

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mrs. Michelle R. Adams

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Sue H. Morrow Elementary School

(As it should appear in the official records)

School Mailing Address 1070 Featherwood Avenue

(If address is P.O. Box, also include street address.)

City Henderson State NV Zip Code+4 (9 digits total) 89015-6905

County Clark State School Code Number* 02162

Telephone 702-799-3550 Fax 702-799-3556

Web site/URL https://school.ccsd.net/morrow E-mail Michelle_r_adams@interact.ccsd.net

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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

(Principal's Signature)

Name of Superintendent*Mr. Pat Skorkowsky

(Specify: Ms., Miss, Mrs., Dr., Mr.,

E-mail: pskorkowsky@interact.ccsd.net

Other) _____

District Name Clark County School District Tel. 702-799-5000

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 Ms. Deanna Wright

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

**Non-public 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 (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) 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, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any 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.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
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 (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 217 Elementary schools (includes K-8)
 - 59 Middle/Junior high schools
 - 49 High schools
 - 32 K-12 schools
- 357 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 1 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	14	12	26
K	38	33	71
1	67	67	134
2	59	62	121
3	67	63	130
4	66	71	137
5	74	48	122
6	0	0	0
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 Students	385	356	741

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 2 % Asian
 - 2 % Black or African American
 - 23 % Hispanic or Latino
 - 2 % Native Hawaiian or Other Pacific Islander
 - 64 % White
 - 7 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report 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.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 24%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	95
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	80
(3) Total of all transferred students [sum of rows (1) and (2)]	175
(4) Total number of students in the school as of October 1	741
(5) Total transferred students in row (3) divided by total students in row (4)	0.236
(6) Amount in row (5) multiplied by 100	24

7. English Language Learners (ELL) in the school: 3 %
19 Total number ELL
 Number of non-English languages represented: 2
 Specify non-English languages: Spanish, Tagalog
8. Students eligible for free/reduced-priced meals: 38 %
 Total number students who qualify: 275

Information for Public Schools Only - Data Provided by the State

The state has reported that 53 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 15 %
109 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.

<u>19</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>9</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>24</u> Specific Learning Disability
<u>3</u> Emotional Disturbance	<u>35</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>6</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>3</u> Multiple Disabilities	<u>11</u> Developmentally Delayed

10. Use Full-Time Equivalent (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	34
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	11
Paraprofessionals	18
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	8

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

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

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	96%	96%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

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

Yes No

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: Sue Morrow will provide a safe school that promotes learning and success for each student by being innovative and respectful in educating our students.

PART III – SUMMARY

Sue H. Morrow is a suburban school located in Henderson, Nevada. It is one of 217 elementary schools in the Clark County School District (CCSD). The school was dedicated in 1998 and was named after Sue H. Morrow, a music educator who taught in the Henderson area. Mrs. Morrow believed children could make their dreams come true through a well-rounded education. Mrs. Morrow passed away several years ago, yet her husband Mr. Morrow has recently reached out to our school and will be attending our spring concert. Approximately 763 students attend the school. Students residing outside the school's zone frequently request a zone variance.

The mission at Sue H. Morrow Elementary School is the school community will provide a safe and secure school that promotes learning, literacy and success for each individual student. The school community will create a positive place to learn by being innovative and respectful in the approach to educate all students.

For twelve consecutive years Sue H. Morrow ES has made Adequate Yearly Progress (AYP) based on the No Child Left Behind legislation. Since 2011 it has been designated a High Achieving and 5-Star School based on the Nevada School Performance Framework (NSPF). This high academic ranking has been achieved by teachers focusing their instruction on high leverage instructional standards, students learning experiences promote a high cognitive demand of rigor and provide opportunities for student discourse and metacognition to extend student learning.

To meet the needs of our high achieving students, Sue H. Morrow ES has created unique and appropriate academic opportunities for each student. Each instructional staff member utilizes a variety of assessments ranging from multiple choice responses to performance based tasks to ensure mastery of standards that is utilized after high leverage instruction is taught and mastered by all students. Often instruction is connected and extended to other ideas or subject areas allowing students to extend their understandings of concepts to a deeper and higher level. Teachers strive to facilitate a learning environment that promotes thinkers who use complex judgment and expand student's thinking through meaning making learning experiences. Extra curricula activities such as jogging club, choir, cheerleading, garden club, student council, and a peer mentoring club provide students with opportunities to extend their learning outside the classroom and explore other interests.

