2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: (Check all that apply) X Elementary __ Middle __ High __ K-12 __Charter

Name of Principal: Mrs. Debbie Pierre
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name: Cheyenne Mountain Elementary School
(As it should appear in the official records)

School Mailing Address: 5250 Farthing Drive
(If address is P.O. Box, also include street address)

Colorado Springs	CO	80906-5963
City	State	Zip Code+4 (9 digits total)

County: El Paso State School Code Number* 1586

Telephone (719)576-3080 Fax (719)576-6834

Website/URLhttp://www.cmsd.k12.co.us/Schools/cme/cme.html E-mail Pierre@cmsd.k12.co.us

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

_____ Date_____
(Principal's Signature)

Name of Superintendent: Dr. Walt Cooper

District Name: Cheyenne Mountain School District #12 Tel. (719)475-6100

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

_____ Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson: Mrs. Janet Suthers

I have reviewed the information in this package, including the eligibility requirements on page 2, 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.*

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

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 grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)

2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.

3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award.*

5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

6. The 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 the OCR has accepted a corrective action plan from the district to remedy the violation.

7. 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.

8. 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:

6	Elementary schools
0	Middle schools
1	Junior high schools
1	High schools
1	Other (Charter School Grades K – 8)
9	TOTAL

2. District Per Pupil Expenditure: $7,649

   Average State Per Pupil Expenditure: $10,592

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
   [x] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

4. 13 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				**7**			
K	15	25	**40**	**8**			
1	23	23	**46**	**9**			
2	23	25	**48**	**10**			
3	18	25	**43**	**11**			
4	25	24	**49**	**12**			
5	22	31	**53**	**Other**			
6	21	29	50				
		TOTAL STUDENTS IN THE APPLYING SCHOOL →					329

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:

87%	White
3%	Black or African American
7%	Hispanic or Latino
3%	Asian/Pacific Islander
0%	American Indian/Alaskan Native
100% Total	

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 4%

[This rate should be 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.	4
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	9
(3)	Total of all transferred students [sum of rows (1) and (2)]	13
(4)	Total number of students in the school as of October 1	329
(5)	Total transferred students in row (3) divided by total students in row (4)	.04
(6)	Amount in row (5) multiplied by 100	3.95

8. Limited English Proficient students in the school: 3%

10 Total Number Limited English Proficient

Number of languages represented: 6
Specify languages: Spanish, Chinese, Dutch, German, Korean, Arabic-Lebanon

9. Students eligible for free/reduced-priced meals: 2%

Total number students who qualify: 7

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 federally-supported lunch 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: 5%

15 Total Number of Students Served

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

0 Autism	0 Orthopedic Impairment
0 Deafness	0 Other Health Impaired
0 Deaf-Blindness	12 Specific Learning Disability
0 Emotional Disturbance	3 Speech or Language Impairment
0 Hearing Impairment	0 Traumatic Brain Injury
0 Mental Retardation	0 Visual Impairment Including Blindness
0 Multiple Disabilities	

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

	Number of Staff	
	Full-time	**Part-Time**
Administrator(s)	1	0
Classroom teachers	13	0
Special resource teachers/specialists	5	7
Paraprofessionals	0	0
Support staff	0	5
Total number	19	12

12. Average school student-"classroom teacher" ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 25:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	96%	96%	96%	96%	96%
Daily teacher attendance	95%	96%	96%	94%	NA%
Teacher turnover rate	7%	13%	7%	3%	7%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III – SUMMARY

Standing as a beacon to Colorado Springs, Cheyenne Mountain Elementary School is a model of educational excellence for not only the Pikes Peak Region, but also for the state of Colorado. The district's mission is to enable every student, in every classroom to achieve. No excuses. No exceptions. Our goal is to create an atmosphere that sparks the potential in each student. It has been said that every invention and discovery begins with an idea. A bright thought illuminates one mind; however, when shared, the new idea inspires and empowers others. We strive to enlighten students, energize their potential, and spark the genius in every child. It becomes our mission to ensure that students' individual needs are addressed. The light strand represents the unity and connectivity encompassing our professional staff, parents, and community to ensure that our school shines brightly. We illuminate learning by not only teaching the essential state standards, but also by providing a wide variety of individual programming, enrichment opportunities, and experiential learning adventures. We set very high yet attainable goals for all our students. While assuring that each and every academic lesson addresses the standards, we believe that educating the whole child means providing many avenues of exploration and energizing students not only to learn, but to live life fully.

