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

Type of School: (Check all that apply) [**X**] Elementary [] Middle [] High [] K-12 [] Other
[] Charter [**X**] Title I [**X**] Magnet [**X**] Choice

Name of Principal: Ms. Kelli Trausch

Official School Name: Soaring Eagles

School Mailing Address:
4710 Harrier Ridge Dr.
Colorado Springs, CO 80916

County: El Paso State School Code Number*: 8034

Telephone: (719) 540-4000 Fax: (719) 540-4020

Web site/URL: http://soaringeagles.harrison.k12.co.us E-mail: ktrausch@hsd2.org

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

_____ Date _____
(Principal‘s Signature)

Name of Superintendent*: Mr. Mike Miles

District Name: Harrison 2 Tel: (719) 579-2000

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

_____ Date _____
(Superintendent‘s Signature)

Name of School Board President/Chairperson: Mrs. Deborah Hendrix

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

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

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

14	Elementary schools
3	Middle schools
0	Junior high schools
2	High schools
6	Other
25	**TOTAL**

2. District Per Pupil Expenditure: 6167

   Average State Per Pupil Expenditure: 6080

SCHOOL (To be completed by all schools)

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

   [ ] Urban or large central city
   [X] Suburban school with characteristics typical of an urban area
   [ ] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

4. 5 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			0	**7**			0
K	26	46	72	**8**			0
1	41	43	84	**9**			0
2	35	41	76	**10**			0
3	43	60	103	**11**			0
4	40	38	78	**12**			0
5	53	35	88	**Other**			0
6	34	29	63				
		TOTAL STUDENTS IN THE APPLYING SCHOOL					564

6. Racial/ethnic composition of the school:

1	% American Indian or Alaska Native
8	% Asian
20	% Black or African American
38	% Hispanic or Latino
0	% Native Hawaiian or Other Pacific Islander
33	% 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 past year: 22 %

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

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	56
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	64
(3)	Total of all transferred students [sum of rows (1) and (2)].	120
(4)	Total number of students in the school as of October 1.	556
(5)	Total transferred students in row (3) divided by total students in row (4).	0.216
(6)	Amount in row (5) multiplied by 100.	21.583

8. Limited English proficient students in the school: 7 %

Total number limited English proficient 40

Number of languages represented: 3
Specify languages:

Japanese, Spanish, and Vietnamese

9. Students eligible for free/reduced-priced meals: 51 %

Total number students who qualify: 290

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: 8 %

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.

1	Autism	0	Orthopedic Impairment
0	Deafness	7	Other Health Impaired
0	Deaf-Blindness	18	Specific Learning Disability
1	Emotional Disturbance	17	Speech or Language Impairment
1	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities	0	Developmentally Delayed

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

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	2	0
Classroom teachers	30	1
Special resource teachers/specialists	4	7
Paraprofessionals	5	3
Support staff	9	1
Total number	50	12

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 **18 :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	96%	95%	96%	96%	96%
Daily teacher attendance	96%	96%	91%	91%	96%
Teacher turnover rate	17%	14%	15%	20%	14%

Please provide all explanations below.

- The lower teacher attendance from 2004 to 2006 is due to maternity leave and an increase in professional development. These same professional development opportunities now take place on Mondays during early release for Professional Learning Communities. As a result, teacher attendance has improved over the past two years.
- The percentage of teacher turn over is due to retirements and military relocations. Military relocation is common in our area because of the large number of military bases in Colorado Springs.

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	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	**100**	%

PART III - SUMMARY

Welcome to Soaring Eagles Elementary located in the southeast side of Colorado Springs and home to 564 of the brightest gems of the future! Open since August 2003, we serve students from kindergarten through sixth grade in both the Title I mainstream and gifted and talented classrooms. Our school is a diverse melting pot serving a growing population of free and reduced lunch students, now at fifty-one percent. Over sixty percent of our student body comes from a minority population with seven percent identified as Limited English Proficient. We strive to reach our mission of educating all students through high expectations and quality instruction in a safe and caring environment, allowing students to SOAR to success.

