U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Public School - 13NM2

	Charter	**Title 1**	**Magnet**	**Choice**
School Type (Public Schools):	☐	☑	☐	☐

Name of Principal: Ms. Linda L. Perez

Official School Name: Anthony Elementary School

School Mailing Address:　　　600 N. Fourth Street

　　　　　　　　　　　　　　Anthony, NM 88021-0000

County: Dona Ana County　 State School Code Number*: 019016

Telephone: (575) 882-4561 E-mail: lperez@gisd.k12.nm.us

Fax: (575) 882-4696　　　Web site/URL: http://ae.gisd.k12.nm.us

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mr. Efren Yturralde　 Superintendent e-mail: eyturralde@gisd.k12.nm.us

District Name: Gadsden Independent Schools　 District Phone: (575) 882-6200

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

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Craig Ford

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)

Non-Public Schools: If the information requested is not applicable, write N/A in the space.
The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. 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 configuration 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 (AYP) or its equivalent 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 AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be 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 foreign language courses.

5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.

7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.

8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

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

10. 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.

11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district   15 Elementary schools (includes K-8)

   3 Middle/Junior high schools

   3 High schools

   0 K-12 schools

   21 Total schools in district

2. District per-pupil expenditure: 7091

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: <u>Small city or town in a rural area</u>

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

5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	18	9	27
K	36	16	52
1	38	29	67
2	36	27	63
3	41	25	66
4	25	30	55
5	30	28	58
6	24	26	50
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			438

6. Racial/ethnic composition of the school:

0 %	American Indian or Alaska Native
0 %	Asian
0 %	Black or African American
100 %	Hispanic or Latino
0 %	Native Hawaiian or Other Pacific Islander
0 %	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 2011-2012 school year: 20%

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

Step	Description	Value
(1)	Number of students who transferred *to* the school after October 1, 2011 until the end of the school year.	44
(2)	Number of students who transferred *from* the school after October 1, 2011 until the end of the school year.	42
(3)	Total of all transferred students [sum of rows (1) and (2)].	86
(4)	Total number of students in the school as of October 1, 2011	432
(5)	Total transferred students in row (3) divided by total students in row (4).	0.20
(6)	Amount in row (5) multiplied by 100.	20

8. Percent of English Language Learners in the school: 56%

   Total number of ELL students in the school: 219

   Number of non-English languages represented: 1

   Specify non-English languages:

   Spanish

9. Percent of students eligible for free/reduced-priced meals: ___100%___

    Total number of students who qualify: ___438___

    If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: ___15%___

    Total number of students served: ___68___

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

2	Autism	1	Orthopedic Impairment
0	Deafness	9	Other Health Impaired
0	Deaf-Blindness	8	Specific Learning Disability
0	Emotional Disturbance	22	Speech or Language Impairment
0	Hearing Impairment	1	Traumatic Brain Injury
0	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities	25	Developmentally Delayed

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

	Full-Time	**Part-Time**
Administrator(s)	2	0
Classroom teachers	19	0
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	13	0
Paraprofessionals	12	0
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	18	0
Total number	64	0

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: ___23:1___

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	96%	94%	91%	97%	97%
High school graduation rate	%	%	%	%	%

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

    Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

    Graduating class size: _____

    Enrolled in a 4-year college or university   _____ %
    Enrolled in a community college   _____ %
    Enrolled in vocational training   _____ %
    Found employment   _____ %
    Military service   _____ %
    Other   _____ %
    Total   **0**%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

    ◉ No

    ☐ Yes

    If yes, what was the year of the award?

PART III - SUMMARY

Anthony Elementary School (AES) is located in the newly incorporated city of Anthony, NM which lies in the center of the Gadsden Independent School District (GISD). AES is a "No Excuses" college bound campus. Upon entering the building, visitors see university pennants along the hallways and a framed picture of each staff member indicating the university that they attended. The administration and staff want AES students to see that their principals and teachers achieved success by attending college. The administration and staff want the students to know they are capable of fulfilling their life goals, if they see education as a powerful tool. The mission of AES is to provide an opportunity for every student to master or exceed grade level standards. Our purpose as a school community is to educate our students through high quality instruction and the implementation of best-practices supported with early and immediate interventions for those not meeting targets. The entire staff pledges itself to these student outcomes through a non-negotiable, "no excuses" commitment.

AES's vision is to hold the school community accountable for an annual 10% academic growth for all students. At AES, all instructional staff work together in collaborative teams to achieve this vision. Teachers utilize data to drive, differentiate, and inform their instruction. Technology is used to enhance student learning and prepare students for the technological future. Teachers are prepared to teach ALL learners by becoming learners themselves. All students are active learners and carry themselves with pride. Students know that they are safe, and are responsible and respectful to others. The students' are encouraged to be bilingual and bicultural. Parents take an active role in their child's education by providing a supportive and nurturing home environment. All stakeholders form partnerships so that academic excellence is achieved.