Family engagement and community involvement are two areas where Sue H. Morrow finds success. Without parent engagement and home support, it is challenging to educate students. Community involvement has been successful with several events including Meet the Teacher, Open House, Family Academic Nights, Student of the Month Ceremonies, Moms with Muffins, Dads with Donuts, Academic Awards Assemblies, and our Parent Teacher Association sponsored events. Our Run for the Money event allows parents, students, teachers, and local school community members the opportunity to celebrate the school and enjoy a fun event while also raising money for our school. The purpose of Run for the Money encourages students to choose an active and healthy lifestyle and the proceeds support our school in funding resources that directly impact student learning.

Sue H. Morrow ES is a strong candidate for the National Blue Ribbon Award due to the consistent high academic student performance among all our subgroups, its dedicated staff, our engaged school community involvement and visionary leadership. These characteristics have provided a unique learning environment for all students at Morrow to achieve academic success and become literate and productive citizens of society.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Sue H. Morrow Elementary School sets high standards of academic achievement for each student. Implementation of the Nevada Academic Content Standards (NVACS) and other content standards are taught to mastery by the end of the school year within each grade level. Grade level teams work collaboratively to determine the most effective way to meet the needs and ability levels of each student.

Sue H. Morrow is currently in a transition phase with NVACS being implemented and during this transition, CCSD is reviewing core reading programs that align to NVACS. Teachers utilize a variety of sources including the Scholastic Magazine Readers, leveled readers, novels and selected passages from Trophies by Harcourt Brace to plan their reading instruction. Teachers also use Reading A-Z, Words their Way, Guided Reading and Daily 5 to support the implementation of differentiated reading instruction. In addition, teachers utilize leveled readers, novels, exemplar texts and classroom libraries that provide a variety of genres for students. CCSD created a literacy framework that provides a structure for English Language Arts instruction. The components of this framework include: whole group explicit reading instruction, differentiated reading instruction, reading and analysis of complex text, literature, and informational text, and writing instruction. One of the writing programs we are piloting this year in the intermediate grades called Being a Writer uses authentic literature as the vehicle to launch student writing tasks while also focusing on building a safe classroom community through the use of social norms. The embedded writing tasks are typically related to social issues that children face today in modern society.

At Sue H. Morrow ES, mathematics is taught using the NVACS as the content and the 8 Standards for Mathematical Practice are utilized within the mathematics lesson. CCSD is also reviewing core mathematics programs that align to NVACS. Teachers utilize the professional resources and Investigations in Number, Data and Space which is funded by the National Science Foundation and published by Pearson. Another math resource is Developing Number Concepts by Kathy Richardson. This series of planning and teaching guides serves as curriculum resources. Conceptual understanding through concrete math manipulatives is utilized to teach a new concept and students move through to the pictorial stage by representing the concept in their mathematics notebooks to the abstract and symbolic stage. Number Talks is part of the everyday mathematics classroom routines. Students spend 15 minutes a day engaging in discourse using the Standards for Mathematical Practice to solving problems mentally and sharing their strategies.

The core curriculum areas in preschool are broader than ELA and mathematics as it includes development of social/emotional skills and physical and motor development. Within the curriculum areas, with guidance and support from adults, preschool students are being prepared for the academic expectations for the following school year. Our preschool students are the student leaders in their kindergarten classrooms because they have experienced the curriculum, practiced daily routines, and engaged in social situations that reinforced behavior expectations.

Social Studies instruction is the study of history, geography, economics, and civics. Teachers often tie the social studies curriculum into their language arts instruction. Sue H. Morrow has been teaching the Great American Challenge unit to fifth graders for the past 10 years. The challenge is a wonderful opportunity for our students to demonstrate their patriotism by completing six tasks focused on important aspects of our Country's history. The six tasks include The Pledge of Allegiance, The Preamble of the Constitution, Star Spangled Banner, Presidents, States and Capitals and Gettysburg Address. Upon the completion of the unit of study at school, the students prepare for the oral presentation of the six tasks at home. Parents are invited to attend an assembly at the end of the school year to recognize their child who was able to conquer the challenge. The Great American who completes this accomplishment receives individual recognition and a plaque.