In the foothills of Cheyenne Mountain, our elementary school overlooks the city of Colorado Springs. Sitting in the shadow of NORAD, Cheyenne Mountain Elementary (CME) is celebrating its 20th anniversary as 329 students come together for an electrifying educational experience. We believe that our children are the single most important element in all our endeavors. We strive to act with uncompromising honesty and integrity as we balance the practical with the ideal and endeavor to meet our challenges with optimism and confidence. We hope to challenge our students to realize their full potential, and we are determined to contribute to their excellence. Our students, staff, and community have a common vision and share the value of academic success. We know that many of our families have purchased their homes based on the reputation of our school and its long-standing history of success. Parents share our high expectations and endorse a demanding curriculum. The extraordinary support by our community, the tireless efforts of our volunteer parents and patrons, and our highly qualified staff contribute to our goal of providing an exemplary education for each child at CME. The efforts of everyone at CME have produced results. For the fourth year in a row, 90% of CME students have scored proficient or advanced in reading and math, earning CME the School of Excellence Award given by the state of Colorado. Of the 978 elementary schools in Colorado, CME ranks in the top ten percent. Grants and fund- raising efforts have allowed our school to acquire remarkable resources and to support the children through the purchase of books, technology, equipment, classroom resources, support materials, and to hire additional staff.

Cheyenne Mountain's dynamic educational experience are manifold: band, concerts, music, musicals, choir, art, art shows, physical education, intramural sports, inner-school athletics, Spanish, after-school enrichment classes, student council, video announcements, an award-winning technology program, gifted education, special education, a 20,000-volume library, science and math nights, science fairs, book fairs, book publishing, author nights, literacy coaching, mentorships, bully-prevention programs, friendship and study-skill groups, movie nights, ice cream socials, fun-fitness weeks, food and toy drives, fundraisers for charities, outdoor education camps, Revolutionary War reenactments, track days, Science and Math Olympiads, reading contests, recycling, environmental beautification projects, and community outreach lessons. These illuminating activities occur in addition to the rigorous standards-based academic curriculum through which CME consistently scores as one of the top elementary schools in the state of Colorado. Although CME exceeds state performance expectations, we continually strive to focus on individual students and employ ascending levels of demand by which we escalate the curriculum to match each learner's profile. We seek to highlight the personal growth of each child and illuminate passions in learning while increasing the likelihood of self-actualization and productivity. Feel the energy! At CME we spark success in each and every student through a vast array of programming opportunities.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results

Cheyenne Mountain Elementary is proud that for the fourth year in a row it has attained the ranking of "School of Excellence" in the state of Colorado. CME's test results on CSAP last spring were the fourth highest in Colorado. The Colorado Department of Education has awarded CME the John Irwin School of Excellence Award since its inception in 2002. A "School of Excellence" is one of the top 10% of schools in the state of Colorado. In addition, this year CME has earned the distinction of having made "Significant Improvement" according to criteria established by Colorado in comparing tests from two consecutive years. CME made a 15% gain in test scores from 2004 to 2005. Based on the federal No Child Left Behind Act, CME has achieved the goal of making Adequate Yearly Progress (AYP) in both reading and math every year. CME had twelve subgroups of students that were assessed, and all twelve groups met the goal of Adequate Yearly Progress. The Colorado School Assessment Program (CSAP) includes tests in reading, writing, math, and science designed by the Colorado Department of Education to measure student achievement in relationship to the Colorado Model Content Standards. In reading for grades 3 - 6, 94% of our students achieved or exceeded the standard established by the state by scoring proficient or advanced. Statewide, 68% of the students achieved this level for Colorado. In writing for grades 3 - 6, 92% scored at Proficient or Advanced compared to 56% statewide. In math for grades 3 -6, 96% of the students scored Proficient or Advanced, compared to 63% statewide. According to state criteria, 98.7% of our students exceeded the achievement performance target. State data may be found at http://www.cde.state.co.us/.