AES's demographics indicate that most of the students live in low socio-economic households; approximately 97.8% of AES's students meet the guidelines for free and reduced meals. Additionally most of the families are single parent households. Most families live in government subsidized housing and apartments (Section 8) as well as rented mobile homes and single family homes. Approximately 17% of the students live with someone other than a parent due to the deportation of undocumented parents.

Because of the community's close ties to the culture and traditions of Mexico, many parents feel that their priority is for their child to work and earn an income to help the family—education beyond high school is not often seen as an asset. To help change this mindset, the staff at AES strives to educate its parents to have a different perspective and different goals for their children. In order to fulfill this mission, the staff offers many opportunities for parents to gain the tools that better allow them to provide educational support at home, especially in the areas of reading and mathematics.

Ninety five percent (95%) of AES's school community are graduates of a GISD high school. The administration and staff at AES is aware of the challenges our students face and have pledged that failure for our students is not an option. If our students fail, it is the adults in the building called AES that have failed.

AES and its school community hold several events throughout the year. These include an annual Open House, two parent/teacher conferences—one per semester, an annual Winter Fiesta, promotion ceremonies for kindergartners and sixth graders, an annual Kicks for Books, Family Literacy and Math Nights, and an annual Honors Banquet for all students earning A's and B's and those with perfect attendance.

Lastly, AES achieved special state recognition for the accomplishments of its students classified as English Language Learners (ELL). In both the prior year and this year, AES was selected to receive an Exemplary Program Award based on criteria from the Title III Program under No Child Left Behind. The

administration and staff at AES was humbled as New Mexico's Governor, Susana Martinez, featured Anthony Elementary at her 2013 State of the State Address to the 2013 NM legislature. She declared that if Anthony Elementary School can be successful and hold all stakeholders accountable, all New Mexico schools can succeed. AES is ranked fifth (5th) out of 839 schools in the state of NM. AES is ranked first in the category of growth of lowest performing students and second in the category of growth of highest performing students. But with all the recognition the school has received, what the administration and staff holds dear to their hearts is knowledge that they have instilled in their students knowledge and confidence in themselves. Their greatest joy as educators will come when students return to AES to show their former teachers not only their high school diploma, but also their university acceptance letters and awarded scholarships.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

As required in the No Child Left Behind Act, 2002, the New Mexico Standards Based Assessment (NMSBA) is used to determine the level at which New Mexico (NM) students achieve proficiency on the grade specific performance standards in reading and mathematics found in the NM Content Standards, Benchmarks, and Performance Standards. The assessments are designed to measure the state content standards as delineated in the state's Assessment Frameworks. The NMSBA, published by Pearson/Measured Progress, is used to determine school wide, subgroup, and individual student proficiency of the performance standards. The state performance levels for the New Mexico Standards Based Assessment are identified as advanced, proficient, nearing proficient, and beginning step. To "meet proficiency" in the state of New Mexico, a student must score proficient or advanced on the NMSBA sub-test.

The NMSBA is used to measure the progress of students over time. In the past, measures of student progress were restricted to comparing one year's class with another year's class. With the development of vertical scales for reading and mathematics for grades 3-6, the progress of each student and group of students can be examined each year in the tested areas. The NMSBA is based on a belief that all students can succeed, not just a few.

In 2012, the New Mexico Public Education Department (NMPED), under the leadership of Secretary-Designate Hanna Skandera, applied for and received an ESEA flexibility waiver from the US Department of Education to change how NM would report school proficiency to parents. The waiver allowed NM to use an "A" through "F" school grading system rather than an Adequate Yearly Progress scoring system that relied only on the school reaching an artificial target of percent proficient that was established in 2001 to meet the mandate of NCLB that 100% of students meeting proficiency by 2014. In prior years, schools not meeting the "percent proficient target" were identified as being in school improvement with identifiers such as "school improvement-1 or 2" "corrective action" and "restructuring 1 or 2". Parents were often confused and questioned why their child's school was continually in restructuring when they felt the school was a "good" school. The newly adopted "A" through "F" grading system communicates the ranking of their school in a language they understand. Further, as the school's grade is determined, the system takes into account several factors— the current academic standing of students (e.g. percentage of students meeting the proficient and advanced scale score for each tested grade level) in both reading and mathematics; academic growth of all students and subgroups (e.g. lowest performing, highest performing, English language learners) over three years. Furthermore, the new grading system incorporates other factors such as school environment and parent involvement. Parents now have a better understanding of how the school is performing.