The science instruction at Sue Morrow ES is based off the Curriculum Essential Skills and Standards and one of the main resources used for teaching science are FOSS (Full Option Science System) kits developed at the Lawrence Hall of Science at Berkeley University. The instruction primarily mirrors the hands on

work of scientists in the field. Each kit relates to a topic where students spend four to six weeks conducting hands on investigations using the science process skills to answer questions. Students often use science notebooks to record their observations and findings. FOSS provides non-fiction readers that accompany the kits for students to read after conducting an investigation which provides more depth and academic language. Science lends itself to higher level thinking and often serves as a springboard for literacy and mathematics instruction.

Teachers make use of the technology-based programs including Lexia, Starfall, Reading A-Z, Reading Plus, and Fast Math to reinforce their core instruction in the areas of reading and mathematics. Technology instruction is supported in every classroom with the use of document cameras, Smart boards, projectors, laptops, and iPads. The technology allows students to access leveled readers, play educational games, build reading and computational fluency and practice foundational skills in the area of literacy and mathematics. All students attend a technology special whereby they learn computer skills and apply them to all subject areas. Students have an opportunity to participate in simulations, create Power Points and practice their word processing skills.

2. Other Curriculum Areas:

Our Gifted and Talented Program (GATE) at Sue H. Morrow ES is offered three times a week at Sue H. Morrow to our 3-5 grade students who have qualified for the program. The students focus on integrated units of study around the areas of science or mathematics that promote higher level thinking skills. Students are able to explore from a variety of sources and materials and then encouraged to analyze the range and availability of resources necessary for them to complete their investigation or task. The incorporation of metacognition strategies such as think-alouds, reflective journals, mental rehearsals, and other related activities support the students in their understanding of the material being taught. GATE tasks are designed to effectively reinforce the value and relevance of the course content by offering students choice on the topics and having students respond to a long-term, real-world scenario. Students assumed a role as a "professional" working on extended decision-making, problem solving, investigations, experimental inquiry and invention.

Pali Institute is an optional field trip for fifth grade student that focuses on mathematics, science and leadership skills. Every year Sue Morrow fifth grade staff and administration take approximately 60 fifth graders to participate in an outdoor learning experience. This unique learning opportunity at Pali Institute allows the students to work together in a setting that cannot be recreated in the classroom. Some of the learning experience topics include engineering, biology, environmental science, archery, rope climbing, and physics all incorporating team building skills. Several science standards are explored including investigating and describing how environmental changes allow some plants and animals to survive and reproduce, investigating and describing how organisms, including humans, can cause changes in their environments, describing how unbalanced forces (push or pull) cause objects to change their motion through speed and direction.

The Fine Arts program at Sue H. Morrow ES supports the core content areas by exposing all students to a variety of extra curricula programs. The school staff includes specialists in the areas of art, music, library and physical education. Each student attends art, library and music every week. The students are encouraged to participate in combined and select choir groups, jogging club, art shows and contest, talent show and the Birthday Book Club. The Fine Arts program at Sue H. Morrow ES works collaboratively to extend the core curriculum and enhance all students' interests and talents.

Physical Education is provided to K-5 students twice a week to develop the mind and body through exercise, problem solving, sportsmanship and teamwork by applying these lessons to life skills. Through gross and fine motor skills, metacognitive thinking, physical fitness and assessment opportunities students are able to successfully complete physical performance tasks. The class connects prior learning to support students in making healthier choices, living active lifestyles, and setting goals to be an active and contributing member in their community.

Music enhances fine motor skills through instrument playing and dance. Music has been proven to increase

memory for studying and test taking, cultivates critical thinking skills, incorporates math on a daily basis, and enhances reading skills just as often. Retention, recall and verbal information improve, attentiveness sharpens and test scores improve (including SAT's). Creativity is naturally fostered and supported in music, which gives way to better writing and ideas. Teamwork is built up over the years and as a result, a level of trust that cannot be had in other subject areas is achieved. Essentially, music turns up the volume on all the normal, needed skills that children are required to have to be successful in school.

Art instruction at Sue H. Morrow is taught by a certified art specialist on a weekly basis. Students in the elementary art education program receive learning experiences that encompass art history, criticism, aesthetics, and production. Art concepts are reinforced and strengthened through activities based on the elements of art and principles of design. Students engage in various forms of communication, utilizing a rich art vocabulary and a variety of technological resources. Through exploration of varied media, including drawing, painting, printmaking, textiles, and sculpture, students learn basic art making skills while developing critical and creative thinking skills.