We work to provide a strong and positive environment for both students and staff. Following the Positive Behavior Support (PBS) model, we have created SOAR (Safety, Organization, Attitude, and Respect), a set of school wide rules for the classroom and all common areas. The rules are taught and reinforced throughout the year and students are recognized monthly for outstanding SOAR behavior. In addition, a PBS committee meets regularly to create incentives and discuss behavior issues.

Academic progress and student behavior are discussed every Monday in Professional Learning Communities (PLC) where teachers and support staff can discuss interventions and instruction. Our curriculum maps have been developed by grade level teams and are guided by the Colorado state standards not by a prescribed program. We are uploading them into an online program so that other teachers across the district can use them to enhance their own instruction. During PLC meetings, we also look at students that are targeted for the Response to Interventions (RTI) process.

Our staff has taken the initiative to define and structure the RTI process. We have established a team that meets regularly to focus on students that are not making sufficient academic or behavioral progress. Teachers use progress monitoring tools along with the RTI process to regularly monitor achievement and growth. Interventions are put in place for underachieving students. The classroom teachers work along with the literacy coach and paraprofessionals to develop and administer these interventions.

As part of our Title I services, we put on two Literacy Nights each year for students and their families. These themed events provide parents with strategies to incorporate literacy at home and each child leaves with a free book! Throughout the year, parents are also invited to events such as awards assemblies, a spelling bee, field day, music concerts, art shows, talent shows, and a kickball tournament. Families are a vital part of our school setting and every year the Parent Teacher Organization (PTO) organizes and recruits parents for many special events, including a fall carnival, Santa Shop, movie nights, and fundraisers. PTO also purchases prizes to motivate students to achieve their Accelerated Reader goals. Local businesses donate money so that we can purchase books for our Reading is Fun book distribution multiple times a year.

We take pride in our commitment to incorporating technology in the classroom. Thanks to fundraising and grant writing, currently sixteen classrooms are equipped with Smart Boards and every teacher has a visual presentation device and projector. Each classroom has at least one computer for student use. Students attend technology class on a weekly basis and all classes from second to sixth grade participate in Success Maker at least four times a week.

Our staff truly believes in Soaring Eagle’s vision that our children come to us with the potential for greatness and our school will lay the foundation and provide tools for their success. With a staff of dedicated teachers and paraprofessionals, supportive administrators, and involved parents and community, Soaring Eagles students are sure to SOAR above the rest.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

The Colorado State Assessment Program is the assessment used to measure student progress at the state level. Currently, there are tests in reading, writing, and math given annually from third to tenth grade. According to the Colorado Department of Education (CDE), student progress is reported as unsatisfactory when a student has little success with the challenging content of the Colorado Model Content Standards and partially proficient when they have limited success with the challenging content standards. “These students may demonstrate inconsistent performance, answer many of the test questions correctly but are generally less successful with questions that are most challenging.” Proficient represents students who have success with challenging content. “These students answer most of the test questions correctly, but may have only some success with questions that reflect the most challenging content.” Advanced represents students who have success with the most challenging content of the Colorado Model Content Standards. “These students answer most of the test questions correctly, including the most challenging questions.” (www.cde.state.co.us) A rating of proficient or advanced would demonstrate that a student is meeting the standards.

Since Soaring Eagles opened its doors five years ago, we have had an average growth in the number of proficient and advanced students of twenty-two percentage points in writing, eleven percentage points in reading, and ten percentage points in math as measured by CSAP. Even though the number of students who qualify for free and reduced priced meals has increased from thirty-seven percent our first year to fifty-one percent this year, our population of socioeconomically disadvantaged students have grown in the number of proficient and advanced by an average of ten percentage points in writing, one percentage point in reading, and nine percentage points in math over the past five years. Our minority population has grown from fifty-five percent our first year to sixty-seven percent this year. Our two largest minority populations, Black and Hispanic, have increased in the percentage of proficient and advanced by an average of ten percentage points in reading, twenty-one percentage points in writing, and seven percentage points in math.

As a result of CSAP not being a nationally normed test, the results can vary from year to year. A state average is taken from each subject and grade and an average of proficient and advanced students is reported. Soaring Eagles consistently outperforms the district and has outperformed the state a majority of the time over the past five years. Last year, the state average of proficient and advanced students in reading for third through sixth grade was sixty-nine percent while the district was sixty percent and Soaring Eagles was at seventy eight percent. In writing, the state reported an average of sixty-six percent proficient and advanced while the district was at forty-three percent and Soaring Eagles was at seventy-two percent. In math, the state average was sixty-six percent while the district reported fifty-nine percent and Soaring Eagles was at eighty-four percent proficient and advanced.