Within the last three years, AES has increased student performance and is currently ranked first in GISD in both reading and mathematics. In 2010, AES's scores in reading and mathematics showed an increase of 10 and 4 percentage points, respectively as compared to its 2008 scores. This increase was in the ALL student group, the economically disadvantaged and Hispanic subgroups. The school's English Language Learner (ELL) subgroup saw an increase of 6 percentage points in reading and an increase of 5 percentage points in mathematics.

In 2011, AES continued its upward growth trend and met AYP by increasing 9 percentage points in reading in the ALL student group, the economically disadvantaged and Hispanic subgroups. The ELL subgroup increased 13 percentage points. Mathematics scores increased 10 percentage points in the ALL student group, the economically disadvantaged and Hispanic subgroups, and an increase of 7 percentage points in the ELL subgroup.

In 2012 the state implemented the "A" through "F" grading system. AES received an "A" on the state report card. In reading, the students' scores increased by 7 percentage points in the ALL student group, economically disadvantaged, and Hispanic subgroups. The ELL subgroup increased 3 percentage points. Mathematics scores increased 9 percentage points in the All student group, economically disadvantaged, and Hispanic subgroups. The ELL subgroup increased 15 percentage points.

Anthony Elementary presently ranks first in the state of New Mexico in school growth, the ELL subgroup, and in the growth of the lowest performing student subgroup. The school ranks second in the state for the growth of our highest performing subgroup. The reading goal for the state of New Mexico in 2013 is 52.3% in reading. Eighty percent (80%) of AES's students in the tested grades of 3-6 are scoring as proficient in reading—far surpassing the state's goal. In mathematics, the state's goal is 45%--81% of AES's students meet the target as proficient in mathematics. Again, AES is surpassing the state's goal. AES will continue with on-going data analysis and differentiated instruction so that it continues to meet the needs of ALL students.

2. Using Assessment Results:

Anthony Elementary School teachers work collaboratively in grade level and vertical teams to analyze standards and objectives in order to meet the needs of all students regardless of their social status or cognitive ability. Teachers understand the standards and use this knowledge to create common assessments administered each nine weeks. The data is used to drive instruction to enhance students' individual understanding of the objectives being addressed. Grade levels analyze the results of the assessments. The data is collated and a graph is generated that indicates how each individual student performed on each objective assessed.

Teachers utilize the data to differentiate instruction and address academic needs in order to ensure that students master the concepts of the standards and benchmarks. This includes data from formative and summative assessments, such as Measures of Academic Progress, Developmental Reading Assessment, end of unit assessments, or student work. In the data, teachers look for evidence that students are meeting the unit's goals and are making progress towards mastery of the standards. Based on what the data reveals, teachers group students by strategy in order to meet individual needs. This ensures that small group instruction is flexible, based on needs, and teachers can adjust classroom instruction on a regular basis. This differentiation has enabled AES to meet each individual student's needs resulting in increased achievement.

AES's teachers understand that the purpose of collecting and analyzing data is to improve instruction and intervene early allowing students to succeed. The school has shown a positive, upward growth trend over the past three years. This is due largely to the development of Units of Study and Unit Assessments in reading and mathematics that address specific NM Standards and Benchmarks. Through the use of these assessments, teachers identify and analyze individual student weaknesses and then provide interventions to address their needs. These interventions include differentiated instruction as well as Tier 2 interventions, and/or afterschool tutoring. If the students require instruction, Tier 2 interventions are available as a pull-out during the day. These include: READ 180, Leveled Literacy Intervention, Estrellitas, Esperanza, Math Navigator, and/or Wilsons Fundations.

 The opportunity to look deeply at assessment data on a regular basis enables the teachers to become reflective practitioners. AES teachers understand that students' results reflect their learning based on teachers' classroom delivery. Teachers participate in collegial conversations and discuss with each other what worked or did not work in each unit of study. This allows colleagues to share instructional practices and approaches that are effective.

In the beginning of the year, teachers meet with parents and students in grades fourth through sixth and review the New Mexico Standards Based Assessment individual student results. Teachers, parents, and students set performance goals for improvement based on this report. In grades first through third,

teachers share with parents and students the students' reading level based on the analysis of the Developmental Reading Assessment. Through the use of an Academic Improvement Plan, the teachers, parents, and students set goals to make progress through the year. For example, they may set a goal for more reading at home or to improve in comprehension. Teachers make students aware of their score on the MAPS. They hold the students accountable for a four to seven point gain each assessment period. Teachers discuss that participation in math, using different strategies, and being able to explain how they solved the problem will help them achieve these goals.

AES's Reading and Math Goal Teams, which are composed of grade level representatives, collect and monitor data attained from the summative and formative assessments. This information is shared with the various stake holders during after school events. Parents are made aware of academic achievement progress and are provided with tools helping them become active participants in student learning.