Involvement in art education is associated with gains in math, reading, cognitive ability, critical thinking, and verbal skills. Art education can also improve motivation, concentration, confidence, and teamwork. The art specialist collaborates with teachers to integrate art lessons with math, science, social studies, and language arts. This integration helps students understand the core content and helps connect their learning to the real world. The most effective learning takes place when children do something related to the topic they are learning. When children study any given concept, they learn it better and retain it longer if they do an art activity that reinforces that learning.

The Library Media Center is a nurturing environment that promotes literacy and fosters learning. The library empowers our students to attend this special once a week with choice that supports their love of reading. It provides quality resources in hardbound and digital forms to enhance student learning in all subject areas. The librarian collaborates with instructional staff in supporting student achievement through reinforcement of lessons and supply quality materials that can be used in the library or the classroom. The library is also strengthened in its association with the Henderson Public Library and other libraries which encourages further reading after school and summer reading programs.

3. Instructional Methods and Interventions:

Teachers at Sue Morrow ES use a variety of instructional methods to meet the needs of all students. Using the NVACS as a basis for planning, teachers collaboratively plan lessons with high cognitive demand, linking new learning to previously learned information in order to support students' understanding. Teachers engage students in class discourse on a regular basis to deepen students' understanding of concepts and provide opportunities to share learning. Based on formative assessments, teachers plan instruction for whole group, small group, and partner work. Differentiated instruction is a critical element of instruction at Sue Morrow ES to meet the needs of all learners.

Because meeting the academic needs of all students is a priority at Sue Morrow ES, grant money was used to secure two Learning Strategists. These strategists work daily with students in grades K-5, who are in need of intensive intervention in reading or math, and they tailor their instruction to meet the needs of individual students in these small groups.

In addition to intervention groups, our Learning Strategists also work with students in need of acceleration. They provide a challenge for students who may be too young to qualify for our GATE program.

Sue H. Morrow ES was also able to secure a third strategist position to teach students the technology skills they need to excel in our society. She meets with individual classes in grades K-5 for 50 minutes once every six days. The Technology Strategist also supports our students in grades 3-5 by teaching the tools and format of the SBAC assessment to maximize opportunity for student success. In addition to the technology strategist, Sue H. Morrow ES also utilizes the knowledge of our performance zone's digital coach who shares technology resources with teachers to use in the classroom to support and enhance student learning.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Overall 2009-2013 proficiency results in reading for third grade increased from 82% to 87% (+5%), fourth grade slightly decreased from 85% to 84% (-1%), fifth grade increased from 74% to 89% (+15%). Within this five year time span, proficiency scores increased and decreased between that time frame.

Overall 2009-2013 proficiency results in mathematics for third grade slightly increased from 84% to 85% (+1%), fourth grade increased from 80% to 85% (+5%), fifth grade increased from 80% to 85% (+5%). Within this five year time span, proficiency scores increased and decreased.

From 2009-2013, the subgroups in Free and Reduced Lunch (FRL) and Hispanic demonstrated improvement in reading achievement. The FRL subgroup increased proficiency in third grade from 73% to 83% (+10%). The FRL subgroup increased proficiency in fourth grade from 68% to 75% (+7%). The FRL subgroup increased in the advanced or exceeds category from 21% to 32% (+11%). The FRL subgroup significantly increased proficiency in fifth grade from 62% to 92% (+30%). The FRL subgroup also significantly increased in the advanced or exceeds category from 6% to 41% (+35%). The Hispanic subgroup increased proficiency in third grade increased from 71% to 88% (+17%). The Hispanic subgroup in fourth grade increased in proficiency from 72% to 85% (+13%). The Hispanic subgroup in fifth grade increased in proficiency from 82% to 91% (+9%).

From 2009-2013, the subgroups in FRL and Hispanic demonstrated improvement in mathematics achievement. The FRL subgroup increased proficiency in third grade from 83% to 85% (+2%). The FRL subgroup increased proficiency in fourth grade from 61% to 79% (+18%). The FRL subgroup increased proficiency in fifth grade from 77% to 86% (+9%). The Hispanic subgroup decreased proficiency in third grade from 86% to 74% (-12%). The Hispanic subgroup increased proficiency in fourth grade from 79% to 85% (+6%). The Hispanic subgroup increased proficiency in fifth grade from 77% to 86% (+9%).