Each fall students in grades 3 - 6 take the nationally normed Iowa Test of Basic Skills. According to this year's data, third graders scored 82% in reading and 89% in math. Fourth graders scored 84% in reading and 90% in math; fifth graders 77% in reading and 85% in math; sixth graders, 83% in reading and 92% in math. Our students consistently place in the advanced area on nationally normed tests. Last year our sixth grade class scored in the top 5% of all schools that participated in the worldwide contest, Math Olympiad.

Based on the various subgroups of students assessed on CSAP, there is not a statistically significant difference between our general population and our subgroups. In the few places where we do see a slight difference, we have developed specific goals for these groups and implemented a plan of action for differentiated instruction. In sixth grade, our goal is to increase to 66% the number of special education students scoring proficient on state assessments. In fourth grade, 100% of our gifted students will be proficient in reading and improve their writing abilities. In fourth grade, 80% of our English Language Learners will be proficient on all areas of state assessments.

Students who are identified to be six months or more below grade level in the area of reading are placed on an Individual Literacy Plan (ILP). These students receive additional instruction and tutoring. A meeting is held with the parents to suggest ways to support the child at home and to inform them of the steps that will be taken at school to decrease the gap. Summer school is offered for those students on a Literacy Plan. Additionally, for any student struggling in reading or on an ILP, our Helping One Student to Succeed (HOSTS) reading program ensures all children make adequate yearly progress. Six percent of our students are currently on an ILP, and twenty-seven students receive HOSTS support.

Each student in our building has a separate folder for literacy and math. In these folders a collection of assessments is kept and recorded. A child with a red folder is below grade level and an individual Literacy Plan is developed. Those with a yellow folder are "On Watch" and receive support to improve their content skills. Those students with a green folder are at or above grade level and receive acceleration or enrichment when appropriate.

The use of continual assessments and longitudinal comparisons allow the teachers to determine if a child is ever struggling, not mastering concepts, needing enrichment or having difficulty emotionally. Our Resource Assistance Team (RAT) meets once a month. This includes all resource, specials, and classroom teachers. Through collaboration, the team reviews data and observations and develops an immediate plan of action to assist a student with emotional, social, or academic problems. We believe early intervention is critical to a child's success.

Numbers alone cannot measure success. Success also comes from the illumination on a child's face. At CME, our children not only score in the top of our state, but are also glowing with the excitement of learning.

2. Using Assessment Data

Students achieve success and make yearly progress because of our high expectations, rigorous curriculum, and strategies that we have in place to ensure every child's needs are being addressed. We target our instruction according to the assessments. Our longitudnal assessment data light the way in determining the instructional resources, techniques, and lessons we incorporate at CME. Before school begins, teachers meet with the principal to dissect the state assessment data on each student. Databases are created for each educational state standard, and student names are added to categories indicating unsatisfactory, partially proficient, proficient, or advanced. When a statistically significant difference occurs within a subgroup, goals are written to address the needs in the building accreditation plan. During the second week of school, students attend a half-day so that individual assessments can be performed on each student in the afternoon. From this information, teachers then are able to group students according to needs and establish appropriate instructional methods and material. The Iowa Test of Basic Skills is given in October for grades 3 - 6. These data are used to identify those students who qualify for the gifted and talented program and also students who are below average and require additional support. The Cognitive Abilities Test is given to all third grade students to also provide us with another piece of information about a child's potential to learn and achieve. Daily, ongoing assessment is essential in determining if curriculum content requires reteaching, acceleration, or extention. Pretests are given before units to determine those students who have already mastered the skills and need to be accelerated and enriched, and those students who will require more support, additional materials, and manipulatives in order to master the content area. Post-tests show if a student has mastered the material and can go on, or if a student still needs work on this area before proceeding. Assessments allow us continually to differentiate our curriculum for each individual to ensure that a student not only is successful, but also does not move on to the next level of content until mastery has been achieved. Likewise, we regularly challenge the students who need a higher level of instruction and do not allow them to spend time reviewing information that they have already learned. The body of evidence we acquire through assessments directs instruction. By studying our longitudinal data, we are able to chart our strengths and weaknesses from year to year. The one-size-fits-all curriculum is not acceptable to the professionals at CME. Teachers energize our students by recognizing that children require different types of instruction, at different rates, and for different amounts of time.