As the tests change annually, it is common to see trends in grade levels from year to year as well. Fourth grade scores across the state are typically lower than third grade scores because of the change in standards that are tested. Even though our school sees these drops in fourth grade scores as well, ours are always above the district averages and have been above the state averages on all but one test over the past five years.

Soaring Eagles is committed to bringing the best education we can to our diverse group of students. Our continued success on CSAP demonstrates this commitment and our continued success as a school.

2. **Using Assessment Results:**

Soaring Eagles Elementary functions as a Professional Learning Community (PLC), and disseminating systematic assessment data is critical in guiding conversations around the four PLC questions. The four questions include; what do students need to know and be able to do, how will we know when they have learned

it, what if they haven't learned it, and what if they already know it? Being a PLC, we function as grade level teams, a Response to Intervention (RTI) Committee, and collectively as a staff to answer these four questions.

Each grade level team uses assessment results from state testing to identify areas of concern and set goals to address them for the current grade level. The PLCs, using progress monitoring, unit, and district assessment data, are given time on a weekly basis to determine the needs of all students for both literacy and math groups to ensure proper placement and instruction.

When a grade level team has exhausted their resources, students are referred to our RTI Committee. The RTI Committee uses progress monitoring data, and additional diagnostic information to identify missing skills and develop more prescriptive intensive interventions. Continued assessment conversations inform teachers of the successes or failures of the interventions and allow for changes to be made to instruction.

Using state assessments, district measurements, and building data, the staff and administration track student progress on a data board and decide where to allocate resources. Staff development opportunities are chosen carefully based on this data because we know that training teachers to shore up deficits is the quickest way to ensure student growth.

As a staff, we celebrate areas of success and strategically plan for areas of deficit identified by our assessment data. Through our PLCs, RTI Committee, and as whole staff, we are dedicated to utilizing assessment data to ensure success for all students.

3. **Communicating Assessment Results:**

Communicating student performance is a priority for the staff of Soaring Eagles Elementary. We understand that a strong home-school relationship is vital to maximizing a student's performance on assessments as well as daily assignments. Without open communication with parents, we could not achieve the success we have since opening our school in 2003.

State test scores display proudly in our local newspaper for our entire community to read. This allows our students, parents, staff, and community members to compare our results with other schools in our area. We mail individualized scores to parents and discuss the results on an individual basis with both our parents and students during parent-student-teacher conferences in the fall. Classroom and specialist teachers discuss standardized and district testing with the parents and students at these conferences in addition to looking at student work and individual plans for interventions or advancement. It is our desire to educate parents on how to read the test results and celebrate student successes as well as discuss ways to help their child advance.

Student Accountability Reports (SAR) give all of our families detailed explanations about our school's performance and other demographical information. This report provides each school a rating on their performance and identifies the growth the school is making. Monthly building accountability meetings disseminate data on student performance to the community. Parents are engaged as partners and their input is sought on academic areas they would like to see enhanced. We also use telephone calls, classroom letters, and daily planners to keep parents informed of student progress.

Using assessment data to discuss students' needs enriches the conversation and allows parents to focus specifically on the areas that they/we can help their children improve.

4. **Sharing Success:**

Soaring Eagles is dedicated to sharing our success with other schools in our district as well as others with our diverse and at risk population. In our own district we are a model of excellence for working with both at risk populations and gifted and talented students. Because of our consistently high scores on state testing and our commitment to bringing 21st century curriculum and technology to every classroom, we are able to aid other

educators as they strive to improve their own schools. Soaring Eagles is frequently visited by educators from other schools to observe the classroom environment, classroom management, writing and gifted and talented curriculums, and the new technology that is being used on a daily basis. Our school has been a model for the use of a school wide behavior management system (PBS) and PLCs. In addition, our principal has acted as a mentor to several other administrators in Harrison School District.

