

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) ☒ Elementary ☐ Middle ☐ High ☐ K-12 ☐ Other
☐ Charter ☐ Title I ☐ Magnet ☒ Choice

Name of Principal: Mrs. Rhonda Holcomb

Official School Name: Haaff Elementary

School Mailing Address:
15 Chinook Lane
Pueblo, CO 81001

County: Pueblo State School Code Number*: 3724

Telephone: (719) 549-7550 Fax: (719) 562-0433

Web site/URL: www.pueblacityschools.com E-mail: rhonda.holcomb@pueblacityschools.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Dr. John William Covington

District Name: Pueblo City 60 Tel: (719) 549-7100

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mrs. Stephanie Garcia

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- | | |
|-----------|---------------------|
| 22 | Elementary schools |
| 6 | Middle schools |
| 0 | Junior high schools |
| 5 | High schools |
| 3 | Other |
| 36 | TOTAL |

2. District Per Pupil Expenditure: 6800

Average State Per Pupil Expenditure: 6899

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☒ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☐ Suburban
☐ Small city or town in a rural area
☐ Rural

4. 3 Number of years the principal has been in her/his position at this school.

 If fewer than three years, how long was the previous principal at this school?

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

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	41	22	63	7			0
K	22	22	44	8			0
1	22	14	36	9			0
2	26	20	46	10			0
3	23	22	45	11			0
4	29	17	46	12			0
5	24	24	48	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							328

6. Racial/ethnic composition of the school:

1 % American Indian or Alaska Native
3 % Asian
3 % Black or African American
48 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
45 % White
% Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 5 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	9
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	7
(3)	Total of all transferred students [sum of rows (1) and (2)].	16
(4)	Total number of students in the school as of October 1.	330
(5)	Total transferred students in row (3) divided by total students in row (4).	0.048
(6)	Amount in row (5) multiplied by 100.	4.848

8. Limited English proficient students in the school: 2 %

Total number limited English proficient 7

Number of languages represented: 2

Specify languages:

Spanish is the main language of our Limited English Proficient Students with 1 student speaking Portuguese.

9. Students eligible for free/reduced-priced meals: 48 %

Total number students who qualify: 158

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 9 %

Total Number of Students Served: 29

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

<u>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>10</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>18</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>0</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>5</u>	<u>1</u>
Paraprofessionals	<u>1</u>	<u>0</u>
Support staff	<u>3</u>	<u>1</u>
Total number	<u>24</u>	<u>2</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 23 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	97%	96%	95%	95%	95%
Daily teacher attendance	92%	94%	91%	91%	91%
Teacher turnover rate	4%	5%	3%	4%	4%

Please provide all explanations below.

Daily Student Attendance Rates have increased from 95% to 97%. Teacher Attendance Rates have varied due to Parental Leave (pregnancies) and Long-term Medical Leave. Staffing patterns fluctuate due to student enrollment, retirement and students' needs. As a result of this, Teacher turn-over rate has fluctuated slightly.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

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 (travel, staying home, etc.)	<u>0</u>	%
Unknown	<u>0</u>	%
Total	<u>100</u>	%

PART III - SUMMARY

Haaff Elementary School is a PreK-5 school located in the northeast area of Pueblo, Colorado with a student body of 328 students. Single residence homes are the norm with two apartment complexes which assist families who qualify for moderate to low-income housing. This has led to an increase the number of students are who considered "at risk" due to economic reasons. Currently, almost 50% of our students participate in our free and reduced price lunch program. Most recently, the number of houses available for rent has increased in the immediate surrounding area.

Some trends observed in the Haaff Elementary school community are grandparents raising their grandchildren, older adults pursuing a second or supplemental income by raising foster children, and multiple families sharing a household in order to meet economic challenges. We are also experiencing the influence of gang activity in our surrounding area. Removing gang-related graffiti is now a constant duty for our custodial staff.

One of our strengths and accomplishments is our academically strong and student-centered staff. The Mission of Haaff Elementary School is to provide a stimulating, challenging, and rigorous instructional program that addresses the needs of each child. The staff will implement programs that address high expectations, both academically and socially, in a positive and supportive learning environment. Each of our staff members have a vision to provide all students with a quality education which will enable them to be middle-school ready, without the need for remediation. This often means that many of our staff tutor students before/after school and during their lunch hour in order to ensure that our students receive the additional instructional time to be successful. It is important to note that our staff provides these services at no cost and do not receive any additional pay - they simply provide these services because they are dedicated to our students and they want them to succeed.