3. Sharing Lessons Learned:

GISD administration has selected Anthony Elementary School as a model school. It is encouraging other elementary schools that are not as successful to visit AES and work with them to replicate the instructional framework they have in place.

AES's principal was selected as a regional Cohort Leader for principals whose schools are located in the central and northern area of GISD. At the regional cohort meetings, principals work together as a Professional Learning Community (PLC) to learn how to analyze school data, teacher developed units of study and assessments for both reading and mathematics. To further allow principals to continue their growth as instructional leaders, they engage in book studies, with professional literature such as *Failure Is Not an Option*, by Alan Blankenstein.

AES's instructional coach is available to coach and mentor other instructional coaches in the district and state. At the monthly Instructional Coach's professional development trainings and meetings, she shares AES's teacher created Units of Study and Assessments. AES coach assists other coaches as they learn how to disaggregate NMSBA assessment results and analyze their formative data to implement successful interventions. In addition, AES classrooms have been observed by other teachers from schools within GISD and the state.

NM's Legislative Education Study Committee invited the principal and instructional coach to share the school's best practice model. AES was selected to present because of its success in exceeding district and state proficiency levels in reading at a school with high poverty and high numbers of English Language Learners. As a result of this presentation, AES was able to network and reach out to other schools in New Mexico. Additionally, the school has been invited to collaborate with the Curriculum and Instruction Department at the University of New Mexico, Teach for America, the Columbus School District, the Socorro (NM) School District and the El Paso (TX) Independent School District.

Anthony Elementary School proudly addresses the needs of all students and emphasizes the common goal that all students can learn. The majority of students speak Spanish as a first language, they qualify for free and reduced price lunch and their scores in the Standards-Based Assessment are higher than the district and the state average.

4. Engaging Families and Communities:

At AES a critical component in supporting student achievement is the expectation that parents will be active partners in their child's learning. Teachers make parents aware of the academic demands and instructional approaches that are taking place in the classroom. It is imperative to student success that parents understand the school's academic expectations. Therefore, teachers provide a monthly newsletter that informs parents of instructional activities that support the acquisition of the rigorous standards. Teachers hold workshops for parents to inform them of classroom practices and offer strategies parents

can use at home to support students' learning in the classroom. Parents are interested and eager to learn the strategies that their children are utilizing in the classroom. The workshops have been a success in making parents aware of the high academic expectations. The parental involvement and support have been a contributing factor in the accomplishments of AES.

At AES one of the most important strategies in working with family and community members is consistency in developing positive relationships. Parents and relatives invest time volunteering at the school. Local community members demonstrate the meaning of giving back by donating a Jumping Balloon Castle and Space Ball for various after school events. Participation in events such as the Spelling Bee and Career Day by community members is another example of how stakeholders invest time in helping AES students achieve the high expectations.

Valuing parents as learners is another strategy AES uses. During Math and Reading Nights, parents are invited to participate in learning sessions on specific strategies that will help them better understand the math and reading standards.

Focusing on student recognition for high achievement is another strategy AES uses to involve its parents and community members. A formal event is held annually recognizing students who achieve perfect attendance and the A/B honor roll. By recognizing students with perfect attendance, AES acknowledges the important role that parents play in making sure that their child is present every day at school and ready to learn.

Lastly, teachers, parents and community sponsors help instill in AES students the value and impact of giving back to their community. Each December, AES works with students in sewing "cobijitas de amor", blankets of love. Students donate these blankets to daycare centers, such as the Jardin de los Niños and the Children's Crisis Center.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Anthony Elementary School is currently transitioning to the Common Core State Standards for English Language Arts (CCSS-ELA) and Math (CCSS-M). Teachers are implementing the district's plan for transition with K-6 fully implementing the CCSS in Reading and integrating the Fine Arts this year. Grades K-3 have also implemented the CCSS in math this year with 4-6 to follow in school year 2013-2014.

The school's success can be attributed to the rigorous approach to planning units of study for reading, writing, and language acquisition in which teachers design utilizing the standards. The mathematics program is also aligned to the New Mexico Content Standards and teachers implement the pacing guides developed by a core team at the district level. Fidelity to the implementation of the district's curriculum initiatives which includes research based reading and literacy approaches, the K-5 math program *Investigations*, and 6th grade *Connected Math* ensure the students make progress toward the state's annual measurable objectives (AMOs) in reading and math.

As well as rigorous units of study, the grade level teams create pre/post assessments that monitor student learning from each unit of study in reading and math. During their professional learning block, the teams score the assessments, disaggregate the data and form strategy groups based on student needs. The graphed data sets are placed in grade level binders and submitted to the administrator for teacher accountability.