Our staff has been responsible for presenting a model for PLCs at a conference and giving trainings on technology and rigor and relevance. Our technology specialist has also been involved in sharing our work with Atlas, an online curriculum mapping tool, at the district level as they work to expand its use district wide. Atlas will allow us to share our lessons with the entire district and possibly more educators as it continues to be built.

We have also invested time in video taping lessons and PLCs. These video exemplars are shown during staff developments to further train our own staff and at the district level for other schools to learn from.

The educators at Soaring Eagles are proud of the success we have had with such a diverse population and we look forward to continuing the process of sharing our success with other educators.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

Much of Soaring Eagles' success can be attributed to the high standard curriculum we develop and deliver to our students through engaging, meaningful instruction. Our curriculum maps have been developed focusing on the Colorado state standards and utilizing district resources and research based materials rather than a prescribed program.

Math Central (Houghton Mifflin) is our core math program. Instruction is supplemented with Calendar Math or Mountain Math which spirals grade level math standards monthly. Every grade level has a calendar which targets concepts appropriate for that age group. Students are engaged by placing components on the calendar, updating information, and teaching others mathematical concepts. Other interventions include Success Maker (Pearson) and On Cloud Nine (Lindamood-Bell) which provide tiered lessons that allow the student to work on standards at their own level and are paced based on their understanding of the concepts. These lessons are also spiraled to reinforce standard based concepts. Our teachers provide direct instruction and continually assess student learning to determine from the data if small groups or interventions are needed. During Professional Learning Communities teachers create different forms of assessments aligned with their curriculum maps. Formal and informal assessments guide and provide feedback to determine next steps for students' learning. Teachers use tiered lessons to differentiate instruction so students can be successful when completing tasks.

Our core-reading program is Treasures (Mcmillian/ McGraw-Hill). It contains many resources including leveled readers, centers, an ELL curriculum, and the intervention program (Triumphs). The curriculum assists the teachers in hitting the five components of reading by embedding weekly lessons based on phonics, phonemic awareness, fluency, vocabulary, and comprehension. Teachers create other learning opportunities for students to excel in their own learning through literature circles, choice boards, and reader's workshop. Through data gathered from weekly assessments or district curriculum based measures, teachers determine areas of need. Teachers analyze the data from assessments and view the school data board to implement various interventions e.g. Lindamood-Bell, Susan Barton, Read Naturally, Saxon Phonics, and Successmaker. Our writing curriculum is aligned to the Colorado state standards and teachers utilize se standards when instructing our students.

Our writing curriculum was developed using ideas and resources from Language Arts (Mcmillan/McGraw - Hill), Write Tools, Step-Up to Writing, 6-Trait Writing, and Writing Alive. Starting in the primary grades, students are exposed to various types of writing and are expected to write complete sentences by the end of Kindergarten. In the intermediate grades, the writing process is more defined and the students' writing craft becomes more advanced. The students are expected to complete the writing process in all six types of writing (narrative, personal narrative, descriptive, comparative, persuasive, and explanatory). Lessons are developed using high rigor and relevance in which objectives are posted in the classroom and are referred to during instruction. This gives students a direction and purpose for the lesson. Teachers value the importance of student engagement during literacy and therefore incorporate various engagement strategies.

Holding students accountable to high standards of learning is an expectation at Soaring Eagles. Our school is equipped with cutting edge technology including interactive white boards, visual presenters, and student response systems (clickers) that allows the teacher to engage students and to immediately gather data and provide feedback on learning. To ensure high levels of student engagement other strategies are also employed such as whiteboards, response boards or methods, and Kagan strategies. These strategies encompass interaction through all modalities of learning. Informal assessments are quick ways for teachers to evaluate learning and guide instruction. Instruction, engagement, and meaningful assessments have contributed to the high standard curriculum delivered to our students at Soaring Eagles.

2a. **(Elementary Schools) Reading:**

Soaring Eagles Elementary utilizes the McMillan McGraw Hill (MMH) reading series. The literacy adoption beginning this year followed a rigorous process by which piloted material were mapped to ensure that state standards were being taught. The reading series was also under scrutiny to guarantee a balanced literacy approach that thoroughly addresses the five components of reading; phonemic awareness, phonics, vocabulary, fluency, and comprehension.