All of the students at Haaff Elementary School receive an effective and appropriate education. We currently have students who are scoring 2-3 years above their current grade level and we have students who are scoring 2-3 years below their current grade level. Our staff ensures that all students receive additional instruction in literacy, language arts, and/or math necessary in order to meet or exceed levels of proficiency. Although the levels of proficiency are based on Colorado Standards, our district has recently adopted international standards in order to ensure that our students are prepared to be successful in a global market. This means that many of our students receive a double or triple dose of instruction in the needed curricular area. These additional instructional groups are fluid and flexible in nature in order to meet the needs of our students and enable every child to achieve at his or her highest level as measured by our international standards.

The result of this hard work from our staff and students is evident in our School Accountability Report Card from the State of Colorado which rates Haaff Elementary School as HIGH for Overall Academic Performance on State Assessments since 2003 and our Colorado Student Assessment Program scores (which are above the District and State average). The Academic Growth of our students is increasing (Index score of .73 in 06-07 to an Index score of 1.01 in 07-08) and we have met our No Child Left Behind - Adequate Yearly Progress goals in math and reading every year. The students at Haaff Elementary School have scored above the district and state in the Percent Proficient and Advanced for Elementary Grades for All Content Areas for the years 2006, 2007, and 2008.

Another of our achievements is the increased academic growth of our students who are considered to be Economically Disadvantaged. Based on CSAP scores, the number of Economically Disadvantaged students who scored Proficient and Advanced increased from 2006 to 2008 in reading (67% to 75%), writing (34% to 56%), and math (69% to 72%). These percentages are representations of students in grades 3-5. We believe that this is truly an accomplishment as our number of students who qualify for Free/Reduced Lunch also increases every year.

Although student achievement is paramount in our school, we also stress academic skills and higher order thinking beyond the classroom. For the past 5 years, Haaff Elementary School has sent many Destination Imagination teams to the regional (17 teams), state (14 teams), and global (2 teams) competitions. This endeavor is the hard work of our staff, our parent/coaches who volunteer, and our students who spend extra hours preparing for these competitions.

Our students also participate in a number of student clubs and additional academic activities such as Student Council, Art Appreciation Night, Junior Great Books (Socratic Seminars), Student Council, Girl/Boy Scouts, After-School Choir, Gifted/Talented Program, Spring Mini-Classes, Grade-Level Musicals, and Reading Buddies.

Our Parent/Teacher Organization, although small in number, is a tradition at Haaff Elementary School which brings together parents/guardians, community, and business relationships to the doorstep of our school where our students and staff need them the most. Our PTO also provides our students and staff with monetary donations in order to strengthen our ability to purchase instructional materials and increase the quality and quantity of our field trip participation. Currently, we also have approximately 25 volunteers who assist with art projects, reading groups, Destination Imagination teams, school carnivals, and are "teacher helpers" in the classrooms. The partnership between staff, students, parents, and the community will prepare our students to become responsible citizens and productive members of the community, the city, the state, the nation, and the world in which they live.

It is the combination of many factors which lead our students to be successful - inside and outside of the classroom. It is our desire to provide the students at Haaff Elementary School with the academic, social, and emotional skills to be ready to compete on a global stage. We believe that all of our students have the right and the desire to be as well educated as any other student in the world. We can no longer just be satisfied with proficiency of state standards. We must keep reaching higher - for the sake of our students.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The Colorado Student Assessment Program (CSAP) is a standards-referenced assessment, which reports student results in relation to Colorado's Content Standards in each curricular area which is tested - Math, Reading, Science, and Writing. These standards are state and grade-level expectations specifying what students should know at particular points in their education. 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 various subgroup levels. The use of CSAP as Colorado's assessment system to meet the NCLB requirement was approved by the United States Department of Education on 2006. Additional information on the CSAP may be found on the Colorado Department of Education website <http://www.cde.state.co.us/cdeassess/>

Much of the academic success at Haaff Elementary School is the result of data-driven instructional practices, intensive intervention based on research-based instructional strategies, appropriate and ongoing professional development based on the needs of the students and staff, and the intense devotion of our staff to do whatever it takes to ensure that our students are successful.