The literacy block takes place within a 90 minute time frame with social studies and science content integrated throughout. The components of the literacy block include: word study; readers and writers workshop, where specific, direct and modeled lessons begin the literacy work time; followed by small guided reading groups or strategy specific groups with the teacher; independent reading and writing time; teacher-student conferences; book clubs; and whole class novel studies.

The district's math program, *Investigations* (Pearson) and *Connected Math* (Pearson), is implemented in a 90 minute block which includes 30 minutes for in-class intervention/enrichment or computer assisted fluency activities including *First in Math*.

The integration of social studies and science content is supported by a wealth of materials in each school's bookroom which was provided through state and federal funds. These materials include leveled books, shared reading texts, and other texts that support the topics addressed in social studies and science which align with the New Mexico Content Standards.

AES is fortunate that students attend weekly "specials" classes including art, music, computer, physical education, and library. The music and PE teachers support classroom instruction through the integration of vocabulary and concepts aligned to the core curriculum. For example in PE when walking the blacktop students learn and use vocabulary such as perimeter and vertices; in music the teacher helps the third grade students learn their multiplication tables with rhythm. Other examples highlight how the art teacher integrates social studies projects with designing and painting pots as students learn about the San Ildefonso and Santa Clara pottery. The computer lab assistant has created an AETV school-wide broadcast program where students are involved in the research of topics, writing up the newscast, and presenting the news live each morning.

AES uses a transitional model for English Language Learners (ELL) and the instruction is embedded and sheltered within the components of the balanced literacy approach. Spanish speaking students in K-2 receive English Language Development (ELD) based on the World-Class Instructional Design and

Assessment (WIDA) consortium standards which are integrated in shared reading, social studies and science content topics.

2. Reading/English:

Anthony Elementary School follows the district's "balanced literacy initiative" that is situated in research based strategies and is delivered through best practices. The core literacy block includes: word study; readers and writers workshop; and encompasses guided reading groups or small strategy specific groups with the teacher; independent reading and writing time; teacher-student conferences; whole class novel studies, and book clubs. At AES an integral component of the readers workshop is shared reading. This has been a critical factor in the implementation of the rigorous CCSS-ELA. Shared reading is whole group, strategy rich instruction which allows students to engage with more intricate text with teacher scaffolding and opportunities to "think out loud" with their peers. This support is critical to the struggling reader, English Language Learners, and above grade level students. The deep strategy work and interaction with the text ensures that students learn how to read, interpret, and analyze multi-layered text. Lessons are built from the rigorous units of study guided by the CCSS-ELA.

AES utilizes data to inform instruction. During the first week of school, teachers of grades 3-6, review the item plot analysis from the New Mexico Standards Based Assessment (NMSBA) to determine strengths and needs on grade level benchmarks.

Teachers also utilize the Developmental Reading Assessment2 (DRA2) or Evaluacíon de Desarollo de la Lectura2 (EDL2) per district directive to determine guided reading groups as well as strategy groups for more specific instruction or classroom intervention. The DRA2 or EDL2 and PM Benchmark short cycle assessments are used to move students along the reading progress continuum. Students who show no growth with in-class interventions may receive intervention by a team of "specials" teachers that have received training from the instructional coach on cueing systems, word study, and comprehension. Other students falling behind the district's quarterly progress benchmarks might receive other Tier II Interventions from the Intervention teacher including Lexia, Leveled Literacy Intervention (LLI), Wilson Fundations, Estrellita, or Esperanza. Students in grades 4-6 who did not score proficient on the NMSBA and are below grade level according to the district's yearly benchmarks might receive intervention through Read180. Other forms of formal and informal assessments are used in conjunction with the grade level team created pre/post unit assessments to inform whole group, small group, and individual instruction. The use of a variety of progress monitoring measures ensures teachers have constant access to formative data in order to move forward with instruction and make adjustments accordingly.

3. Mathematics:

Anthony Elementary School implements the district's Math Initiative *Investigations* for K-5 and *Connected Math* for grade 6. The math programs are research based and embed the ideology that children learn math through exploration and application with opportunities to discuss their thinking and problem solving approach. As teachers make the shift to the CCSS-M and its emphasis on the mathematical practices, the district's math programs have put students in good stead with the rehearsal of how they think through the problem, using manipulatives, and models to represent the math. Teachers have ensured student's high achievement with consistent reinforcement of math content and conceptual understanding by having students discuss and think about strategy use during the problem of the day and partner work. In all classrooms one observes anchor charts of student thinking displaying problem solving ideas and how students are interpreting and implementing the mathematical practices. One also hears students remark "that's mathematical practice #1" or "I tried the expanded notation strategy". When students can name their thinking and apply it to their math work, it is evidence that they understand the math and this has been borne out in improved math scores.