3. Communicating School Performance

The staff at CME expends great energy in meeting the needs of students but also understands the importance of communicating with parents regarding the child's progress. The staff is dedicated to keeping lines of communication open and productive. Teachers' e-mail addresses are given to parents at the beginning of the year, and parents are encouraged to contact teachers anytime they have a question or concern. Teachers send home monthly newsletters apprising parents of current curriculum topics and how to support children at home. The school sends two newsletters home each month outlining important school events, educational articles, and upcoming activities. The school's Web site includes important school information, the newsletter, and Internet links for students to use at home. State assessment scores are sent home to parents in the late summer. National norm testing scores are mailed home in December. Two parent conferences are held throughout the year. Parents also receive a state report showing how our school achieved compared to other neighboring schools. A yearly School Accountability Report (SAR), published by CDE, is distributed to all community members. The school year begins with an ice cream social to give parents a chance to meet each teacher personally and to begin establishing an open and supportive relationship. Back-to-School Night is held several weeks into the year to provide parents with a detailed overview of the school year and curriculum. Each grade level has developed a brochure that informs the parents of curriculum, behavior expectations and rules, and homework policies. Our Young Author's Night allows parents to see the published written pieces students have created throughout the year while also enjoying all the artwork displayed throughout the halls. We encourage community members to become HOSTS mentors. Informational Parent Meetings are held several times throughout they year on such topics as bullying, giftedness, reading, and test score analysis. We view parents and community as our partners. We enlighten them about their child's educational experience, and as a team we work together to ensure that each child experiences a successful school year.

4. Sharing Success

We are electrified about learning at Cheyenne Mountain Elementary, and we are always anxious to share our successes and expertise with anyone who would like to come visit our school. Regularly, our principal takes prospective homebuyers on a tour of our school. Consistently, these parents choose a home in the CME neighborhood because of our historical success. Mrs. Pierre takes the time to take parents on a tour and talk with them about the many programs we provide for students to ensure success. When state assessment scores are publicly released, our school often receives requests from other principals or teachers who would like to come and observe our teachers and programs in action. We are excited about our outstanding educational programs and anxious to share them with all interested visitors. Additionally, several of our staff members are considered "experts" in a particular content area and conduct school, district, and statewide inservice programs for educators. Outstanding professionals in our building share their vast knowledge and expertise through inservices in the areas of technology, writing, reading, counseling, differentiated curricula, and math. Staff members have presented workshops to district personnel and to schools and teachers throughout the state. Our media specialist was selected to present a course at the multi-state conference, Technology in Education (TIE). Our principal also is a consultant in the areas of reading and writing for the Colorado Association of School Administrators, conducting statewide conferences. Mrs. Pierre was a member of the training team for the Pikes Peak Literacy Project. For two years she helped develop training modules for the Five Components of Reading. Currently she teaches a course for prospective teachers at the University of Colorado at Colorado Springs. CME continually honors requests from school principals to observe our school and learn about our techniques and methodologies. At CME we are excited to get others charged-up and electrified about learning. Our doors are always open to anyone who would like to visit.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum

The invention of the light bulb led to illumination. At Cheyenne Mountain Elementary we seek to illuminate each child with a very essential core curriculum. From this core come the many branches that spark ingenuity, creativity, and excitement for learning. Excellence in education is deeply rooted in the strong foundation of a rigorous standards-based curriculum at CME. This core includes key content, assessments, meaningful learning activities, a variety of resources, grouping of students, and products based on learning levels. Each textbook, lesson, and assignment incorporates one or more of the essential academic standards as determined by the Colorado Department of Education. CME's curriculum consists of reading, English, spelling, writing, math, social studies, science, and Spanish. Formative and evaluative assessments are administered throughout the year, and individual, small group, and whole class lessons are designed based on these assessment data. No two years are ever alike at CME, as we continually make modifications to meet the changing needs of our students. Flexible, needs-based grouping is used for optimum learning. Small groups requiring acceleration move at a faster pace with additional enrichment. Other groups might require reteaching of skills not yet mastered. One or two students might have lessons designed specifically for their needs using different materials and teaching techniques. Resource teachers and trained volunteers allow for CME to tailor lessons to individual students' needs, not just to an entire classroom. Standards-based textbooks are used as the primary resource for reading, math, English, and social studies. Our math and reading textbooks are from Scott Foresman, and our social studies is published by McGraw Hill. In addition to textbooks, supplementary materials are used to enhance lessons. Novels, periodicals, computers, manipulatives, games, videos, and contests all supplement daily lessons. Motivational reading contests are held throughout the school using the Scholastic Reader Program. Literacy circles, paired and guided reading, and the HOSTS program all allow for optimum literacy instruction. Reading instruction places a strong emphasis on phonemic awareness, phonics, fluency, vocabulary, and comprehension. The focus of math instruction includes computation, number sense, writing-in-math, problem solving, data analysis, geometry, and algebra concepts. Our textbook and lessons are aligned to the National Council of Teachers of Math Standards. Math concepts and vocabulary are strengthened through the use of Stand Out Math where teachers use chants, rhymes, and raps to lead students to successfully solve problems kinesthetically, orally, and visually. Social studies instruction includes geography, communities, history, and government. Themes in social studies are enriched through field trips, Web quests, simulations, and cultural awareness days. Our science curriculum utilizes science kits, which emphasize the experimental design method using hands-on activities. Topics include physical, life, earth, and space science. Professional scientists are brought in during Science Nights and students visit various science stations. Fifth graders participate in a science fair. Sixth graders compete in the nationally acclaimed Science Olympiad and Math Olympiad. A strong emphasis is placed on writing at CME. Teachers use Step Up to Writing and Six Traits of Writing. Writing instruction utilizes a multi-sensory approach providing explicit and direct instruction in narrative and expository writing. The Six Traits emphasize word choice, sentence fluency, voice, ideas, conventions, and organization. All students, kindergarten through sixth, work throughout the year to publish many different types of writing. Three pieces are then showcased and shared at our annual Young Author's Night. Acclaimed authors are brought in during the day to share with students the gift of writing, illustrating, and publishing. That night, parents come to read the students' published pieces and view their artwork. CME's supplemental curriculum consists of students participating in physical education, art, and music. All 4 - 6 graders are given the opportunity during the school day to participate in instrumental music. Physical education, music, art, and technology all follow a curriculum that is strongly based on state standards and integrated into classroom curriculums. In art, students are exposed to a variety of mediums, study various artists, visit the local Fine Arts Center, and work on projects that connect with themes taught in the classroom. Individual student artwork is always displayed throughout the building. We embrace the philosophy that the arts enhance student achievement. Resource teachers provide support in gifted and special education, speech, occupational therapy, and English as a second language. All students receive ninety minutes of Spanish instruction each week. The goal of this program is the help students learn to communicate in Spanish through speaking, writing, and reading. CME illuminates students through a rigorous core curriculum, and then sparks ingenuity and inventiveness through the additional resources and programs used to strengthen our educational excellence.