Over a five-year period, the students at Haaff Elementary School have experienced gradual and incremental growth in the areas of math and reading. The most consistent growth has been at the 5th grade level in all curricular areas. This growth has led to our 5th grade students outscoring the district and state in percent of students proficient and above in the areas of math, reading, writing, and science. These scores are the direct result of all staff members working together to ensure that students are prepared for the middle-school curriculum.

Our staff is very aware of the danger of spikes and dips in assessment data. Although, both our 3rd and 4th grade have experienced spikes and dips, we are moving toward gradual growth as a means of successful academic achievement. The dips in achievement scores may be attributed to long-term staff medical absences, teachers in new grade-levels, or maternity leave. Our staff is dedicated to continuous improvement and their vision that students leave our school ready for middle school without the need for remediation will always be in the front of their minds and will drive their own personal quest for improvement in their teaching strategies and practices.

The CSAP results for 3rd grade math indicate that during the 2005, 2007, and 2008 assessment years, there were no students who scored *Unsatisfactory* and the number of students who scored Proficient and Advanced increased 10% from 2007 to 2008. The CSAP results for 3rd grade reading indicate that the number of students who scored Proficient and Advanced increased 11% from 2007 to 2008. These CSAP results also demonstrate that our 3rd grade students scored about the district and state average in reading, writing, and math.

One example of gradual achievement growth is found in the CSAP results from 4th grade math which indicate an increase of 2% from the 2005 to the 2008 scores in the number of students who scored Proficient and Advanced. There were no students who scored *Unsatisfactory* on the 4th grade 2008 Reading results.

A Two-Year Achievement trend is evident as Haaff Elementary showed improvement in students proficient and above over the 2006 CSAP assessments in seven out of ten tests - 3rd grade reading, 5th grade reading, 3rd grade writing, 5th grade writing, 3rd grade math, 5th grade math, and 5th grade science.

All of our staff are motivated by the NCLB requirement to reduce and eliminate the number of students who score *Unsatisfactory* on our state assessments. At this time, all of our Special Needs students participate in the

CSAP and no students qualify for the CSAP-A, which is an alternative assessment for Special Needs students who are unable to participate in the CSAP.

In analyzing disaggregated data, we are proud to highlight that the results of our 2007-2008 CSAP scores demonstrate that the students at Haaff Elementary School scored above the state average in all categories for percent of students scoring Proficient and Above in reading, writing, math, and science for grades 3-5 (with the exception of 4th grade reading). For the years 2006, 2007, and 2008, Haaff Elementary consistently scored higher than the district and the state in Percent Proficient and Advanced for Elementary Grades for all content areas.

One of our greatest accomplishments has been the results of the 2004-2008 School Index Score. The School Index score is used by the State of Colorado to measure Academic Performance and Academic Growth in the School Accountability Report (SAR). Although we have received a rating of High from 2004-2008, our Index Score has gradually increased from a score of 0.51 in 2004 to a score of 1.01 in 2008. This gain of 0.50 is the highest gain for all schools (elementary, middle, and high) in our district. This has led to a rating of High in Academic Performance and an Academic Growth of Typical on the SAR for the 2007-2008 school Year. This is the highest combination of Academic Growth and Academic Performance for any elementary school in our area (a comparison of ten neighborhood schools).

2. Using Assessment Results:

The decisions made regarding student instruction, intensive remediation programs, intensity of instruction, duration of instruction, modification of curriculum, instructional materials, staffing resources, and teaching strategies are all based on assessment data. At Haaff Elementary School, our staff continuously uses various types of assessment data in order to measure student mastery of skills, areas of need, strengths, and weaknesses. With tools to measure and assess student learning and mastery, staff make placement decisions and provide targeted instruction to help each student succeed. Staff, students, and parents work together to identify student needs and formulate plans to meet those needs. This is done on a regular basis through teacher meetings, parent/teacher conferences, teacher observation, staffings, and the Response to Intervention plans.