Teachers in grades 3-6 review the item plot analysis from the New Mexico Standards Based Assessment (NMSBA), determining strengths and gaps. This information forms the basis of how their yearlong scope

and sequence in math will be taught. The grade level teams use this analysis and disaggregate information along with the Measures of Academic Progress (MAPS) to determine which mathematical strands require more emphasis as well as how to group students by strand and concept in order to best meet their needs. This data in conjunction with end of unit assessments helps teachers determine which students might benefit from small differentiated group in-class intervention. Students who need extra support may receive Tier II intervention from Math Navigator which is a 20 day cycle intervention based on mathematical strands and utilizes short cycle assessments and pre/posttests to monitor progress.

Teachers implement technology through utilization of interactive white boards where students use virtual manipulatives or models such as a number line to demonstrate their thinking. Students also have opportunity to work on fluency and problem solving on the computer with First in Math which offers challenges for students achieving at higher levels in math or scaffolds the struggling math student with other strategies and steps to increase understanding and performance.

4. Additional Curriculum Area:

The additional curriculum area which is a critical component in instruction is writing. The expectations established by the CCSS guide students to apply and master skills which will guide them to effectively communicate in written language. Because the majority of district and state mandated assessments require students' ability to read and write Anthony Elementary School is determined to help students develop writing's essential skills helping them reach academic success.

Teachers have established routines and procedures with rigorous lessons enabling students to develop all aspects of language including syntax, vocabulary and the development of ideas across the different writing genres. Through the use of complex texts in the different content areas students have a better understanding of the writing pieces they are expected to produce. Writing provides students the opportunity to write about their reading, personal perspectives, letters to authors and to write about their interests and their culture. Students feel acknowledged and recognized because they become authors and gain a better understanding of the books. Students develop an awareness of the relationship between reading and writing across the content areas. This provides students the medium to understand reading at a much more complex level.

Writing also provides students the power to express themselves in different ways about an array of fictional and nonfictional topics. Writing is a means of communication. Through the writing process, they learn to incorporate the perspectives they develop while reading different texts and to develop their own writer's craft.

Students reflect on their personal experiences and other books read connecting to the texts thus developing a motivation to write. As students write the essential skills are strengthened and developed. Teachers are able to bridge students' native language and progressively transfer these skills into the English language as they move forward within the grade levels. Ultimately students gain ownership of their writing and it becomes easier to transfer these essential skills from their native language into English.

5. Instructional Methods:

Anthony Elementary School serves a population of over 99% Hispanic students, all of whom are economically disadvantaged. Approximately 60% of our students are English Language Learners, most of who participate in a Transitional Bilingual Program. To meet the needs of these students, most of our teachers are endorsed in Bilingual or Teachers of English to Students of other Languages. Gadsden Independent School District has ensured that all teachers have received training on approaches and methodologies to meet the needs of the English Language Learners. These language academies provided specific research based instructional strategies, such as the Sheltered Instruction Observation Protocol.

This model as well as other strategies are embedded in our everyday classroom instruction and support English Language Development. Our program is aligned with the New Mexico ELD Standards.

Teachers use specific assessment data to identify gaps and provide immediate intervention. Programs, such as READ180, provide opportunities for small group explicit instruction and immersion in vocabulary development. READ180 and other interventions including, Math Navigator, Lexia, and Leveled Literacy Intervention are supplemental supports to the core classroom instruction. These programs serve not only the mainstream students but the ELL and Students with Disabilities subgroups. These supplemental programs provide opportunities for students to learn in different group settings addressing a variety of learning styles. Many of these programs are technology-based and are engaging for students.

Each classroom is equipped with an interactive white board, document camera, laptop and four desktop computers. This technology enhances instruction and engages student learning through interactive modalities of learning, such as using media, manipulatives, and virtual access to museums and monuments. Many students are involved in project-based service learning. For example students created brochures to raise diabetes awareness and provided those to community facilities in Anthony, NM. During this project, the readings, research, and presentations were aligned to the standards.

AES regular classroom teachers and the teachers of Students with Disabilities regularly collaborate to share student performance data ensuring that they meet the student's Individual Educational Plan goals and objectives. AES teachers are aware of students needs and provide the necessary support for student achievement through different learning modalities.

6. Professional Development:

The Gadsden Independent School District, following the recommended best practice for professional learning, has placed an instructional coach in each school. This ensures that teachers' professional development takes place on site, is job embedded, relevant to their classroom practice, and is supported by the instructional coach through one-on-one and small group coaching opportunities.