2. Reading

CME's reading curriculum represents a network of many strands coming together to ensure that each child not only meets state standards, but also exceeds grade level expectations and shines in the area of reading. Our outstanding reading scores demonstrate how our philosophy of using a wide variety of instructional techniques to meet needs is preferable to using a single teaching method. Each fall the following battery of assessments is given to students: Adams 50, STAR, basal placement tests, Diagnostic Assessment of Reading, Informal Reading Inventories, and the Dynamic Indicators of Basic Early Literacy Skills. Students take Reading Counts tests on their independent reading selections. These tests collectively assess the Five Components of Reading and are used as initial screening, progress monitoring, and end-of-year assessments to meet the Colorado Basic Literacy Act regulations. Our strong belief in early intervention practices guides how support staff are allocated to assist young readers. In addition, state assessment results are thoroughly scrutinized to determine a student's strengths and weaknesses on the six state reading content standards. Each teacher is given his/her current students' historical CSAP testing results. The teacher collaborates with his/her grade level team partner and building colleagues to achieve individual student goals. Together they develop flexible groups based upon subcontent area needs, write goals for improvement, and design curriculum maps and pacing guides for the year. One-on-one instruction, small group, direct, and indirect instruction are given at the students' instructional level. The first ninety minutes is devoted to an uninterrupted literacy block. Reading and writing are integrated across all curriculum areas. Specials teachers incorporate reading and writing strategies within their curricula. Each teacher has access to leveled readers, and a multitude of non-fiction texts is available in every classroom. Reading materials are purchased to support the identified, varying reading levels of all our K - 6 students. The basal was selected because of its alignment to state standards, differentiated lessons and activities, strength in the Five Components of Reading, and award-winning, challenging literature. Guided reading instruction occurs with the basal and supplementary novels. Students enhance their writing skills as they respond to higher level questions about their reading choices. Poetry is analyzed, including author's purpose, author's viewpoint, tone/mood, and evidence to support conclusions made. The research-based reading program, HOSTS, provides literacy support and enrichment. Individualized reading profiles indicating individual strengths and weaknesses are generated by the HOSTS software. Trained volunteers and reading specialists meet with the child four times a week to complete the prescribed lessons, since one-on-one mentoring has been found to be the most successful tool to improve reading ability. Tremendous energy is invested in making sure all students at CME not only are reading at grade level, but also are passionate about literature.

3. Other Curriculum

The curriculum area we choose to spot light is our award-winning, state-of-the art technology program. The integration of technology into the core curriculum is a trait that sets CME apart from many other standards-based schools. Our program has been recognized by the Colorado Springs Chamber of Commerce as a winner of the Excellence in Education Award. CME has been asked to present its program at a multi-state technology conference. We have had schools from throughout the state visit us to observe our plan in action. There are three components to our technology plan. First, support is given to teachers to implement and use technology in daily lessons. A full-time media specialist supports teachers through modeling lessons, setting up equipment, and designing lessons that correlate with grade level curriculum. Each teacher also has a computer mentor. Several expert teachers in the area of technology help support colleagues in acquiring essential skills. Secondly, the technology curriculum supports each grade level's standards and correlates with class lessons. Assignments given in the core curriculum utilize technology to allow students to learn word processing, make spreadsheets and graphs, use the Internet, produce multimedia presentations, and create graphic art designs. For example, fourth grade students learn about national parks. Each student researches a park using the Internet and creates a three-fold brochure using word processing. The brochure includes facts about the park and also incorporates a chart created in a graphing program and a picture created in a draw-and-paint program. The third component encompasses our multimedia productions. CME was the first elementary school in our city to broadcast daily video announcements. Sixth grade students take turns as broadcasters, and video footage set to music features current school activities. CME is cognizant of the importance of our students' being technologically literate and strengthening their knowledge of the core curriculum through the daily use of technology.