The Colorado Student Assessment Program (CSAP) measures student knowledge of the Colorado State Standards. However, this assessment is an End-of-the-Year (February and March) assessment. Results from the CSAP, as well as additional assessments at the beginning of the school year, quarterly (benchmark), and frequent progress monitoring data allow for true flexibility of instruction based on the results of these assessments. Galileo assessments - which are aligned to the CSAP- in reading, math, and science allow for formative and on-going data analysis to ensure proficiency of the state standards. The Dynamic Indicator of Basic Literacy Skills (DIBELS) gives teachers benchmark and progress monitoring data for each grade-level in various areas of literacy. As necessary, some students are administered diagnostic assessments in reading and math in order to determine their areas of need. Students are placed in prescriptive intensive intervention programs based on the results of the diagnostic assessment results. Additional data includes Accelerated Reader Reports, SuccessMaker Math/Reading Lab Reports, teachers' anecdotal records, and classroom assessments.

Meeting the individual needs of students can only be accomplished through prescriptive and thoughtful processes that include the use of assessment data in all areas of the curriculum. Formative, progress monitoring, diagnostic, and evaluative assessment data provides staff with the necessary information in order to meet the needs of the students in a timely, effective, and efficient manner. Our careful and continuous review of data validates the decisions that were made regarding student instruction or if student progress is slow, possible solutions are discussed and appropriate changes are made.

Our school is very successful in assessing students to guide instruction and using this information to help students become successful. We believe that high expectations without the means of measuring those expectations is useless. Assessing students, analyzing the data, and making instructional decisions based on data

ensures that our students are meeting district, state, and national standards. Our goal is to continue to refine the process of standards, assessment, and instructional delivery so that all students experience academic success and have the opportunity for lifelong rewards.

3. Communicating Assessment Results:

Communication with staff, parents, students, and the community is achieved through various means at Haaff Elementary School. Our staff regularly conduct home visits, initiate/answer phone calls, send home notes and monthly newsletters, and attend PTO meetings. At the beginning of each school year, our Open House is attended by approximately 95% of our parents. At Open House, teachers share classroom expectations, the grading system, grade-level curriculum, homework activities, and many other items which are important to the success of their students. Fall and Spring Parent-Teacher conferences ensure that report cards, assessment results, cognitive skills, special programs, and student achievement are discussed. At the fall conference, teachers disseminate the results of the CSAP for each individual student and offer explanations to help parents understand performance results. Teachers also provide parents with examples of ideas that can be used at home to improve areas of weakness, build-on areas of strength, and facilitate learning at home.

Many of our teachers and staff members are available to parents before and after school in order to discuss concerns, answer questions, or just to ensure that their students are achieving at a level of proficiency.

Additional assessment and school progress information is sent home throughout the year. The yearly School Profile and Accountability Report is sent home to parents and provides information such as school goals, accomplishments, accreditation information, enrollment, school programs and activities. Also, the state of Colorado provides each school with a School Accountability Report Card. The Report Card summarizes our school's Overall Academic Performance on State Assessments, the Academic Growth of Students for Haaff Elementary School, Adequate Yearly Progress information, school/district/state assessment performance, and Safety/School Environment information. Both reports are also shared with members of the PTO group. Teachers are supported in their effort to be able to discuss both reports and any additional assessment information with parents on a regular basis and at spring conferences.

New to our district this year is a Parent Portal which allows parents access to their child's attendance, grades, class assignments, assessment results etc. The Parent Portal is a tool for parents to access instant, timely, and secure student information.

4. Sharing Success:

The staff at Haaff Elementary School are personally and professionally the model for communicating successful strategies and tools to staff at other schools. Several times a year, we have teachers from other schools in our building to engage in professional dialogue with our teachers and observe classroom instruction. Our staff does this willingly because they want to see all students be successful - not just the students at our school.

We meet with other schools several times throughout the school year for district-wide professional development. At these meetings, several teachers from different schools have the opportunity to discuss strategies, instructional materials, research, curriculum maps, etc. This enables all of our teachers to share information with other teachers. An example of the sharing process takes place with our team of 3rd grade teachers. These teachers meet twice, during each semester, with other 3rd grade teachers in the district to review curriculum maps, activities, and successful classroom instructional strategies.

In order to share successful practices throughout the district, some of our teachers have been requested to be a trainer-of-trainers, serve as chairpersons on curriculum committees, serve as representatives at department-level meetings, and prepare presentations for training at other elementary schools.