Anthony Elementary School has a designated block of time each week for professional learning. During this time the grade level teams review student work and assessments, plan reading and math units and strategy groups, or read and discuss professional articles and texts. Teachers are engaged in collaborative conversations based on student responses, formative data, and unit of study target goals. Colleagues bring student responses and classroom data to share and utilize the standards to look for specific evidence of students' progress. Teachers take the opportunity to share what is working in their classroom and often colleagues learn from each other by participating in peer observations and debriefs. This sharing of student work, strategies, and approaches, as well as opening up their classroom to their colleagues, requires open communication and trust. This trust among colleagues has been cultivated and nurtured over the past three years with facilitation from the instructional coach and peers through earnest dialogue and the development of a common vision for student learning. This trust and dialogue supports the school's mission of meeting each student's needs: failure is not an option.

Leadership nurtures the development of a common philosophy about student achievement through the support of professional learning communities. The administrative team encourages teachers to participate in reflective dialogue, peer observations, small group, and one-on-one coaching in order to improve classroom practice and better meet students' needs.

The instructional coach has the opportunity to work with a teacher or grade level team of teachers. The teacher and instructional coach use the results-based coaching protocol to develop goals, design a plan of action, and generate a schedule for observations. AES coach works with the teacher to look at student work and data that indicates an area of need, for example, strengthening students' abilities to interpret

informational text during shared reading. Debriefing the observation and planning next steps is the critical step that propels the teacher's learning and therefore positively impacts student achievement.

7. School Leadership:

Upon her placement at Anthony Elementary School, the principal reviewed previous years' school data and determined improvement was urgent. The principal implemented a directive leadership approach to guide staff on creating a no failure, no excuses college-bound campus.

To accomplish this, the school leader created an environment that encourages peer and one-on-one coaching by the instructional coach. She also created a leadership team who facilitates workshops to share resources and instructional approaches. Small group coaching engaged teachers in unpacking the standards and teachers then utilized their newly acquired understanding of the standards to create grade level units of study. Through these collaborative meetings teachers developed a common vision about student learning.

AES became a professional learning community where the atmosphere is energized and guided by a clear vision based on teacher and student learning. The administrator is a transformational leader who considers people's needs and abilities and most importantly knows the policies and the laws. There is a community of trust where teachers feel acknowledged and respected. The atmosphere at AES is inviting and clearly guided with one purpose in mind, which is students' educational needs.

AES is a data-driven school with no excuses for failure. A contributing factor to the success of the school is the principal's understanding of the time needed for teachers to collaborate in order to plan units of study and analyze data. Teachers must work as teams to review student work and data in order to determine strengths and weaknesses and adjust instruction as needed. Teachers are challenged to reflect and improve their classroom practices. Anthony Elementary School's climate and culture is unique because it is molded by the caring staff and most importantly led by an effective administrator. She is a flexible and approachable administrator who is able to apply leadership styles as deemed necessary by various situations and individuals. Just as a teacher differentiates instruction according to students' abilities and learning styles, the principal is able to lead taking into consideration the personalities and abilities each teacher possesses. This has resulted in great academic gains by students.

It has taken three years to accomplish these tasks but it has been a fulfilling and satisfying experience for all. The school has met adequate yearly progress for two consecutive years. AES is ranked number five in the state of New Mexico. Students from low socio-economic status, single parent households, and second language learners are achieving success.

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 3   Test: NMSBA

Edition/Publication Year: 2008   Publisher: Pearson/Measured Progress

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient Plus Advanced	82	87	78	75	71
Advanced	10	8	25	21	26
Number of students tested	60	62	91	102	101
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/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Plus Advanced	82	87	78	75	71
Advanced	10	8	25	21	26
Number of students tested	60	62	91	102	101
2. African American Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient Plus Advanced	82	87	78	74	71
Advanced	10	8	25	21	26
Number of students tested	60	62	91	100	100
4. Special Education Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient Plus Advanced	88	85	79	76	72
Advanced	10	6	21	30	30
Number of students tested	42	34	63	67	86
6.					
Proficient Plus Advanced					
Advanced					
Number of students tested					
NOTES:					

13NM2

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 3   Test: NMSBA

Edition/Publication Year: 2008   Publisher: Pearson/Measured Progress

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient Plus Advanced	67	66	60	63	54
Advanced	5	3	22	9	8
Number of students tested	60	62	91	102	101
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/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Plus Advanced	67	66	60	63	54
Advanced	5	3	22	9	8
Number of students tested	60	62	91	102	101
2. African American Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient Plus Advanced	67	66	60	62	53
Advanced	5	3	22	8	8
Number of students tested	60	62	91	100	100
4. Special Education Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient Plus Advanced	64	68	52	63	50
Advanced	5	0	19	9	7
Number of students tested	42	34	63	67	86
6.					
Proficient Plus Advanced					
Advanced					
Number of students tested					
NOTES:					