Our fourth grade students receiving special education were included in the CRT reporting data for one school year in 2013-2014. In mathematics, 60% of our students were proficient or above. In ELA, 45% were proficient or above and 5% were advanced.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

Sue H. Morrow ES uses a variety of assessment data to inform instructional decisions, analyzing current teaching practices to improve student achievement and school performance using the Clark County Balanced Assessment Model. This model is used to guide and improve student performance.

Universal screeners help to identify those students being at-risk for academic difficulties and/or in need of enrichment. Teachers utilize AIMSweb as the universal screener during the benchmark periods (fall, winter and spring) which allows teachers information to group students based on their individual needs. These groupings are also helpful so teachers are better able to align instruction to meet the needs of all of our students. As a progress monitoring tool, it provides teachers with ways to monitor students on a weekly basis or as needed strategically (bi-weekly or monthly). Teachers can then make informed instructional decisions based on this data.

Diagnostic assessments determine specific skill deficits to help guide instruction and/or interventions. Our school uses CORE Phonics Survey, Developmental Reading Inventory (DRA), and Kathy Richardson's Number Assessments to create a starting point for targeted instruction so they can differentiate and intervene based on the identified deficit(s).

The (CCSD) Benchmark Assessment determines whether students are making progress toward the mastery of standards. Discovery Education: Launch into Teaching! is the tool that is utilized three times a year. Grade level teacher teams use the assessment data to identify strengths and gaps in the curriculum to adjust

instruction. Teachers hold Parent-Student-Teacher Academic Planning Time (PSTAPT) annually to share formative and summative assessment results with parents.

At Sue H. Morrow ES, teachers utilize Response to Instruction (RTI) to identify, monitor and/or exit students based on various data sources. RTI is a well defined collaborative process that supports students who need additional instruction and intervention. Teachers routinely collaborate to provide additional instruction and a variety of intervention strategies for identified students during the school day. Consistent student participation and interventions result in improved student achievement and performance.

Part VI School Support

1. School Climate/Culture

Our mission is to academically grow each student at Sue H. Morrow Elementary school. One of our two goals this school year focuses on sustaining a positive learning environment that is continuously learning, changing and growing. As a school community we share a common vision and we understand the role in achieving the vision of growing our students at Morrow ES. As a staff we lend our collective values and knowledge of best practices to create a compelling mission that captures the school's sense of purpose. Instructional staff develop and maintain a common purpose for the school that is rooted in a deep understanding of strengths and needs of our students. We have systems and structures in place that support our students in academic, social, and emotional growth. Some of the structures include Monday Morning ceremonies where we gather as a school community with students, staff, and families to kick off our week with a special music ceremony. We motivate students throughout the school year to do their best with Student of the Month ceremonies where they are recognized for their efforts and/or leadership skills. We incorporated school wide academic awards ceremonies to recognize students for their academic achievements. Story and Surprise is a monthly event whereby students are selected to join administration in a read aloud with a holiday themed book accompanied with a related surprise item. Our purpose is to optimize student achievement by creating a positive learning environment that celebrates our students and their accomplishments.

We support a community of collaboration where all stakeholders work together for a vision of education that makes a real impact on students. We are creating an innovative school culture that develops shared beliefs and values and teaching and learning. It is an underlying belief that people who are affected by decisions should be involved in shaping those decisions. Our environment is a friendly, relaxed forum for discussing instructional methodologies and philosophies. Reflection on teaching practices is encouraged through our clinical supervision cycle to help teachers grow both personally and professionally in their field of work. There is a climate of intellectual development as we pay close attention to the quality of interactions between teachers and students to ensure the effort of achieving high standards for teaching and learning are met. We are focused on creating a climate of trust for decision making that provides teachers with opportunities to be empowered. Working towards a common purpose that serves our students to improve teaching and learning is created through collaborative working relationships among the stakeholders at Morrow Elementary School.

2. Engaging Families and Community

Sue H. Morrow ES engages our school community to support our students in their educational endeavors. Our Parent Teacher Association (PTA) is very involved in supporting our school culture of creating a positive place to work and learn. They provide several social events including a fall carnival, movie night, a spring dance and Run for the Money fundraiser. Our school promotes volunteering in the classrooms each day which allows parents to see firsthand the importance of their child's education. We invite families to our Meet and Greet the Teacher Night, open house, parent conferences, musical concerts, Academic Nights, and Awards Assemblies. Our Run for the Money event allows parents, students, teachers, and local school community members the opportunity to celebrate the school and enjoy a fun event while also raising money for our school. Our Run for the Money not only encourages students to choose an active and healthy lifestyle. It also serves as one of our major funding sources that directly impacts student learning.