In the event that we are awarded Blue Ribbon Status, it would be an honor to share our practices and successful strategies to other schools and colleagues throughout the district and across the state. Although we believe that there is so much more that can be done to increase the knowledge and skills of our students, our staff is more than willing to share their expertise. Providing other teachers with ideas, activities, and strategies would be the basis for open communication and cooperative efforts between schools that is necessary for success and increased achievement.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The students at Haaff Elementary School flourish under a curriculum that has high expectations, rigor, and the opportunity for growth in all areas of the curriculum. Our students receive not only a standards-based curriculum based on state frameworks, but they have the opportunity to receive enrichment, extra-curricular, and intensive remediation activities and programs. Our enrichment and extra-curricular activities include participation in the Gifted/Talented Program, Student Council, choir, athletic competitions, Junior Great Books, Boy/Girl Scouts, Junior Achievement, grade-level musicals, Destination ImagiNation, and spring mini-classes. Remediation activities and programs include before/after school tutoring, Lindamood-Bell Learning Processes, Navigator math, SuccessMaker (SME) Reading/Math, and Exceptional Student Services. All of the programs, activities, and staff at Haaff Elementary School provide the necessary curriculum and support in order to meet the needs of all our students.

Our district administration and teachers have spent a great deal of time to create curriculum maps for every content area and grade-level. The curriculum maps allow for a seamless curriculum throughout the district to ensure that students who move within the district, have access to the same curriculum. The curriculum maps are aligned to state, national, and international standards. This alignment allows our students to be able to compete with other students throughout the state, nation, and world.

Reading/Language Arts: McMillan McGraw-Hill, Saxon Phonics, Lindamood-Bell Learning Processes, Accelerated Reader, SME Reading, Writing Alive, Six-Trait Writing. Literacy has always been a priority for our students. We consider literacy to be the gatekeeper for a successful academic career due to the importance of literacy in all areas of the curriculum. Years of scientific research have been implemented into our literacy program and have provided our staff with the knowledge of how children learn to read, what factors impede reading development, and which instructional approaches provide the most benefit. Our reading/language arts program is based on the premise that students learn using a multitude of materials, instructional activities, various levels of intensity, flexible grouping, and presentation opportunities. Our students are immersed in literacy and language arts activities, not only in a 2 1/2 - 3 hour block of time, but throughout the day so that they can see the integration of their skills into all areas of the curriculum.

Math: ScottForseman-Addison Wesley, SME Math, Navigator, Saxon Math, Effective Math. Grade-level concepts and skills are introduced and developed at the appropriate grade-levels based on Colorado State Standards and our curriculum map (which includes standards from the National Council of Teachers of Mathematics). Students not only learn the concepts and skills, but they apply their knowledge to real-life situations and other areas such as Student Council, science classes, Junior Achievement, and mini-classes. This ensures that the concepts are solidified and practiced on a daily basis.

Science: FOSS Kits, Teacher-created Materials. At each grade-level, teachers use the district curriculum map to guide their instruction of life, physical, and earth science based on the National Science Teacher (NSTA) standards.

Social Studies/History: We the People, NewsPapers in Education, Teacher-created materials. From Kindergarten to 3rd grade, our students study families, their community, and their city. In grades 4-5, our students study Colorado, and US history and government. All concepts and skills are based on Colorado Social Studies Standards.

Physical Education: Our physical education program offers students a multitude of opportunities for recreational, team, and individual physical fitness and sports programs. Before-school opportunities include preparation for Cup-Stacking and Jump Rope Competition. Our school has been elected to participate in the

YMCA First Tee Program which will establish a lifelong interest in golf by engaging our students in a structured golf curriculum taught during physical education class, while promoting personal character development.

Music and the Arts: At each grade-level, students are introduced to a wide-range of art forms. Teachers provide students with many opportunities to integrate the arts into their daily activities and curriculum. Throughout their career at Haaff, students are introduced to famous artists and works of art. These students often replicate and display their art projects. Students are also responsible for creating a work of art for a particular theme and displaying their projects on Art Night. Our music program offers student the opportunity to perform plays and concerts for students, parents, and community events.