4. Instructional Methods

Instruction at CME is driven by assessment. We first begin by thoroughly examining each student's body of evidence and highlighting standards where a student is not proficient or advanced. Then the process of individualized assessment begins. Each student is given individualized testing in reading, writing, and math. A Body of Evidence is collected on each student K – 6th grade. After these assessments are initially completed, a teacher can identify those students on, at, or below grade level, and the academic strengths and weaknesses for each child. From these data teachers develop their curriculum and design instruction. Assessments are continually given throughout the year. Flexible groups are formed according to needs. Resource teachers, mentors, and trained volunteers all assist with these small groups. An emphasis on reading is given to the Five Components of Reading: phonics, phonemic awareness, fluency, vocabulary, and comprehension. If a child is six months or more below grade level in reading, the child is placed on an Individual Literacy Plan. Learning specialists and trained volunteers mentor this child four times a week through our Helping One Student to Succeed Program (HOSTS). In math, some students may receive small group instruction in a modified curriculum to include more manipulatives or different instructional techniques. Accelerated math classes are provided to students who need to move at a faster and more advanced pace. Multi-sensory approaches are used throughout the building during math instruction. In social studies and science numerous variety of resources are used to match reading and ability levels, and project choices are given to meet all levels of learners. Curriculum maps and pacing guides are used to ensure that all standards are covered by the end of the year. The Resource Assistance Team (RAT) meets monthly. Technology is used to strengthen every curriculum area. When light shines through a prism, myriad colors appear. CME's instructional methods reflect the variety in our students' needs on a daily, monthly, and yearly basis.

5. Professional Development

The ability to provide a program of educational excellence at CME is largely based on the expertise of our staff and the dedication they have in making CME shine. Seventy-seven percent of the teaching staff at CME has a master's degree in a field of education or are currently working on earning an advanced degree. The average years of teaching experience in our building is twelve years. Five staff develop days have been implemented into the school calendar. Based on our assessment data, curriculum adoption, or current research, inservices are designed to further the staff's expertise and knowledge. All classroom teachers have received extensive training in how to perform many different types of reading assessments that are administered throughout the year to every student in the building. Teachers receive ongoing inservices on the Five Components of Reading. A video inservice by Sopris West on "Closing the Achievement Gap for Strong Readers" was purchased to support reading instruction. Teachers attended multiple training days on mastering the STEP UP Math program aimed at strengthening the acquisition of math vocabulary through the use of rhymes, raps, and songs. Teachers are encouraged to attend workshops in areas of interest, are provided a substitute, and have the workshop paid for through professional development funds. The staff meets twice a month for after-school meetings. At least one of these monthly meetings incorporates a mini inservice by a staff member on a successful teaching technique or knowledge gained from a recently attended workshop or class. CME utilizes the "trainer of trainers" model where colleagues share expertise with other staff members. Once a month, book studies are held at lunch. Last, the staff of CME is reading and studying the research by Mel Levine. Dr. Levine is the leading expert on the eight fundamental components of learning that draw on a variety of neurodevelopmental capacities of children. Two staff members attended a weeklong institute in the summer and returned to train the staff in using the techniques successfully employed by Dr. Levine. All teachers have a professional development goal written into their yearly observation and evaluation. All staff at CME are continually attending classes, employing new research strategies, and incorporating new techniques to better their teaching methods. A staff development survey is conducted each spring determining the focus of educational opportunities to be provided the following year. As a school, we are excited about finding new ways to shine.

VI. Assessment Data

3rd Grade Reading

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	February	February	February	February	February
SCHOOL SCORES*					
% At or Above Meets State Standards*	91%	93%	85%	94%	96%
% At Exceeds State Standards*	11%	27%	17%	28%	32%
Number of students tested	45	45	48	50	50
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. Female					
% At or Above Meets State Standards	96%	96%	89%	91%	100%
% At Exceeds State Standards	17%	28%	19%	27%	93%
Number of students tested	23	25	27	22	21
2. Male					
% At or Above Meets State Standards	86%	90%	81%	96%	52%
% At Exceeds State Standards	5%	25%	14%	29%	17%
Number of students tested	22	20	21	28	29

3rd Grade Math

	2004-2005
Testing month	March
SCHOOL SCORES*	
% At or Above Meets State Standards*	98%
% At Exceeds State Standards*	73%
Number of students tested	44
Percent of total students tested	100%
Number of students alternatively assessed	0
Percent of students alternatively assessed	0%
SUBGROUP SCORES	
1. Female	
% At or Above Meets State Standards	100%
% At Exceeds State Standards	70%
Number of students tested	23
2. Male	
% At or Above Meets State Standards	95%
% At Exceeds State Standards	76%
Number of students tested	22

