



# PART I - ELIGIBILITY CERTIFICATION

11MT2

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

11MT2

All data are the most recent year available.

## DISTRICT

1. Number of schools in the district: 9 Elementary schools  
 (per district designation) 3 Middle/Junior high schools  
5 High schools  
0 K-12 schools  
17 Total schools in district
2. District per-pupil expenditure: 10807

## SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 13
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	0	0	0		<b>6</b>	0	0	0
K	38	38	76		<b>7</b>	0	0	0
1	41	40	81		<b>8</b>	0	0	0
2	40	40	80		<b>9</b>	0	0	0
3	38	33	71		<b>10</b>	0	0	0
4	43	41	84		<b>11</b>	0	0	0
5	39	40	79		<b>12</b>	0	0	0
<b>Total in Applying School:</b>								471

6. Racial/ethnic composition of the school: 2 % American Indian or Alaska Native  
1 % Asian  
1 % Black or African American  
1 % Hispanic or Latino  
1 % Native Hawaiian or Other Pacific Islander  
94 % White  
0 % 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: 4%  
 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.	12
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	6
(3)	Total of all transferred students [sum of rows (1) and (2)].	18
(4)	Total number of students in the school as of October 1, 2009	471
(5)	Total transferred students in row (3) divided by total students in row (4).	0.04
(6)	Amount in row (5) multiplied by 100.	4

8. Percent limited English proficient students in the school: 2%  
 Total number of limited English proficient students in the school: 9  
 Number of languages represented, not including English: 1  
 Specify languages:

Chinese

9. Percent of students eligible for free/reduced-priced meals: 20%  
 Total number of students who qualify: 93

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: 10%  
 Total number of students served: 45

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

<u>1</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>8</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>17</u> Specific Learning Disability
<u>11</u> Emotional Disturbance	<u>8</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>3</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>21</u>	<u>0</u>
Special resource teachers/specialists	<u>7</u>	<u>6</u>
Paraprofessionals	<u>5</u>	<u>0</u>
Support staff	<u>4</u>	<u>8</u>
Total number	<u>38</u>	<u>14</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 22:1

13. Show the attendance patterns of teachers and students as a percentage. Only 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	95%	96%	96%	95%	98%
Daily teacher attendance	97%	96%	96%	96%	95%
Teacher turnover rate	3%	9%	6%	10%	13%
High school graduation rate	0%	0%	0%	0%	0%

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

Note: The 13.333% turnover rate for 2005-2006 is as a result of:

- 2 teachers retiring
- 2 teachers - building/district transfers

We are a K-5 school and the High School Graduation rate does not apply.

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

At Cold Springs, teachers and staff believe each and every child is unique and special. The school's objective is to help each child learn to the best of his/her ability. We facilitate an environment to promote academic excellence and the growth of the whole child. This objective is driven by the following district goals:

- Achievement and graduation for all students, regardless of their circumstances and abilities.
- Refine and implement a quality supervision and evaluation program for all staff.
- Define and implement a quality professional development program that encompasses best practices and supports the needs of all staff.
- Restructure the organization to become more efficient, effective and accountable to support the goals of the District.
- Cultivate and enhance staff, student, parent, business and community involvement.

Cold Springs School currently serves nearly 500 students in grades K-5 with an average student to teacher ratio of 22:1. The school is located in a suburban neighborhood at the south end of Missoula, Montana. Cold Springs' students come from a variety of family configurations; the majority of which are committed and involved in their children's education. The student body at Cold Springs is 94% Caucasian. Socio-economic disadvantaged students make up approximately 20% of the enrolled population. Every child considered to be "at-risk" is targeted for weekly progress monitoring.

The school's philosophy is to be proactive with learning; preventing, instead of correcting low rates of achievement. To do this the staff and teachers welcome, encourage, and foster parent, family, and community involvement. The school averages over 500 hours of parent and community volunteer participation every month. This participation from stakeholders is vital for the school to achieve its objective and goals. Another example of this support and dedication from the community is substantiated in the student attendance rates. Over the past five years, the student population has consistently obtained ninety-six percent attendance record.

Teacher recruitment and training are high priorities for the principal. Recruitment involves working with successful substitute teachers and training them in building methodologies, programs, and practices. Those substitutes that complement the school's needs often attain open teaching positions. New team members receive peer and professional coaching from experienced teachers.

The staff is receptive to new ideas and reflective about their own performance. There is also a high degree of longevity among the professional staff, including the principal. The consistency among staff and other characteristics have fostered a strong camaraderie among teachers which results in a positive workplace and learning environment, and an influential culture for the growth of the school community.

Cold Springs staff members demonstrate a passion and commitment for the teaching profession and strive for the success of the students. Staff meetings are designated for assessment and data analysis, unit planning, and Response To Intervention (RTI) strategizing. Teachers work cooperatively and collaboratively within and across grade level teams, as well as with specialists (special education, library, media, Health/PE, music etc.) in these pursuits. Cold Springs is not a Title I school, thus a key factor in student achievement is the involvement of Foster Grandparents, McKinney-Vento Act tutors, America Reads Volunteers, America Counts Volunteers, and parents. Cold Springs is regarded as a prestigious

public school within the Missoula community. Families contribute in a myriad of ways that promote continued excellence.

Parent and community involvement has a strong tradition at Cold Springs and is a key to achieving success. There is an active and devoted Parent-Teacher Association (PTA) associated with Cold Springs. This group raises funds throughout each school year to advance the school's budget and help provide such things as classroom materials, performance programs, playground equipment, and field trips for the children. In addition, the PTA has partnered with numerous local businesses to help reach fundraising goals and provide opportunities for students to interact with community members. For example, the local Wal-Mart pays two employees to volunteer in classrooms. This consistent involvement is just one example of the tremendous community support that benefits students at Cold Springs.

In summary, Cold Springs School continues to be recognized for its academic excellence, innovation, safe environment, and dedicated professional staff. The school has been a district leader in integrating technology and maintaining strong parental involvement. There has consistently been significant student growth and high levels of achievement. By continually striving to change and develop new ways to meet the unique need of the students, the school ensures that every child receives the support he/she needs to succeed. RTI is among the ways Cold Springs promotes success for both low and high achieving students within the diverse population. Discussions about assessment, behaviors, goals, successes and failures are frequent. Staff at Cold Springs understands the need to be reflective learners every day, side by side with the students. This leads to celebrations of successes and a striving to improve upon weaknesses. In this way, Cold Springs provides an excellent, and engaging, education to students.

<http://www.youtube.com/watch?v=Ea3oQeP2nPM>

### 1. Assessment Results:

The Montana Comprehensive Assessment System (MontCAS) are standards based assessments that are designed to provide a clear picture of student growth over time. Students must score a 250, or above, on MontCAS to be considered proficient in math or reading. For an advanced designation in reading, a student must score 287 or above. For an advanced designation in math, the score has varied over the five year period between 289 and 291. The data is used to monitor the number of students meeting Montana State standards, as well as to drive and improve instruction. This Criterion Referenced Test is given state-wide every year to students in 3rd , 4th, 5th, 6th,7th, 8th, and 10th grades in both math and reading.

MontCAS results: Our school's percentage of students scoring proficient and advanced in math increased from 79% in 2006 to 91% in 2010. Our school percentage of students scoring proficient and advanced in reading increased from 90% in 2006 to 95% in 2010.

Our school has used RTI (Response to Intervention) methods to improve achievement for all students. RTI was piloted for both reading and math in 2004 with school-wide implementation in 2005. Focused teacher training in RTI methods, and the implementation of Professional Learning Communities (PLC), played an important part in the success of RTI at each grade level.

Students with Disabilities showed an achievement gap of more than 10 points from the school score in reading and math this past year. Target interventions and resources to close that gap remain a focus. Students in this category receive reading and math instruction in the regular classroom and the Resource Room (Double Dosing). With this type of instruction, Students with Disabilities have demonstrated consistent growth over time in both curriculum areas.

Currently, the center-based district Structured Learning Program (SLP) impacts the building special education scoring percentage. We continue to train SLP staff in best practices and additional strategies which include understanding trauma and neglect in working with SED (Severely Emotionally Disturbed) children. We are implementing more interactive technology in classrooms in an effort to engage these students when their emotional state allows them to do academics. Socio-economic Disadvantaged Students showed an achievement gap of more than 10 points from the school score in math only. We have implemented a K – 5 schedule that includes Double Dosing opportunities for every special education student in reading and math and one-on-one tutoring opportunities for Socio-economic Disadvantaged Students in math. Both reporting subgroups have made significant gains over the five year time period in both math and reading using the effective interventions in place. However, in an effort to address the continued needs of some of our student, we are currently changing curriculum delivery strategies for all kindergarten students.

Kindergarten teachers have been trained in Reading Mastery methods and strategies. Our plan includes three specialists who join each kindergarten teacher for thirty minutes of direct instruction in reading every morning. This way we can reduce instructional groups to six or fewer for Reading Mastery - a good compliment to our Reading Street instruction. A newly implemented math adoption has changed the way we teach math. Student led lessons begin in kindergarten and math vocabulary is taught through “math talk” methodology. We progress monitoring in math and reading weekly. Classroom teachers use data to adjust instruction.

Target achievement goals are set for each child in our building every month. Our school does not have a Title One Program. Community volunteers are trained to be math and reading tutors. Individual intervention strategies are documented and data collected and turned in to the principal for monthly oversight on student progress.

Careful analysis of Measures of Academic Progress (MAP) data verified that the math curriculum adopted in 2009, together with student centered methodologies, had a positive, and measurable impact on student math performance and understandings. MAP assessments have been a valuable resource for objectively evaluating students and tracking growth over time. The school is experiencing continued improvement in the effective use and interpretation of this data largely due to on-going professional development in this area.

The primary student achievement goal at Cold Springs is for 60% of all students to meet or exceed individual EXPECTED YEARLY GROWTH (EYG) as demonstrated by RIT scores on the MAPS assessments in Math and Reading. A goal of 60% of students meeting or exceeding EYG has resulted in Cold Springs School ranking in the top 10% of schools nationwide for the past 14 out of 15 years.

Montana State Results including Cold Springs Elementary can be found at:  
<http://www.opi.state.mt.us/>

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

Ensuring that all students achieve success is vital at Cold Springs Elementary School. The evaluation of students' mastery of state standards is completed through the MontCAS CRT which is administered to students in grades 3-5. Progress monitoring assessments used district wide, such as DIBELS (Dynamic Indicator of Basic Early Literacy Skills) in grades K-5 and MAP in grades 1-5, help refine instruction for remedial and advanced learners. Formative and summative assessments are balanced in order to track achievement, improve instruction, set individualized student goals, and make instructional adjustments during lessons.

Teachers analyze pertinent data within grade level teams to plan effective interventions for increasing student achievement. Once a decision is made, teachers implement specifically outlined strategies in the classroom. Examples of interventions may include but are not limited to: one-to-one teaching, small group instruction, curriculum strategic strands, reading remediation, addressing a variety of learning styles, using research based materials, collaborative inquiry based lessons, and academic computer programs. Interventions are implemented by staff, community tutors, peer tutors, and volunteers.

An Early Intervention program was developed at Cold Springs School to meet the needs of students categorized as intensive in the RTI program. Early Intervention has been successful at remediating students in grades K-2 with reading deficiencies over the past five years. However, with analysis and reflection it became apparent that there was a systematic need for increased phonics based instruction for all of the youngest readers. To accomplish this, the RTI based strategy of direct reading instruction has been introduced. Every kindergarten student is receiving supplemental reading instruction through the research-based program Reading Mastery. Reading performance will be increased for all students by providing this strong foundation of skills. Additionally, literacy skills are soaring as the school continues to utilize a talented writing/literacy coach. Cold Springs prides itself on the gains kindergarten students are making in writing. These gains allow teachers throughout the grades to increase their level of instruction.

A systematic process is in place to address performance in times when the above interventions do not result in increased student achievement. A Student Intervention Team (SIT) is used to determine either the need for further interventions, or an evaluation for Special Education services.

Cold Springs has successfully used assessment data to analyze and improve school performance. Cold Springs school has a high achievement rate largely because of the reflective, dedicated educators that realize the importance of seeking avenues to creatively continue improvement.

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

There are several communication tools the staff at Cold Springs uses to relay information about student performance to parents, students, and community members. These include: monthly newsletter to parents,

monthly progress reports, mid-term reports, report cards, parent-teacher conferences, phone calls, emails, and principal meetings.

Each teacher is responsible for generating a monthly progress report for each student in his/her class. Reports indicate the proficiency level in the areas of math and reading along with a detailed explanation of the expected level of achievement.

Cold Springs Elementary School is on a trimester schedule. Each trimester, a report card is sent home describing each student's learning progress based on MCPS learning expectations and curriculum benchmarks. This report card informs parents and students about learning successes and guides improvement efforts as needed. In grades three through five, midterm grades are also sent home as an indicator of student progress.

Formal and informal parent-teacher conferences are an integral part of the communication process. In these meetings, teachers notify parents of their child's performance and share assessment data. Often times the student is involved in these conferences. Successes are celebrated, challenges are addressed, and specific strategies for advancing student performance are cooperatively outlined and agreed upon. In this way, students are actively engaged in reflection and decision-making. Cold Springs averages close to a 100% participation rate during the biyearly parent/teacher conferences.

Many teachers communicate daily with parents via an agenda notebook that students carry back and forth between school and home. Teachers use e-mail, the telephone, class websites, and a district wide program called Zangle for reporting purposes. Zangle allows families immediate access to grades, assignments, and class news.

The building principal communicates information about the school and student achievement in a variety of ways. Meetings with the general PTAC (Parents Teachers and Children) and the elected PTAC board are held monthly. A School Report Card following the MontCAS is issued every spring. One of the most successful ventures has been an informal monthly meeting called "Pizza with the Principal" where assessment results and other significant information are shared with parents. The principal actively solicits input at this meeting, consisting mainly of parents that are not involved with PTAC or do not regularly volunteer. "Pizza with the Principal" provides a welcoming environment and promotes involvement of all parents, even those who might otherwise feel as if they didn't have a voice.

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

Schools within the state of Montana share successful strategies through the yearly Effectiveness Report. The report includes specific ways Cold Springs uses RTI strategies to meet the needs of all students and illustrates precisely what successful strategies look like within the school setting. Through this report, achievement data is analyzed, allowing all schools, including Cold Springs, to focus on areas of improvement.

Missoula County Public School District has a very organized reporting system for sharing information with the school board and the public. Each school is represented by a director who delivers detailed monthly reports for each school in his/her region. The reports include the school's progress toward published goals in each of five areas: Achievement, Supervision, Professional Development, Restructuring, and Community Involvement.

Cold Springs' attendance region includes two other "sister" schools, Russell Elementary and Chief Charlo Elementary. Successful teaching strategies are shared at monthly grade level cross-school meetings. Cold Springs is at full capacity a majority of the time, requiring the sharing of families with sister schools in the region. Sharing families has augmented the need and ease of collaboration between the schools. Regular meetings are planned and executed by curriculum coordinators and Math/Reading Teachers on Special Assignment (TOSAs), and may include grade level teachers from across the district. Cold Springs School also partners with Hawthorne Elementary School to provide professional development in the area of MAP assessment and effective use of technology.

Cold Springs' teachers serve on District Professional Committees along with district curriculum specialists and colleagues from other schools to share successful strategies and programs used in the building. The school administrator shares successful instructional strategies and programs with other principals (K-12) during Region I meetings, as well as to the district via presentations, emails, and small group meetings. Cold Springs also shares its success with other district schools by welcoming visitations by teachers from other schools.

Cold Springs School partners with the University of Montana to provide training and hands on experience for future educators. Once assigned to the Cold Springs building, the school makes a strong commitment to the success of the developing teacher.

Our building operates with shared leadership at all levels. This provides professional growth and leadership opportunities for all professionals. Teachers regularly take initiative to share and report on student projects or 21st Century teaching via a variety of mediums including: video projects, cross-grade level projects, demonstrations, "living wax museum", peer observation opportunities, integration of 400 level block students from The University of Montana Education Department into classrooms.

## 1. Curriculum:

Cold Springs School uses well articulated, standards driven instruction in all core areas. The content in these areas is delivered using research-based curriculum, high quality texts, manipulatives, technology, and best practice instruction within an environment that promotes excellence and a sense of community. A complete listing of content standards can be found at <http://www.opi.mt.gov>.

The math curriculum, Math Expressions and enVision Math, are designed to equip students with a powerful mathematical background. Cold Springs' teachers recognize that mathematical literacy is essential for every child's future. The standards are geared toward sharpening math skills, deepening understanding of mathematical concepts, processes and applications, and honing problem-solving, reasoning, and communication abilities.

Success in reading leads to success in all academic areas. In addition to promoting a love of reading, Scott Foresman's Reading Street is used to ensure students are proficient in:

- speaking and listening, media literacy, understanding literature, foundational reading skills and strategies, and writing skills
- applying foundational skills and strategies to comprehend, interpret, analyze, and evaluate texts
- selecting, interpreting, and responding to a range of genres

Formal writing instruction, based on a writing workshop format, enhances the Reading Street program. Students flourish as they begin to see how their skills as readers and writers open up new opportunities.

Science and Social Studies standards have been coordinated with Communication Arts and Math Standards in order to streamline instruction. Science inquiry guides students in developing knowledge and understandings of scientific ideas based on making observations, posing questions, accessing information, planning and conducting experiments, and analyzing results. In effect, students use the inquiry model the same way as professional scientists in developing knowledge about natural phenomena. The Biological Sciences Curriculum Study (BSCS) 5E Instructional Model is an example of inquiry-based science instruction used at Cold Springs.

The Social Studies curriculum exemplifies the knowledge and skills that will be required of students to be active, productive citizens. Students gain the capacity to make wise choices and participate in the rapidly changing state, nation, and world in which they live. Social Study concepts are integrated throughout the curriculum to teach about cultures, societies, economic systems, political and cultural barriers that divide people, and the common human qualities that unite people.

To thrive in the 21st Century, students must employ a process of inquiry and higher level thinking to gain new information in all facets of their lives. Cold Springs' students are provided opportunities to "open the door to the world" by learning to access and evaluate information, and practicing strategies to manage and ethically use information. The library media specialist, in collaboration with classroom teachers, empowers all students to become information literate.

Teachers use the technology standards to incorporate instruction that coincides with technology benchmarks. Students use digital cameras, video cameras, and interactive white boards, in addition to classroom computers and the building computer lab, to increase their proficiency in technology use.

Cold Springs' Health Enhancement curriculum reflects the growing body of research that emphasizes teaching functional health and physical information. The essential concepts are: shaping personal values that support healthy behaviors; creating group norms that value a healthy, fit lifestyle; and developing the essential health and fitness skills necessary to adopt, practice, and maintain health-enhancing behaviors.

The Visual Arts Program advances student creativity and appreciation of art. An art specialist implements curriculum based on content area standards found in The National Standards for the Fine Arts, which can be viewed at: [http://www.arteducators.org/store/NAEA\\_Natl\\_Visual\\_Standards1.pdf](http://www.arteducators.org/store/NAEA_Natl_Visual_Standards1.pdf).

The Performing Arts curriculum promotes the development of creativity and expressive awareness. Students gain powerful tools for learning artistic modes of problem solving which, in turn, bring an array of expressive, analytical, and developmental skills to every human situation. Music is offered as a general class in K-5 and band/orchestra at 5th grade. Music is taught to address all three of the basic domains of learning: cognitive (intellectual learning), psycho-motor (physical coordination), and affective (expressing and feeling emotion).

The Cold Springs counseling program follows the state standards using The American School Counselor Association (ASCA) model, which can be viewed online at: [schoolcounselor.org](http://schoolcounselor.org).

Montana's Office of Public Instruction has developed seven "essential understandings" regarding Montana Indians and the implementation of Indian education curricula. Cold Springs School has integrated the essential understandings into the curriculum across the board to enrich and expand knowledge and understanding of Native American culture.

Cold Spring's teachers deliver explicit and systematic instruction of a standards-based curriculum. Teacher directed instruction, modeling, guided practice, independent practice, and small group instruction are used in conjunction with collaborative group work to prepare students in becoming successful, contributing citizens in the 21st century. Cold Springs School has consistently maintained high expectations both for behavior and academics. Staff members focus on building relationships to the same degree as promoting academics. Understanding each child's learning modalities, interests, strengths and weaknesses allows teachers to elevate that individual to achieving his/her potential.

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

Cold Springs Elementary School's reading curriculum, Reading Street by Scott Foresman, is based on district and state standards. It is organized into five main core standards which include: speaking and listening, reading, literature, media literacy, and writing. Within these categories, there are several specific goals and objectives. These areas are foundational to students' growth and achievement. In addition, the standards are designed to enhance emergent skills and increase higher level learning.

Reading Street is a literature based program, chosen because it specifically addresses the curricular areas targeted to meet the district achievement goals and state standards. Reading Street covers essential components of reading, including: phonemic awareness, phonics, reading fluency, vocabulary, and comprehension.

Students acquire foundational reading skills through activities in small and whole group settings. For example, each week a second grade class works on one story together. Through that selection, they will study a specific phonic skill such as long "i." Students will also work on a specific comprehension skill such as cause and effect. Further examples of these skills might include specific instruction in: fluency, vocabulary, grammar, and writing. There is also an opportunity to differentiate instruction with leveled readers and differentiated lessons are provided in each manual.

When students are performing below grade level, there are several resources available to improve their reading skills. Within Reading Street there are separate daily strategic intervention lessons that parallel the on-level lessons. Strategic decodable readers and leveled readers are provided for students at varying levels. My Sidewalks is a Reading Street strategic intervention strategy for remedial-level readers. In

addition to Reading Street, teachers use an extensive leveled library to provide level appropriate literature. Multiple remedial reading programs are used by teachers based on the specific remediation needs, the programs available to teachers include: Read Well, The Six Minute Solution, and Reading Mastery.

Cold Springs uses several different service models to provide specific instruction addressing reading deficits. For example, America Reads tutors, McKinney-Ventro tutors, parent volunteers, and foster grandparents conduct individual or small group instruction to students. Additionally, opportunities for cross grade level instruction, compacting and focused extension activities are afforded to gifted students.

The above examples demonstrate the efforts to ensure that students are performing at or above grade level in Cold Springs. The systematic approach to implement interventions enhances the staff's ability to improve reading performance for the diverse school population.

### **3. Mathematics:**

As part of a rigorous mathematics curriculum aligned with the mathematics standards set by the State of Montana and NCTM, Cold Springs School utilizes Houghton Mifflin Math Expressions (grades 1-5) and Scott Foresman-Addison Wesley enVision Math (kindergarten). Both programs develop deep conceptual understanding and mathematical fluency. These programs assist teachers in equipping students with the powerful mathematical skills required for the 21st century. Standards addressed include: problem solving, reasoning and proof, communication, connections, representation, number sense, algebra, data analysis, geometry, measurement, and computation.

Cold Springs has concentrated efforts to improve student understanding of math concepts over the past two years. MontCAS scores have indicated that the changes in the core program and methods of instruction have resulted in increased achievement. Observations of math instruction throughout the school confirm students are engaged in immensely high level thinking and substantial collaborative work. Student math leaders and questioning formats illicit math talk to promote a deep understanding of concepts and the relevance of those concepts in daily life.

There are multiple ways to differentiate learning outlined within the programs for students who are performing below grade level. This supplementary instruction is used in alliance with assessments to further guide instruction. Students not meeting standards often receive assistance in a small group setting, peer tutors, and/or outside the classroom by America Counts tutors, the teacher, or volunteers. Soar to Success, PLATO, and Orchard are computer based interventions used to assist in developing mathematical skills. Compacting, tiered instruction, flexible grouping, and a gifted education program ensure that all students, including the highest level of learner, are receiving quality instruction.

Cold Springs' teachers have learned that teaching mathematics well is a complex endeavor. Teachers must have both content and pedagogical knowledge appropriate for their grade level, as well as the previous and post grade levels. At Cold Springs, teachers build on students' existing knowledge, present ideas in various formats, use assessments productively, relate concepts to student interests, target state standards, and value student input to enhance mathematical learning.

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

Technology has been an integral component of the Cold Springs curriculum. As a 21st Century school, new technologies are used to drive instruction and facilitate the mission of helping each child learn to the best of his/her ability.

The majority of classrooms at Cold Springs have Interwrite Boards. These boards have allowed teachers to infuse technology into all aspects of learning, resulting in higher levels of student engagement. Classrooms are experiencing virtual field trips, communicating with authors via Skype, creating video productions, and participating in classroom blogs. Students are involved in situations that promote a higher rate of learning and increased understanding.

One kindergarten teacher effectively demonstrated how instruction could be elevated using technology such as internet blogs and collaborative projects with other schools. Students in this class polish their academic skills, as well as their relational skills through projects involving writing partnerships with other local schools. One particular project involved children from one classroom writing a sentence and the other school's children illustrating the sentence. Both classes' work was displayed on the class blog. This activity promoted essential writing skills, ownership in a project, and collaboration through technology.

Technology has proven useful in providing interventions at Cold Springs. Soar to Success is a mathematical, computer based, intervention from Houghton Mifflin using graphic organizers and targeted strategies to improve performance. Other successful math intervention programs include PLATO and Orchard which supplement and reinforce essential math skills.

In keeping with Cold Springs' practice of parent communication, teachers regularly use websites, online newsletters and email to relay information. In addition, Zangle, a web based district program, gives parents direct access to their child's grades, assignments, and attendance. The district is currently working on technology standards for students and policies for internet usage and social networking in order to promote quality technology instruction and use. Teachers from Cold Springs are active on the district Technology Committee which aids in keeping the staff current on the latest technical opportunities. The principal encourages new technological methodologies to facilitate the school's mission of helping each child learn to the best of his/her ability.

Students acquire essential skills and knowledge through the use and advancement of varied technological applications at Cold Springs. The staff believes technology is an integral, dynamic component to providing a quality education.

## **5. Instructional Methods:**

Meeting the diverse needs of all students through differentiated instruction is a priority at Cold Springs School. Teachers are proud of the variety of strategies and resources that are used to promote the highest level of student learning and achievement.

The staff understands that an integral part of best practices is differentiating instruction. The adopted curricular programs, along with supplemental materials, aid in targeting the full spectrum of learners. Every child is unique and teachers are versed in tailoring instruction to meet those unique needs. Tiered assignments, compacting, interest centers, flexible grouping, learning contracts, and choice boards are all ways teachers address varying student needs. Additionally, leveled readers assist teachers in forming reading groups that support each level of performance. Within the math curriculum there are math cards that match each lesson with differentiated instruction activities. Many teachers also work with struggling students at recess, lunch, and after school.

Each month, teachers meet in grade-level groups to analyze current student performance data and share ideas on progressive instruction. During these monthly meetings, plans are outlined to increase achievement. The at-risk students are recorded on the RTI board in the principals' office and student progress is tracked over time. Thus, the staff has a visual evaluation tool of progress over time.

In addition to progress monitoring through teacher teams, each classroom teacher follows student progress through benchmark testing by unit, district trimester MAP (Gr. 1-5), DIBELS (K-5) testing, and state Criterion Reference Testing (Gr. 3-5) each spring. This data is critically analyzed and implemented to create targeted interventions for struggling students. The most at-risk student population receives intensive replacement and support instruction in the Resource Room as Special Education placement. As part of their IEP, these students have classroom accommodations that support their classroom work through modified assignments and extended time. The Resource Room teachers, Speech Therapist, and School Psychologist are always available as consultants to recommend targeted interventions for the diverse needs of the students. It is typical to Double Dose (student receives instruction in both the regular education classroom and the resource room) in reading and math to assist students in scoring at benchmark and rejoining peers for instruction.

## **6. Professional Development:**

Fostering a joy of learning and the ability to reflect on one's learning is among the ways Cold Springs' teachers promote excellence throughout the grades. However, to be effective in this endeavor, teachers must model those traits for students. It is understood that quality teachers are, in fact, the single greatest determinant of student achievement. Therefore, professional development is an important component in the constant quest for improvement at Cold Springs.

Each summer, the principal organizes a two-day in-service which consistently provides information, training, and time to learn/implement programs, strategies, and best practices in the classroom. In this way, staff are propelled toward the defined school achievement goals. Staff members use this time and information in a way that is directly related to instruction and the students' learning/achievement. In addition, building level trainings are offered based on methodology that enhances student learning. For example, a Literacy Coach has assisted the kindergarten team for the past three years in solidifying a dynamic writing program.

MCPS has one hour early dismissal each Thursday for the purpose of professional development. AIM training, math discussions, technology development, special education law, science implementation, and best practices in communication arts are examples of Thursday professional development. A specific learning target for the training is always identified and evaluation and feedback are solicited.

In addition to the above scheduled professional development opportunities, MCPS offers a wide variety of courses. All professional development activities directly pertain to the district's vision, mission and content standards. For example, upon adopting "Math Expressions," the district insured successful implementation by mandating math trainings to elevate mathematical understandings outlined in the program. The classes addressed the areas in math that are targeted by the National Council of Teachers of Mathematics (NCTM) standards. For more information about professional development opportunities visit: <http://employment.mcps.k12.mt.us/hrportal/Default.aspx?tabid=1>

Cold Springs School has been successful in becoming a high achieving, desirable place to work and learn in part due to the professionalism and dedication of the teachers and staff. A key component to this is the commitment to professional development. Teachers assist each other in meeting student, teacher, team, building, and district goals through targeted and relevant professional development activities. Thus, teachers become the best they can be so that the students can, in turn, be the best they can be.

## **7. School Leadership:**

The leadership philosophy at Cold Springs School focuses on collaboration, cooperation, reflection, and professional development. Shared leadership opportunities for every staff member are built into individual professional goals. This engages teachers in peer coaching and reflection activities, as well as, affords the principal more classroom time.

Close and consistent monitoring of RTI efforts allows the principal to know and understand every child academically, emotionally, and behaviorally. The development of a comprehensive data board in the principal's office, along with smaller versions of the data board for each grade level, assist the entire staff in planning, assessing, and analyzing student learning. Teachers update the RTI boards, submit written reports, and verbally share progress with the principal on a monthly basis, or more frequently as needed.

Staff supervision and evaluation is carried out using a collaborative approach. The principal focuses on the following six teacher standards: preparation and content knowledge, instructional strategies, environment for learning, student assessment and progress monitoring, collaborative relationships, and professional responsibilities. Through the evaluation process, the principal shows respect for different teaching styles and methods. Maintaining a high degree of enthusiasm and passion for the "mission" of educating all students is of the utmost importance.

The principal utilizes and fully understands the value of the coaching model. Coaches assist teachers in professional growth and/or in advancing/implementing new programs or teaching methods.

Evidence of the school leadership philosophy can be seen in the transformation of the methodology of teaching kindergarten. Through a literacy coach, a re-design of the communication arts program was implemented to include writing workshops, which resulted in drastically improved DIBELS scores. To further this re-design, Reading Mastery is currently being implemented as a daily 30 minute intervention for all kindergarteners. By spring 2012, a kindergarten exit assessment will be required for promotion to first grade. The principal is directing efforts to revamp and improve kindergarten for all students based on the knowledge that future success in reading begins with a successful kindergarten experience.

To accomplish the mission of ensuring each student achieves his/her full and unique potential, the principal consistently works to refine her skills. She reports her progress of: continuous school improvement, teaching and learning results, allocation of resources and management of school operations, collaboration and building staff leadership, parent and community engagement, and professionalism to parents, regional directors, the superintendent and the school board. The Cold Springs' culture and history requires the principal to focus her efforts on school climate and effective communication, as well as, on established principal standards.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: MontCAS - CRT

Edition/Publication Year: varies by test year Publisher: Measured Progress

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
proficient plus advanced	89	89	86	86	74
advanced	57	51	39	33	35
Number of students tested	84	79	74	80	69
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	1
Percent of students alternatively assessed	0	0	0	0	1
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
proficient plus advanced	78	70		58	36
advanced	39	10		29	18
Number of students tested	18	10		17	11
<b>2. African American Students</b>					
proficient plus advanced					
advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
proficient plus advanced					
advanced					
Number of students tested					
<b>4. Special Education Students</b>					
proficient plus advanced	33		62		16
advanced	8		31		8
Number of students tested	12		13		12
<b>5. English Language Learner Students</b>					
proficient plus advanced					
advanced					
Number of students tested					
<b>6.</b>					
proficient plus advanced					
advanced					
Number of students tested					
<b>NOTES:</b>					

11MT2

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: MontCAS - CRT

Edition/Publication Year: varies by publication year Publisher: Measured Progress

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient and Advanced	92	94	94	96	91
Advanced	61	58	66	61	59
Number of students tested	84	78	74	79	69
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	1
Percent of students alternatively assessed	0	0	0	0	1
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient and Advanced	88			55	73
Advanced	44			44	15
Number of students tested	18			16	18
<b>2. African American Students</b>					
Proficient and Advanced					
Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient and Advanced					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient and Advanced	58		69		67
Advanced	8		23		17
Number of students tested	12		13		12
<b>5. English Language Learner Students</b>					
Proficient and Advanced					
Advanced					
Number of students tested					
<b>6.</b>					
Proficient and Advanced					
Advanced					
Number of students tested					
<b>NOTES:</b>					

11MT2

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: MontCAS - CRT

Edition/Publication Year: varies by year of test Publisher: Measured Progress

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
proficient and advanced	88	90	89	79	82
advanced	58	44	39	43	44
Number of students tested	74	72	80	74	81
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	3
Percent of students alternatively assessed	0	0	0	0	4
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
proficient and advanced	72	80	71	69	66
advanced	45	30	24	15	33
Number of students tested	11	10	17	13	12
<b>2. African American Students</b>					
proficient and advanced					
advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
proficient and advanced	5				
advanced					
Number of students tested					
<b>4. Special Education Students</b>					
proficient and advanced		70		44	
advanced		20		6	
Number of students tested		10		16	
<b>5. English Language Learner Students</b>					
proficient and advanced					
advanced					
Number of students tested					
<b>6.</b>					
proficient and advanced					
advanced					
Number of students tested					
<b>NOTES:</b>					

11MT2

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: MontCAS - CRT

Edition/Publication Year: varies by year of test Publisher: Measured Progress

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient and Advanced	95	97	89	90	87
Advanced	69	63	54	55	65
Number of students tested	74	71	79	74	81
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	3
Percent of students alternatively assessed	0	0	0	0	4
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient and Advanced	90		63	76	66
Advanced	45		25	38	58
Number of students tested	11		16	13	12
<b>2. African American Students</b>					
Proficient and Advanced					
Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient and Advanced					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient and Advanced				57	
Advanced				13	
Number of students tested				16	
<b>5. English Language Learner Students</b>					
Proficient and Advanced					
Advanced					
Number of students tested					
<b>6.</b>					
Proficient and Advanced					
Advanced					
Number of students tested					
<b>NOTES:</b>					

11MT2

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: MontCAS - CRT

Edition/Publication Year: varies by test year Publisher: Measured Progress

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
proficient and advanced	97	90	81	93	80
advanced	79	57	43	57	44
Number of students tested	76	76	72	83	88
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
proficient and advanced	89	59	73	93	
advanced	56	24	18	50	
Number of students tested	18	17	11	14	
<b>2. African American Students</b>					
proficient and advanced					
advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
proficient and advanced					
advanced					
Number of students tested					
<b>4. Special Education Students</b>					
proficient and advanced	50		43		40
advanced	40		0		0
Number of students tested	10		14		20
<b>5. English Language Learner Students</b>					
proficient and advanced					
advanced					
Number of students tested					
<b>6.</b>					
proficient and advanced					
advanced					
Number of students tested					
<b>NOTES:</b>					

11MT2

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: MontCAS - CRT

Edition/Publication Year: varies by test year Publisher: Measured Progress

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Feb	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient and Advanced	97	92	90	92	91
Advanced	86	72	58	67	53
Number of students tested	76	76	72	83	88
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient and Advanced	89	70	91	93	
Advanced	72	29	27	50	
Number of students tested	18	17	11	14	
<b>2. African American Students</b>					
Proficient and Advanced					
Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient and Advanced					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient and Advanced	70		57		65
Advanced	60		7		10
Number of students tested	10		14		20
<b>5. English Language Learner Students</b>					
Proficient and Advanced					
Advanced					
Number of students tested					
<b>6.</b>					
Proficient and Advanced					
Advanced					
Number of students tested					
<b>NOTES:</b>					

11MT2

# 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>					
proficient and advanced	91	90	85	86	79
advanced	65	51	40	44	41
Number of students tested	234	227	226	237	238
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	4
Percent of students alternatively assessed	0	0	0	0	2
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
proficient and advanced	80	70	66	73	51
advanced	47	51	25	31	24
Number of students tested	47	37	37	44	32
<b>2. African American Students</b>					
proficient and advanced					
advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
proficient and advanced					
advanced					
Number of students tested					
<b>4. Special Education Students</b>					
proficient and advanced	47	44	40	41	24
advanced	16	7	10	8	3
Number of students tested	28	22	34	30	38
<b>5. English Language Learner Students</b>					
proficient and advanced					
advanced					
Number of students tested					
<b>6.</b>					
proficient and advanced					
advanced					
Number of students tested					
<b>NOTES:</b>					

11MT2

# 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>					
Proficient and Advanced	95	94	91	93	90
Advanced	72	64	59	61	59
Number of students tested	234	225	225	236	238
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	4
Percent of students alternatively assessed	0	0	0	0	2
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient and Advanced	89	74	76	75	73
Advanced	54	22	26	44	28
Number of students tested	47	35	36	43	39
<b>2. African American Students</b>					
Proficient and Advanced					
Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient and Advanced					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient and Advanced	65	60	42	66	50
Advanced	28	7	10	14	9
Number of students tested	28	21	33	29	38
<b>5. English Language Learner Students</b>					
Proficient and Advanced					
Advanced					
Number of students tested					
<b>6.</b>					
Proficient and Advanced					
Advanced					
Number of students tested					
<b>NOTES:</b>					

11MT2