Extra curricula activities such as jogging club, choir, cheerleading, garden club, student council, and a peer mentoring club provide students with opportunities to extend their learning outside the classroom and explore other interests and hobbies. Parents are often involved in these extra curricula activities whether they are helping with an upcoming parade or harvesting our garden with our business partner, Green Our Planet. Green Our Planet and Club Fortune Casino are two community partners that have joined our school to assist us with our school vegetable garden and have donated funds to our annual Field Day. Student Council is another club that contributes to our community outreach as they sponsor collections for a variety of food drives to various charities in our area.

The entire student body is proud supporters of the Josh Stevens Foundation which is a “Be Kind” program. Staff wear Be Kind shirts on Monday to promote kindness throughout the school and support the motto “Be Kind...even when no one is looking.” Students are recognized on a monthly basis at Monday Morning ceremonies for Being Kind to others.

3. Professional Development

Sue H. Morrow ES creates an environment of collaborative communities focused on improving our professional practice. Professional development is often needed to support instructional staff as they effectively work as a team and meet the academic needs of the students. Our school vision is academically growing our students through a positive learning environment with a focus on the Nevada Educator Performance Framework standard of discourse. We believe taking one standard and delving into it deeply through our professional development sessions, formal and informal discussions, and conferences creates a common theme and focus for our work throughout the school year. During the current school year, our professional development sessions have been grounded in the Nevada Educator Performance Framework with an emphasis on engaging students in meaning-making through discourse. School site data supported the rationale for mathematics professional development in the area of number sense.

Number Talks is a time where students are guided through a series of intentional questions to support their thinking about numbers. We utilized mathematics trainers from Regional Professional Development Center (RPDP) to introduce, model, implement, and analyze Number Talks in the classroom. Teachers came together as grade levels and met with the trainers to reflect upon the modelled lessons, ask questions and begin the process of implementing Number Talks in their own classroom. Through administrative observations and post conferencing, teachers have seen the value in these 10-15 math sessions as it provides a structure for productive discourse and uses students' existing knowledge and experiences to make connections and build number relationships. The professional development continued in the winter and spring with follow-up sessions and RPDP offered support and resource readings for teachers. Over one third of the teachers selected math discourse as their professional goal for the school year. We believe that a school culture that invites deep and sustained professional development will have a powerful impact on student achievement. The district has provided professional development in the area of the Literacy Framework. Teachers attended staff development days in grade level groups to discuss and familiarize themselves with the framework and its varied components. Follow-up sessions were conducted in the spring to elicit input on the implementation of the framework. In summary, building capacity through various systems including professional development is an effective pathway for continuous learning, changing and growing.

4. School Leadership

Effective school leadership provides focus and encouragement to help sustain a learning environment that supports continuous improvement of teaching and learning. Leaders at Sue H. Morrow ES display a facilitative leadership style by encouraging broad participation in decision making, school improvements, and how to increase student academic performance. Leaders serve in various roles as administrators, strategists, teachers, support staff, and parents and they stay focused on the vision and encourage others to support the vision of the school. These leaders help others feel significant; they let others know that they make a difference at our school. They empower the school staff and community to do the necessary work and protect them from unwarranted outside interferences. Leaders at Morrow are highly visible and build relationships with people by listening, learning, asking questions, and identifying possibilities. They shift from a top-down leadership style to taking the role of a facilitator, a coach, a strategic teacher, and an instructional leader to empower adults who are then better able to support students in succeeding in school.

Our governance structure is set up by topical committees that include grade level chairs, school generated funds, special education, specialists, strategists, RTI, and technology. The committees ensure that policies and resources are focused on our school vision to academically grow each student. Grade level teams meet on a weekly basis to discuss data, instruction, student groupings, and committee items that need action. The grade level team serves as a formal leadership team where instructional and financial decisions are either

determined or communicated to the grade level teams for input. We are in the process of creating meeting norms that allow teams to productively conduct business that supports our school vision. Open communication and trust are critical components in the formal committee structures and other systems in the school.