Technology: Classroom computers and our computer labs serve as a model of instruction and integration of technology skills into all areas of the curriculum. Our media teacher also serves as our Instructional Technology teacher and provides students and staff with necessary skills to promote technology as a friendly, but necessary tool for on-going success in all areas of life.

2a. (Elementary Schools) Reading:

Our district has established a curriculum map which specifically states skills that are introduced, reviewed and mastered throughout the school year in the area of literacy and language arts. Our teachers and staff believe that providing intensive, explicit research-based reading instruction to all students will result in all students being successful readers. Our literacy program, from materials to activities, is based on scientific research which makes teaching more effective, productive, and efficient.

The instructional design of our reading program ensures the time, duration, and instructional delivery necessary for student success and is based on core instruction, supplemental instruction, and intensive instruction - three tiers of instruction. Screening, progress monitoring, and benchmark assessments ensure that students are receiving appropriate instruction.

1. CORE - Our core reading program provides our students with a strong literacy base and is designed (like all Tier 1 programs) to meet the needs of 80-90% of our students on grade-level curriculum. The McGraw-Hill Reading text addresses the five components of reading in a systematic and explicit manner. Leveled Readers provide additional reading material for slightly above, on grade-level, and slightly below readers.
2. SUPPLEMENTAL - Our supplemental reading programs and materials are often considered to be a second daily reading lesson for students. The SuccessMaker Enterprise (SME) computerized reading program provides students with an additional 15-30 minutes a day of additional reading practice at a pace and level necessary for increased progress. The students in grades K-2 also use the Saxon Phonics program which provides students with intense and repetitive instruction in phonics and literacy. The Accelerated Reader Program provides teachers with an easy and effective way to monitor all forms of guided reading practice. Junior Great Books provides our students with the necessary literature to engage in Socratic Seminar using higher order thinking skills (HOTS). Quick Reads from Pearson are used in a small-group setting to increase the fluency, comprehension, and vocabulary of our students. Many of our teachers use Engine-Uity program materials to add depth and creativity activities to the curriculum.
3. INTENSIVE INTERVENTION - The program and materials in this tier provide intensive support for students performing below grade level, who have scored Unsatisfactory/Partially Proficient on their last CSAP, or have scored At-Risk on DIBELS. The Lindamood-Bell Learning Processes are a scientifically-based reading program which provides students with intense, targeted, and prescriptive instruction based on the results of a series of diagnostic assessments.

Effective reading instruction is systematic and explicit. Our teachers take nothing for granted or assume that a student has the skills necessary to become an effective reader. Therefore, the use of continuous assessments ensures that our students are meeting and exceeding proficiency in reading/literacy standards.

3. Additional Curriculum Area:

MATH: Our district has also established a curriculum map which specifically states math skills that are introduced, reviewed, and mastered throughout the school year. These essential skills form a balance between the development of math concepts and the introduction and maintenance of math skills explored through real-world problem solving experiences.

The activities and materials vary from school to school, but the core of the math curriculum is met with the Scott Foresman-Addison Wesley text. Supplemental math programs include Saxon Math (Grades K-2) and Effective Math (Grades 3-5). We have found that the addition of supplemental materials and programs allow for meeting the diverse needs of our students (high and low). Progress monitoring assessments demonstrate that these programs are effective for approximately 80%-90% of our general student population.

Haaff Elementary School currently uses two math intervention programs: SuccessMaker Enterprise (SME) and America's Choice Navigator series. SME is a computerized math program and is considered to be a Tier 1 intervention program in which all students participate for approximately 15-30 minutes a day. Research nationwide, and within our own district, shows that approximately 20-25 hours on SME is equivalent to one year's growth. America's Choice Navigator series is a Tier 2 intervention program which is designed for approximately 25% of the students who are not successful using Scott Foresman-Addison Wesley. Students who qualify for placement in the Navigator series have received a score of unsatisfactory or partially proficient on the previous CSAP or have not demonstrated adequate progress of SME.

We believe that our students have the ability to be successful with a curriculum that is mathematically rich and provides our students with the opportunities to be successful and be able to compete in a global market. We also believe that our students will be prepared for middle school without the need for remediation. An affirmation of this belief was seen in our 2008 math CSAP scores for our 5th grade students of which 90% of our students scored proficient or above (district score was 59% proficient or above).