Our district and school population is very diverse. All piloted materials meet the needs of a continuum of learners from struggling students to those on gifted plans. We feel that the MMH series offers the most complete approach. It has reinforced our building's decision to use flexible reading groups utilizing their leveled reading materials. In addition, the MMH series has a very extensive English Language Learner (ELL) component including leveled readers focusing on the special learning needs of these students.

Extensive professional development strengthens this reading series. Our district has purchased a variety of support and assessment materials and has conducted small group trainings. MMH representatives have spent numerous hours at Soaring Eagles conducting trainings to address individual teacher's need. In addition, we have a literacy coach and two additional reading collaborators on site who support staff in planning and material management.

As a school, we have seen positive gains in all reading skill areas as measured by state assessments. Our reading scores have an average gain of 11.5 percentage points since we opened five years ago. Our diligent efforts to provide struggling learners focused instruction at their level have yielded positive gains. The average reading score for our building is eighteen points higher than the district and nine points higher than the state average. We are proud that our diverse Title One population is beating the odds and experiencing significant success.

3. **Additional Curriculum Area:**

Soaring Eagles Elementary School's Mission is to educate all students through high expectations and quality instruction in a safe and caring environment, allowing students to SOAR to success. In the 21st century, quality instruction must include relevant technologies. Recognizing this, Soaring Eagles is dedicated to the integration of technology into the curriculum in order to increase student engagement and prepare students for a future in a global economy.

At Soaring Eagles, the use of technology takes place both in the classroom and in the computer lab. The integration of technology into the classroom through our twenty instructional laptops allows for students to learn valuable computing skills all week long through teacher modeling. Then, students learn and practice current technologies and programs in the lab once a week where they develop necessary skills and complete extension projects from the classroom.

Additionally, we have sixteen interactive white boards that provide a uniquely effective and engaging method of instruction in all subjects. Teachers can demonstrate and instruct while interacting with various software programs as well as the vast resources available through websites. For the student, interactive whiteboards allow for real time guided practice and involvement with technology. Eleven response systems allow for immediate feedback within a safe and anonymous setting. All students participate, and both they and their teacher gain valuable insight into their learning. One set of thirty individual word processors, allows for a one-to-one ratio of student to word processor. This gives the students additional practice with typing skills and document formatting. Students are able to write, revise, edit, and publish their work using technology that will serve them in the future.

With an eye toward the future and a strong grasp of today's needs, Soaring Eagles is ensuring that students have the resources necessary to move forward into the 21st century with the tools and skills they require to succeed.

4. **Instructional Methods:**

Soaring Eagles strives to incorporate differentiated instruction into our curriculum. Informal and formal assessments guide our teaching and help us decide how to meet the needs of our varied and diverse learners. Differentiated instruction is embedded into classroom instruction and through intervention pull-out groups.

Through the use of state, district, and building tests and general classroom observations, teachers continually analyze data which allows them to plan curriculum, interventions, and accelerations to meet the needs of struggling, on grade level, and gifted students.

During weekly PLC meetings, teachers group students according to specific needs. Planned interventions take into account the need for student to achieve the greatest gains in the least amount of time and in the least restricted environment. In the classroom, instruction is modified to contribute to student learning and achievement. Flexible groups are created to allow students to attain learning at their individual level. Leveled readers, guided reading groups, and independent activities are incorporated into daily literacy blocks. To address the requirements of the five components of reading, we have chosen to incorporate Orton-Gillingham based programs (a multi-sensory program for students who are at risk for dyslexia), Lindamood-Bell (multi-sensory program for all five components of reading), Read Naturally (fluency), Triumphs (McGraw Hill intervention program), Treasures (ELL intervention program), and Success Maker (a computer-based literacy and math program). We currently offer homework and Success Maker clubs before and after school as an additional intervention.

We are also a Gifted and Talented magnet school serving the needs of not only Harrison School District students, but students from outlying areas of the city. GT curriculum is project-based and developed around Daggett's Rigor and Relevance Framework.

Multiple programs, strategies, and on-going communication, allow Soaring Eagles to succeed in providing for the needs of our diverse student population.

5. **Professional Development:**

Professional development at Soaring Eagles is tightly aligned with the school's and district's action plans and goals. These goals are based on disaggregated data from state assessments, PLC and RTI data, and Harrison School District's curriculum based measures.