*No state math testing prior to 2004 – 2005

4th Grade Reading

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	March	March	March	March	March
SCHOOL SCORES*					
% At or Above Meets State Standards*	93%	87%	96%	96%	96%
% At Exceeds State Standards*	17%	21%	17%	21%	31%
Number of students tested	46	53	52	52	52
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. Female					
% At or Above Meets State Standards	96%	93%	95%	100%	97%
% At Exceeds State Standards	27%%	29%	19%	22%	30%
Number of students tested	26	28	21	23	30
2. Male					
% At or Above Meets State Standards	90%	80%	97%	93%	95%
% At Exceeds State Standards	5%	12%	16%	21%	32%
Number of students tested	20	25	31	29	22

4th Grade Math

	2004-2005
Testing month	March
SCHOOL SCORES*	
% At or Above Meets State Standards*	98%
% At Exceeds State Standards*	61%
Number of students tested	46
Percent of total students tested	100%
Number of students alternatively assessed	0
Percent of students alternatively assessed	0%
SUBGROUP SCORES	
1. Female	
% At or Above Meets State Standards	96%
% At Exceeds State Standards	69%
Number of students tested	26
2. Male	
% At or Above Meets State Standards	100%
% At Exceeds State Standards	50%
Number of students tested	20

*No state math testing prior to 2004 – 2005

5th Grade Reading

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	March	March	March	March	March
SCHOOL SCORES*					
% At or Above Meets State Standards*	93%	96%	94%	94%	98%
% At Exceeds State Standards*	37%	20%	18%	26%	29%
Number of students tested	46	54	51	47	52
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. Female					
% At or Above Meets State Standards	96%	100%	100%	88%	96%
% At Exceeds State Standards	44%	22%	26%	23%	24%
Number of students tested	27	23	19	26	25
2. Male					
% At or Above Meets State Standards	89%	94%	91%	100%	100%
% At Exceeds State Standards	26%	19%	47%	29%	33%
Number of students tested	19	31	32	21	27

5th Grade Math

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	March	March	March	March	March
SCHOOL SCORES*					
% At or Above Meets State Standards*	93%	94%	90%	79%	92%
% At Exceeds State Standards*	80%	59%	43%	40%	38%
Number of students tested	46	54	51	47	52
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. Female					
% At or Above Meets State Standards	96%	100%	89%	69%	92%
% At Exceeds State Standards	81%	48%	37%	35%	44%
Number of students tested	27	23	19	26	25
2. Male					
% At or Above Meets State Standards	89%	90%	91%	90%	93%
% At Exceeds State Standards	79%	68%	47%	48%	33%
Number of students tested	19	31	32	21	27

6th Grade Reading

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	March	March	March	March	March
SCHOOL SCORES*					
% At or Above Meets State Standards*	98%	98%	98%	94%	96%
% At Exceeds State Standards*	39%	42%	31%	25%	42%
Number of students tested	54	53	48	52	50
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. Female					
% At or Above Meets State Standards	100%	100%	96%	91%	100%
% At Exceeds State Standards	36%	44%	33%	22%	44%
Number of students tested	22	18	24	23	27
2. Male					
% At or Above Meets State Standards	97%	97%	100%	97%	91%
% At Exceeds State Standards	41%	40%	29%	28%	39%
Number of students tested	32	35	24	29	23

6th Grade Math

	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	March	March
SCHOOL SCORES*				
% At or Above Meets State Standards*	94%	94%	73%	87%
% At Exceeds State Standards*	59%	64%	46%	44%
Number of students tested	54	53	48	52
Percent of total students tested	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%
SUBGROUP SCORES				
1. Female				
% At or Above Meets State Standards	100%	94%	67%	83%
% At Exceeds State Standards	59%	56%	38%	43%
Number of students tested	22	18	24	23
2. Male				
% At or Above Meets State Standards	91%	94%	79%	90%
% At Exceeds State Standards	59%	69%	54%	45%
Number of students tested	32	35	24	29

***No state testing prior to 2002**