4. Instructional Methods:

The goal of the staff at Haaff Elementary School is for all students to meet the high levels of academic success specified by the requirements of No Child Left Behind, as well as meeting or exceeding international standards. It is important to understand that students do not all learn at the same rate, or with the same materials, or with the same strategies as other students. In order for all of our students to be successful, they must be given the opportunity to have full access to grade-level and above grade-level curriculum. This necessitates meeting the diverse needs of students. Using a variety of screening and progress monitoring assessments, teachers determine if students are progressing or are in need of additional support or intensive instruction.

In order to meet the needs of all of our students, we follow the Three-Tiered Model in our district's Response to Intervention (RtI) process. Our teachers are aware of the necessity to have highly engaging instruction in all classrooms and we have a process that allows for changes in instruction for students who are not making adequate progress. Tier 1 - All students receive instruction in a rigorous curriculum and instructional program based on grade-level standards. Tier 2 - Students who are not proficient with grade-level curriculum are provided with additional instruction and/or time to achieve grade-level expectations. Tier 2 instruction usually includes before/after school tutoring or small group instruction. Tier 3 - Students who demonstrate significant deficits are provided with specific and intense intervention. Tier 3 intervention includes small groups, weekly progress monitoring, at least four intervention sessions per week which last for at least nine to twelve weeks (longer if necessary).

Our staff is fully aware of the fact that prevention of academic problems is far more effective and efficient than remediation. With this in mind, we have doubled the number of preschool programs in our school. We now have two 3-year old preschool programs and two 4-year old preschool programs. These programs focus on providing at-risk students with high-quality early learning experiences. The effects of these early intervention preschool programs in our district demonstrate an increase in the number of students who score proficient or above on the 3rd grade Reading CSAP (students who attended preschool and were still enrolled in a District school in third grade).

Summer School is offered through our district in the areas of math and reading for students who score Unsatisfactory on the CSAP or are At-Risk for reading failure on the DIBELS. This intensive intervention program provides direct instruction as a means to maintain and increase student skills.

The collaboration between all staff members in our school allow for constant communication, progress monitoring, and the ability to provide our students with instructional methods and programs so that each student will have a higher likelihood of becoming academically successful.

5. Professional Development:

Our greatest asset is our staff. They are experts in the field of education and are dedicated to the fact that students come first. Knowing this, they are always open and honest about their own need for professional development in order to ensure the success of their students. Our professional development is based on the needs of the students, the staff, and the use of data to guide our needs for instructional activities and knowledge.

Our district provides approximately 11 days of professional development which can be used for either district mandates/requirements or school needs. Throughout the summer, our district also provides a variety of professional development opportunities which range from science, classroom management, writing, literacy, curriculum mapping, etc. We are also provided with Early-Release Fridays in which students are released from school at 1:30. Teachers use this time to meet as grade-level teams or school-wide to discuss curriculum, instructional activities, and to share knowledge from various professional development activities.

Based on data analysis, we have the need to close the gender gap, especially in the area of writing/language arts. In order to provide our staff with the necessary skills, we will participate in appropriate professional development provided by a facilitator from the Gurian Institute. By analyzing data, we can be assured that our staff will receive the professional development necessary to assist our students and continue to close achievement gaps.

In addition to district and building professional development, many of our teachers have already acquired or are in the process of acquiring their Masters Degree in Elementary Education, Special Education, and Social Studies. One teacher has a Principal License and another teacher is in the process of acquiring her Principal License. It is this continuous dedication toward professional improvement that allows for our staff to be aware of current educational information, strategies, programs, and curriculum.

Haaff Elementary and Pueblo City Schools is committed to providing an appropriate, effective, and efficient professional development program which continues to be refined in order to meet the needs of our students. Our teachers have a strong desire to continuously improve their teaching skills and reflect on current research in order to lead the way for educational excellence and reach high-levels of student success.

6. School Leadership:

The current principal, Mrs. Holcomb, is in her 3rd year as principal at Haaff Elementary School. The transition from Director of Literacy/Language Arts to a building principal has been positive - personally and professionally in that her dedication and need to be with students is undeniable. She allows her staff to shine in

their area of expertise and provides the opportunity for teachers to express their desires to learn and attempt new ideas and strategies.