Students also serve in leadership roles at Sue H. Morrow ES as peer tutors, student council, and through various leadership roles they are given in the classroom. Students are leaders when they join choir, garden club, or participate in the talent show. They are sharing a talent that they enjoy and/or excel at that goes beyond academics. Student council students are able to inspire students through Be Kind campaigns, giving to others who are needy or supporting a charity or cause.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test:
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	Jul
SCHOOL SCORES*					
Proficient and above	85	86	88	93	84
Advanced	52	63	58	66	46
Number of students tested	133	112	117	70	121
Percent of total students tested	98	100	99	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	1	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	85	78	78	85	83
Advanced	38	42	49	48	42
Number of students tested	48	45	41	40	41
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above	74	87	82	96	86
Advanced	41	61	50	72	48
Number of students tested	34	31	28	25	21
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	89	84	92	92	86
Advanced	60	62	61	64	43
Number of students tested	74	68	77	83	83
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: In the school years, we did not meet the criteria to form a super-group. Our special education population did not meet the criteria for reporting purposes.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test:
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Jan	May	May	May	Jul
SCHOOL SCORES*					
Proficient and above	85	91	95	85	80
Advanced	28	39	33	25	25
Number of students tested	128	109	126	113	150
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	79	92	96	82	61
Advanced	18	39	31	16	9
Number of students tested	56	39	49	49	44
2. Students receiving Special Education					
Proficient and above	60				
Advanced	0				
Number of students tested	20				
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above	85	92	96	77	79
Advanced	39	23	32	18	14
Number of students tested	33	26	22	22	29
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	86	93	96	85	85
Advanced	26	49	35	26	31
Number of students tested	77	67	89	74	103
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: In the school years, we did not meet the criteria to form a super-group. In the following years, 2009-10, 2010-11, 2011-12, 2012-13 our special education population did not meet the criteria for reporting purposes.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test:
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	Jul
SCHOOL SCORES*					
Proficient and above	85	91	91	90	81
Advanced	15	12	19	10	13
Number of students tested	123	121	112	145	106
Percent of total students tested	99	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	86	87	83	92	77
Advanced	12	7	17	4	3
Number of students tested	51	54	42	49	34
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above	85	85	91	85	
Advanced	15	12	9	9	
Number of students tested	33	26	22	33	
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	87	93	92	91	87
Advanced	20	11	22	11	12
Number of students tested	99	81	74	90	78
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: In the school years, we did not meet the criteria to form a super-group. Our special education population did not meet the criteria for reporting purposes. In 2009-10 our Hispanic population did not meet the criteria for reporting purposes.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test:
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	Jul
SCHOOL SCORES*					
Proficient and above	87	85	79	80	82
Advanced	46	56	46	45	45
Number of students tested	133	112	118	122	121
Percent of total students tested	98	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	1	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	83	76	69	70	73
Advanced	31	47	33	30	44
Number of students tested	48	45	42	40	41
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above	88	84	72	72	71
Advanced	47	58	35	36	33
Number of students tested	34	31	29	25	21
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	85	84	81	82	86
Advanced	50	52	52	46	48
Number of students tested	74	68	77	83	83
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: In the school years test, the criteria for a super-group was not met. Our special education population did not meet the criteria for reporting purposes.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test:
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	Jul
SCHOOL SCORES*					
Proficient and above	84	91	95	78	85
Advanced	42	37	49	19	45
Number of students tested	128	109	126	113	150
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	75	90	94	65	68
Advanced	32	44	37	12	21
Number of students tested	56	39	49	49	44
2. Students receiving Special Education					
Proficient and above	45				
Advanced	5				
Number of students tested	20				
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above	85	92	96	77	72
Advanced	49	27	46	14	38
Number of students tested	33	26	22	22	29
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	83	93	97	78	89
Advanced	40	43	52	22	51
Number of students tested	77	67	89	74	103
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: In the school years, we did not meet the criteria to form a super-group. In the following years, 2009-10, 2010-11, 2011-12, 2012-13 our special education population did not meet the criteria for reporting purposes.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test:
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	Jul
SCHOOL SCORES*					
Proficient and above	89	89	84	88	74
Advanced	52	50	43	47	15
Number of students tested	124	121	112	145	106
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	92	83	83	80	62
Advanced	41	43	24	35	6
Number of students tested	51	54	42	49	34
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above	91	89	86	82	
Advanced	33	39	36	36	
Number of students tested	33	26	22	33	
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	89	90	85	92	77
Advanced	59	53	49	56	17
Number of students tested	71	81	74	90	78
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: In the school years, we did not meet the criteria to form a super-group. Our special education population did not meet the criteria for reporting purposes. In the year 2009-10 our Hispanic population did not meet the criteria for reporting purposes.