Embedded staff development has been critical to the success of our school. We have an instructional coach who is available five days a week to model and give feedback on lessons. She designs trainings on the five components of reading not only for teachers but for Para educators who work with students as well. Additionally, many of our staff members are experts in at least one curriculum area.

In order to improve instructional knowledge, teaching techniques, and leadership density, we have used two approaches. Staff members giving presentations in their area of expertise increases the knowledge of the staff and builds the leadership skills of the professional giving the training. Having these content experts available on site is invaluable as staff development is an on-going process rather than a one time experience.

We have also dedicated time in classrooms video taping lessons, PLCs, and the RTI process. These video exemplars are shown during staff development and are saved for teachers that want to access them at a later date. This has provided resources for teachers who may not see themselves as experts in a particular area and has developed a culture of staff development in our entire building. There is no question that a large part of our success is that we show teachers how to do something better, not just tell them how.

Soaring Eagles is dedicated to providing the best education possible for our students and believe that we can do that by continuing to improve instructional knowledge and the teaching techniques of our staff through the professional development strategies we have developed.

6. **School Leadership:**

Soaring Eagles is made up of many leaders. Our principal encourages our autonomy as professionals which allows us to take the initiative in our own classrooms and on school-wide teams. At every grade level and in every specialty area in the school, there are driven professionals that strive to be their very best for our students. This drive encourages us to develop the best curriculum and incorporate the most up to date technology and teaching strategies possible. In addition to the leadership from our principal and assistant principal, there is leadership from the level leaders from each grade, our literacy coach, the front office staff, and paraprofessionals in the building.

To build leadership density, our principals, many staff members, and community leaders have attended the leadership training the district holds twice a year. This group is also part of many committees in the building including PTO, student council, the Building Community Team, and more. As a model school, we are asked to join committees and give presentations at the district level as well. Faculty members are encouraged to act as mentors for each other and regularly give trainings for staff development. The videos we have made of teaching strategies, the RTI process, and PLCs have been used for staff development within our building, at the district level to assist others schools, and at a conference for other school districts. Since our school is visited by many educators, we have the opportunity to model lessons and curriculum, act as mentors, and build our leadership skills.

Students are given leadership opportunities as well. They can join Student Council, be leaders in the classroom by leading groups of students in projects, or leading by example. From administrators and staff to students and community members, leaders are found all over Soaring Eagles.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: Colorado Student Assessment System

Edition/Publication Year: Year of Assessment Publisher: CTG McGraw Hill/Colorado Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	95	88	91	94	0
% Advanced	66	64	46	55	0
Number of students tested	79	69	67	47	0
Percent of total students tested	100	100	100	100	0
Number of students alternatively assessed	1	2	1	0	
Percent of students alternatively assessed	1	3	1	0	
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	92	87	86	88	
% Advanced	51	58	36	46	
Number of students tested	41	38	36	24	
2. Racial/Ethnic Group (specify subgroup): Black					
% Proficient plus % Advanced	96	92	100		
% Advanced	61	46	40		
Number of students tested	23	13	10		
3. (specify subgroup): Hispanic					
% Proficient plus % Advanced	93	69	79	90	
% Advanced	50	44	26	57	
Number of students tested	28	16	19	21	
4. (specify subgroup): White					
% Proficient plus % Advanced	96	96	97	100	
% Advanced	88	74	66	60	
Number of students tested	24	27	29	20	

Notes:
There are no math scores for third grade in 2003-2004 because the state did not start administering the math assessment for third graders until the following year.

The CSAPA is the alternate test. The Colorado Student Assessment Program-Alternate (CSAPA), was developed to measure progress for students who are beginning to demonstrate foundational skills of content standards. The CSAPA is intended for a very small group of students on Individual Education Programs (IEPs) who require significantly different instructional and technological supports to progress in their learning (source: CDE Exceptional Student Services Unit).

