Number of students tested	28	23	30	33	34
<b>4. Special Education Students</b>					
at or above proficient				30	
advanced				0	
Number of students tested				10	
<b>5. English Language Learner Students</b>					
at or above proficient					
advanced					
Number of students tested					
<b>6. Title I</b>					
at or above proficient	83	69	38		
advanced	7	5	0		
Number of students tested	41	39	13		
<b>NOTES:</b>					

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics      Grade: 5 Test: Colorado Student Assessment Program  
Edition/Publication Year: 2001 Publisher: McGraw Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
at or above proficient	80	59	53	64	76
advanced	24	17	10	20	31
Number of students tested	41	59	59	61	70
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	2	0	3	2
Percent of students alternatively assessed	100	100	100	100	100
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
at or above proficient	79	56	43	59	68
advanced	18	15	0	15	24
Number of students tested	33	39	37	46	41
<b>2. African American Students</b>					
at or above proficient	0	50	0	0	0
advanced	0	0	0	0	0
Number of students tested	0	2	1	1	0
<b>3. Hispanic or Latino Students</b>					
at or above proficient	86	60	50	50	59
advanced	29	12	13	25	22
Number of students tested	28	25	24	24	27
<b>4. Special Education Students</b>					
at or above proficient					
advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
at or above proficient					
advanced					
Number of students tested					
<b>6. Title I</b>					
at or above proficient	80	59	11		
advanced	24	17	0		
Number of students tested	41	59	18		
<b>NOTES:</b>					

## STATE CRITERION-REFERENCED TESTS

Subject: Reading                      Grade: 5 Test: Colorado Student Assessment Program  
Edition/Publication Year: 2001 Publisher: McGraw Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
at or above proficient	73	73	64	64	86
advanced	12	3	3	8	7
Number of students tested	41	59	59	61	70
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	2	0	3	2
Percent of students alternatively assessed	100	100	100	100	100
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
at or above proficient	70	69	57	61	80
advanced	9	3	0	2	2
Number of students tested	33	39	37	46	41
<b>2. African American Students</b>					
at or above proficient					
advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
at or above proficient	75	72	71	50	74
advanced	11	0	0	8	7
Number of students tested	28	25	24	24	27
<b>4. Special Education Students</b>					
at or above proficient					
advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
at or above proficient					
advanced					
Number of students tested					
<b>6. Title I</b>					
at or above proficient	73	73	11		
advanced	12	3	0		
Number of students tested	40	59	18		
<b>NOTES:</b>					

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
at or above proficient	87	83	71	74	78
advanced	54	27	18	27	32
Number of students tested	47	49	55	67	68
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	2	2	1	3
Percent of students alternatively assessed	100	100	100	100	100
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
at or above proficient	86	80	66	70	73
advanced	32	24	11	18	24
Number of students tested	34	33	37	48	44
<b>2. African American Students</b>					
at or above proficient					
advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
at or above proficient	88	84	67	64	69
advanced	38	26	13	25	29
Number of students tested	31	25	26	31	27
<b>4. Special Education Students</b>					
at or above proficient					
advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
at or above proficient					
advanced					
Number of students tested					
<b>6. Title I</b>					
at or above proficient	88	83	44		
advanced	41	27	2		
Number of students tested	46	49	16		
<b>NOTES:</b>					

# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
at or above proficient	79	76	73	70	79
advanced	8	7	5	6	5
Number of students tested	47	49	55	66	68
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	2	2	1	2
Percent of students alternatively assessed	100	100	100	100	100
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
at or above proficient	73	71	69	65	75
advanced	7	3	2	2	2
Number of students tested	34	33	37	48	58
<b>2. African American Students</b>					
at or above proficient					
advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
at or above proficient	78	76	72	62	74
advanced	7	5	0	5	5
Number of students tested	31	25	26	31	31
<b>4. Special Education Students</b>					
at or above proficient					
advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
at or above proficient					
advanced					
Number of students tested					
<b>6. Title I</b>					
at or above proficient	79	76	44		
advanced	8	7	0		
Number of students tested	46	49	16		
<b>NOTES:</b>					