13NM2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 4   Test: NMSBA

Edition/Publication Year: 2008   Publisher: Pearson/Measured Progress

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient Plus Advanced	65	59	42	45	45
Advanced	14	28	5	3	11
Number of students tested	57	51	98	100	95
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/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Plus Advanced	65	54	42	45	45
Advanced	14	28	5	3	11
Number of students tested	57	51	98	100	95
2. African American Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient Plus Advanced	64	59	42	44	47
Advanced	13	28	5	3	11
Number of students tested	56	51	98	99	92
4. Special Education Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient Plus Advanced	58	54	37	44	45
Advanced	0	20	5	3	11
Number of students tested	26	35	62	84	75
6.					
Proficient Plus Advanced					
Advanced					
Number of students tested					
NOTES:					

13NM2

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 4   Test: NMSBA

Edition/Publication Year: 2008   Publisher: Pearson/Measured Progress

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient Plus Advanced	56	57	43	34	34
Advanced	7	12	6	4	6
Number of students tested	57	51	98	100	95
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/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Plus Advanced	56	57	43	34	34
Advanced	7	12	6	4	6
Number of students tested	57	51	98	100	95
2. African American Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient Plus Advanced	55	57	43	33	35
Advanced	7	12	6	4	7
Number of students tested	56	51	98	99	92
4. Special Education Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient Plus Advanced	46	51	32	31	33
Advanced	0	6	2	2	5
Number of students tested	26	35	62	84	75
6.					
Proficient Plus Advanced					
Advanced					
Number of students tested					
NOTES:					

13NM2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 5   Test: NMSBA

Edition/Publication Year: 2008   Publisher: Pearson/Measured Progress

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient Plus Advanced	56	66	40	45	40
Advanced	11	9	4	13	10
Number of students tested	45	53	99	94	102
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/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Plus Advanced	56	66	40	45	40
Advanced	11	9	4	13	10
Number of students tested	45	53	99	94	102
2. African American Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient Plus Advanced	56	66	40	46	39
Advanced	11	9	4	13	10
Number of students tested	45	53	98	92	99
4. Special Education Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient Plus Advanced	67	65	38	42	36
Advanced	8	11	3	10	12
Number of students tested	12	37	77	77	86
6.					
Proficient Plus Advanced					
Advanced					
Number of students tested					
NOTES:					

13NM2

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 5   Test: NMSBA

Edition/Publication Year: 2008   Publisher: Pearson/Measured Progress

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient Plus Advanced	73	57	47	46	32
Advanced	11	9	3	9	10
Number of students tested	45	53	99	94	102
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/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Plus Advanced	73	57	47	46	32
Advanced	11	9	3	9	3
Number of students tested	45	53	99	94	102
2. African American Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient Plus Advanced	73	57	46	46	32
Advanced	11	9	3	9	3
Number of students tested	45	53	98	92	99
4. Special Education Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient Plus Advanced	58	54	40	39	28
Advanced	8	3	4	7	4
Number of students tested	12	37	77	77	86
6.					
Proficient Plus Advanced					
Advanced					
Number of students tested					
NOTES:					

13NM2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 6   Test: NMSBA

Edition/Publication Year: 2008   Publisher: Pearson/Measured Progress

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient Plus Advanced	75	36	42	33	38
Advanced	6	0	11	6	5
Number of students tested	51	66	95	106	89
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/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Plus Advanced	75	36	42	33	38
Advanced	6	0	11	6	5
Number of students tested	51	66	95	106	89
2. African American Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient Plus Advanced	75	36	43	33	38
Advanced	6	0	11	6	5
Number of students tested	51	66	93	104	89
4. Special Education Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient Plus Advanced	60	31	28	29	27
Advanced	0	0	5	6	2
Number of students tested	20	42	57	90	59
6.					
Proficient Plus Advanced					
Advanced					
Number of students tested					
NOTES:					

13NM2

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 6   Test: NMSBA

Edition/Publication Year: 2008   Publisher: Pearson/Measured Progress

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient Plus Advanced	55	42	38	37	30
Advanced	4	3	8	4	6
Number of students tested	51	66	95	106	89
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/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Plus Advanced	55	42	38	37	30
Advanced	4	3	8	4	6
Number of students tested	51	66	95	106	89
2. African American Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient Plus Advanced	55	42	39	37	30
Advanced	4	3	9	4	6
Number of students tested	51	66	93	104	89
4. Special Education Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient Plus Advanced	30	29	19	32	19
Advanced	0	0	5	3	7
Number of students tested	20	42	57	90	59
6.					
Proficient Plus Advanced					
Advanced					
Number of students tested					
NOTES:					

13NM2