Subject: Reading

Grade: 3 Test: Colorado Student Assessment System

Edition/Publication Year: Year of Assessment

Publisher: CTG McGraw Hill/Colorado Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Feb	Feb	Feb	Feb	Feb
SCHOOL SCORES					
% Proficient plus % Advanced	82	91	79	85	82
% Advanced	8	7	9	9	7
Number of students tested	79	69	66	47	44
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	2	0	0	0
Percent of students alternatively assessed	1	3	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	68	87	74	80	73
% Advanced	0	5	3	16	6
Number of students tested	41	38	35	25	18
2. Racial/Ethnic Group (specify subgroup): Black					
% Proficient plus % Advanced	87	91	100		
% Advanced	4	7	30		
Number of students tested	23	69	10		
3. (specify subgroup): Hispanic					
% Proficient plus % Advanced	75	92	61	80	65
% Advanced	7	8	0	20	0
Number of students tested	28	13	18	20	17
4. (specify subgroup): White					
% Proficient plus % Advanced	83	96	86	95	100
% Advanced	13	7	10	0	19
Number of students tested	24	27	29	21	16

Notes:
Reading and writing are given and reported as separate tests on the Colorado Student Assessment System. Only the reading scores are reported here, but the improvement in writing over the past five years has been discussed in the essays from sections three through five on the application.

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Subject: Mathematics Grade: 4 Test: Colorado Student Assessment System

Edition/Publication Year: Year of Assessment Publisher: CTG McGraw Hill/Colorado Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	73	89	85	84	0
% Advanced	30	32	24	32	0
Number of students tested	82	63	55	44	0
Percent of total students tested	100	100	100	100	0
Number of students alternatively assessed	1	0	1	1	
Percent of students alternatively assessed	1	0	2	2	
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	62	84	81	76	
% Advanced	19	25	22	29	
Number of students tested	42	32	27	17	
2. Racial/Ethnic Group (specify subgroup): Black					
% Proficient plus % Advanced	69				
% Advanced	23				
Number of students tested	13				
3. (specify subgroup): Hispanic					
% Proficient plus % Advanced	52	85	76	75	
% Advanced	12	20	24	13	
Number of students tested	25	20	25	16	
4. (specify subgroup): White					
% Proficient plus % Advanced	85	92	90	88	
% Advanced	39	54	24	63	
Number of students tested	33	26	21	16	

Notes:
There are no math scores for fourth grade in 2003-2004 because the state did not start administering the math assessment for fourth graders until the following year.

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Subject: Reading

Grade: 4 Test: Colorado Student Assessment System

Edition/Publication Year: Year of Assessment

Publisher: CTG McGraw Hill/Colorado Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	63	78	73	73	50
% Advanced	4	5	5	16	0
Number of students tested	82	63	55	44	36
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	1	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	57	72	71	59	36
% Advanced	2	3	4	6	0
Number of students tested	42	32	27	17	14
2. Racial/Ethnic Group (specify subgroup): Black					
% Proficient plus % Advanced	62				
% Advanced	8				
Number of students tested	13				
3. (specify subgroup): Hispanic					
% Proficient plus % Advanced	32	60	68	56	
% Advanced	0	0	8	6	
Number of students tested	25	20	25	16	
4. (specify subgroup): White					
% Proficient plus % Advanced	82	85	76	88	58
% Advanced	6	8	5	31	0
Number of students tested	33	26	21	16	19

Notes:
Reading and writing are given and reported as separate tests on the Colorado Student Assessment System. Only the reading scores are reported here, but the improvement in writing over the past five years has been discussed in the essays from sections three through five on the application.

The CSAPA is the alternate test. The Colorado Student Assessment Program-Alternate (CSAPA), was developed to measure progress for students who are beginning to demonstrate foundational skills of content standards. The CSAPA is intended for a very small group of students on Individual Education Programs (IEPs) who require significantly different instructional and technological supports to progress in their learning (source: CDE Exceptional Student Services Unit).

Subject: Mathematics Grade: 5 Test: Colorado Student Assessment System

Edition/Publication Year: Year of Assessment Publisher: CTG McGraw Hill/Colorado Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	79	81	75	71	59
% Advanced	41	34	40	37	14
Number of students tested	81	53	48	41	37
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	1	0	0
Percent of students alternatively assessed	0	2	2	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	73	76	72	69	67
% Advanced	21	28	29	31	20
Number of students tested	33	29	21	13	15
2. Racial/Ethnic Group (specify subgroup): Black					
% Proficient plus % Advanced	92		70	62	
% Advanced	25		40	0	
Number of students tested	12		10	13	
3. (specify subgroup): Hispanic					
% Proficient plus % Advanced	75	83	59		75
% Advanced	42	35	18		17
Number of students tested	24	23	17		12
4. (specify subgroup): White					
% Proficient plus % Advanced	79	82	86	67	47
% Advanced	48	41	64	0	12
Number of students tested	33	22	14	18	17

Notes:

The CSAPA is the alternate test. The Colorado Student Assessment Program-Alternate (CSAPA), was developed to measure progress for students who are beginning to demonstrate foundational skills of content standards. The CSAPA is intended for a very small group of students on Individual Education Programs (IEPs) who require significantly different instructional and technological supports to progress in their learning (source: CDE Exceptional Student Services Unit).

Subject: Reading

Grade: 5 Test: Colorado Student Assessment System

Edition/Publication Year: Year of Assessment

Publisher: CTG McGraw Hill/Colorado Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	81	81	79	78	68
% Advanced	4	8	10	10	3
Number of students tested	81	53	48	41	37
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	1	0	0
Percent of students alternatively assessed	0	2	2	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	73	72	72	70	67
% Advanced	3	0	5	8	7
Number of students tested	33	29	21	13	15
2. Racial/Ethnic Group (specify subgroup): Black					
% Proficient plus % Advanced	83		80	69	
% Advanced	0		0	8	
Number of students tested	12		10	13	
3. (specify subgroup): Hispanic					
% Proficient plus % Advanced	83	74	65		92
% Advanced	4	0	12		0
Number of students tested	24	23	17		12
4. (specify subgroup): White					
% Proficient plus % Advanced	82	91	93	83	53
% Advanced	3	18	21	17	6
Number of students tested	33	22	14	18	17

Notes:
Reading and writing are given and reported as separate tests on the Colorado Student Assessment System. Only the reading scores are reported here, but the improvement in writing over the past five years has been discussed in the essays from sections three through five on the application.

The CSAPA is the alternate test. The Colorado Student Assessment Program-Alternate (CSAPA), was developed to measure progress for students who are beginning to demonstrate foundational skills of content standards. The CSAPA is intended for a very small group of students on Individual Education Programs (IEPs) who require significantly different instructional and technological supports to progress in their learning (source: CDE Exceptional Student Services Unit).

Subject: Mathematics Grade: 6 Test: Colorado Student Assessment System

Edition/Publication Year: Year of Assessment Publisher: CTG McGraw Hill/Colorado Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	89	69	70	71	60
% Advanced	50	37	12	21	9
Number of students tested	44	35	33	28	35
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 plus % Advanced	86	66	64	78	57
% Advanced	48	33	0	28	5
Number of students tested	21	18	11	18	21
2. Racial/Ethnic Group (specify subgroup): Black					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup): Hispanic					
% Proficient plus % Advanced	80	53		55	64
% Advanced	40	13		18	0
Number of students tested	15	15		11	11
4. (specify subgroup): White					
% Proficient plus % Advanced	90		75	45	50
% Advanced	45		13	27	8
Number of students tested	20		16	11	12

Notes:

Subject: Reading

Grade: 6 Test: Colorado Student Assessment System

Edition/Publication Year: Year of Assessment

Publisher: CTG McGraw Hill/Colorado Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	86	80	85	82	66
% Advanced	25	11	3	7	0
Number of students tested	44	35	33	28	35
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 plus % Advanced	76	73	91	78	62
% Advanced	24	6	0	11	0
Number of students tested	21	18	11	18	21
2. Racial/Ethnic Group (specify subgroup): Black					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup): Hispanic					
% Proficient plus % Advanced	73	73		82	64
% Advanced	7	20		9	0
Number of students tested	15	15		11	11
4. (specify subgroup): White					
% Proficient plus % Advanced	95		81	82	58
% Advanced	30		6	9	0
Number of students tested	20		16	11	12

Notes:

Reading and writing are given and reported as separate tests on the Colorado Student Assessment System. Only the reading scores are reported here, but the improvement in writing over the past five years has been discussed in the essays from sections three through five on the application.