It has been a goal for the principal to provide the staff with the knowledge, skills, and abilities necessary to improve and continue their success with students regardless of the school leadership. In order to accomplish this, the principal has become certified as a National Institute for School Leadership (NISL) Facilitator. NISL is a school administration program which is designed to prepare school leaders to meet the challenges of increased accountability and become instructional leaders in their building. As a result of this program, a Building Leadership Team has been implemented, Professional Development needs are based on curriculum and data, classroom visits have increased, and constant/consistent communication with staff is a priority.

District policies regarding evaluations are completed with the intent to provide staff with constructive advice toward improving performance and increasing student academic achievement. The evaluation process has been a positive and effective manner of maximizing the personal strengths of staff, yet allow for recommendations for professional growth.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: Colorado Student Assessment Program (CSAP)

Edition/Publication Year: Yearly Publisher: CTB-McGraw

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient & Advanced	82	72	91	94	0
Advanced	47	29	44	65	0
Number of students tested	51	58	75	52	0
Percent of total students tested	100	100	100	100	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient & Advanced	76	63	83	89	
Advanced	34	17	25	50	
Number of students tested	29	35	36	28	
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Proficient & Advanced	77	59	85	88	
Advanced	32	17	26	56	
Number of students tested	22	29	34	31	
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Math was not a tested subject on the CSAP during the 2003-2004 school year.

Subject: Reading

Grade: 3 Test: Colorado Student Assessment Program (CSAP)

Edition/Publication Year: Yearly Publisher: CTB-McGraw

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Feb	Feb	Feb	Feb	Feb
SCHOOL SCORES					
Proficient & Advanced	86	76	84	88	79
Advanced	14	14	7	23	11
Number of students tested	51	58	74	52	66
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient & Advanced	88	69	79	81	82
Advanced	3	3	0	7	15
Number of students tested	32	35	33	27	34
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Proficient & Advanced	86	62	75	73	73
Advanced	9	7	0	33	8
Number of students tested	22	29	32	15	26
3. (specify subgroup):					
Proficient & Advanced					
Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

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Subject: Mathematics

Grade: 4 Test: Colorado Student Assessment Program

Edition/Publication Year: Yearly Publisher: CTB McGraw

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient & Advanced	73	85	80	71	0
Advanced	22	34	38	23	0
Number of students tested	49	68	55	69	0
Percent of total students tested	100	100	100	100	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient & Advanced	66	71	70	55	
Advanced	10	18	27	16	
Number of students tested	29	28	30	38	
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Proficient & Advanced	65	79	80	70	
Advanced	13	13	30	13	
Number of students tested	23	29	20	23	
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Math CSAP was not tested during the 2003-2004 school year.

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

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient & Advanced	65	76	82	52	76
Advanced	8	6	7	9	4
Number of students tested	49	68	55	69	49
Percent of total students tested	100	98	100	97	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient & Advanced	53	61	72	34	63
Advanced	7	4	0	3	0
Number of students tested	30	28	29	38	24
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Proficient & Advanced	52	72	84	39	73
Advanced	9	0	5	4	5
Number of students tested	23	29	19	23	22
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Mathematics

Grade: 5 Test: Colorado Student Assessment Program

Edition/Publication Year: Yearly Publisher: CTB-McGraw

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient & Advanced	90	81	75	70	63
Advanced	42	54	35	41	31
Number of students tested	59	52	63	56	59
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient & Advanced	75	67	52	50	50
Advanced	21	38	15	15	20
Number of students tested	24	24	33	26	30
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Proficient & Advanced	83	71	67	72	59
Advanced	26	48	14	36	6
Number of students tested	23	21	21	25	17
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading Grade: 5 Test: Colorado Student Assessment Program
Edition/Publication Year: Yearly Publisher: CTB-McGraw

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Advanced & Proficient	92	79	73	71	71
Advanced	14	15	11	9	8
Number of students tested	59	52	63	56	59
Percent of total students tested	100	98	100	100	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient & Advanced	84	71	52	54	62
Advanced	0	13	0	0	10
Number of students tested	25	24	33	26	29
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Proficient & Advanced	83	76	57	64	65
Advanced	13	10	10	4	0
Number of students tested	23	21	21	25	17
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes: