

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

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

Name of Principal: Ms. Matilda Orozco

Official School Name: Dora B. Lantrip Elementary

School Mailing Address:
100 Telephone Rd
Houston, TX 77023-1899

County: Harris State School Code Number*: 101-912-192

Telephone: (713) 924-1670 Fax: (713) 924-1672

Web site/URL: http://es.houstonisd.org/LantripES/ E-mail: morozco2@houstonisd.org

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

(Principal's Signature) Date _____

Name of Superintendent*: Dr. Abelardo Saavedra

District Name: Houston Independent School District Tel: (713) 556-6300

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

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Lawrence Marshall

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

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

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

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

PART I - ELIGIBILITY CERTIFICATION

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

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

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district:	196	Elementary schools
	48	Middle schools
		Junior high schools
	40	High schools
	10	Other
	294	TOTAL

2. District Per Pupil Expenditure: 8088

Average State Per Pupil Expenditure: 7826

SCHOOL (To be completed by all schools)

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

Urban or large central city

Suburban school with characteristics typical of an urban area

Suburban

Small city or town in a rural area

Rural

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

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

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

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	44	41	85	7			0
K	56	62	118	8			0
1	44	49	93	9			0
2	61	55	116	10			0
3	56	51	107	11			0
4	54	41	95	12			0
5	43	48	91	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							705

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
0 % Asian
2 % Black or African American
97 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
1 % White
0 % Two or more races
100 % **Total**

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

7. Student turnover, or mobility rate, during the past year: 16 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	42
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	73
(3)	Total of all transferred students [sum of rows (1) and (2)].	115
(4)	Total number of students in the school as of October 1.	724
(5)	Total transferred students in row (3) divided by total students in row (4).	0.159
(6)	Amount in row (5) multiplied by 100.	15.884

8. Limited English proficient students in the school: 48 %

Total number limited English proficient 339

Number of languages represented: 2

Specify languages:

English and Spanish

9. Students eligible for free/reduced-priced meals: 91 %

Total number students who qualify: 643

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

10. Students receiving special education services: 5 %

Total Number of Students Served: 32

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>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>11</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>18</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>35</u>	<u>0</u>
Special resource teachers/specialists	<u>9</u>	<u>0</u>
Paraprofessionals	<u>6</u>	<u>0</u>
Support staff	<u>5</u>	<u>9</u>
Total number	<u>57</u>	<u>9</u>

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

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

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	98%	98%	98%	97%	97%
Daily teacher attendance	95%	95%	97%	96%	99%
Teacher turnover rate	13%	24%	17%	16%	16%

Please provide all explanations below.

Lantrip had attendance rates of 2007-2008 98.6%, 2006-2007 98%, 2005-2006 98%, it has maintained over 98% in the last couple of years.

Starting in the 2004-2005 school year, Lantrip Elementary adopted the Professional Learning Community school model that encouraged teachers to open their doors and collaborate for all lessons and assessments. This was a systematic change where ALL teachers were strongly encouraged to adopt a “what ever it takes” philosophy which some found challenging. Many teachers had to leave their “comfort zone” in order to meet these new rigorous standards and expectations for our campus. These individuals chose to seek other school environments where their previous methods could be utilized and were more aligned to their personal educational philosophy.

Lantrip is also a supporter of the Teach For America program. We have a strong commitment to finding the best and brightest individuals to teach on our campus; therefore, we invite several Teach For America core members to teach on our campus each year. Because the commitment is only for two years, many of these teachers choose to enter graduate programs in the field of education or leave to teach in other states. This does create a high level of turn over, however we feel strongly that the constant influx of highly motivated first year teachers keeps our school full of fresh ideas and creativity.

Presently, we have a diverse population of teachers that encourage risk taking and hold the highest level of expectations for our students. We believe in a continuous model of improvement and many classroom teachers who have left our classrooms have gone on to administrative roles on our campus as well as others. Fostering leadership is the key to continue leadership and sustain a high achieving campus.

While Lantrip may seem to have a teacher turnover, this does not affect the quality of teaching and learning that goes on in our classrooms. We have created systems that have proven to be extremely effectively when new teachers join our staff and our PLC culture provides the needed support for new teachers. Our vision of high expectations and doing “whatever it takes” continues to be entrenched in our daily practices in spite of staff turnover and is readily adopted by new teachers.

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

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

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

PART III - SUMMARY

Lantrip Elementary School is a learning community that promotes excellence in learning while nurturing mutual respect. Our campus is a home for the active mind. As a community, we celebrate each other's growth and work together to create lifelong learners in our students. Our goal is to meet the needs of every child through collaboration and intervention.

At Lantrip Elementary, teachers support each other and learn from each other's strengths. We believe that "your successes are my successes." Together, we adhere to a climate of high expectations for all instructors and students on campus.

Built in 1916, the mission-style school is the oldest building still in use within the Houston Independent School District. A true reflection of the historic Eastwood neighborhood in Houston's inner-city, Lantrip is the embodiment of the community's values. Due to strong neighborhood support, the school preserved its historic architecture when it was rebuilt in 2006-2007.

Furthering our commitment to maintaining our school's traditions, the vision of the school's namesake, Dora Lantrip, is alive in the Environmental Science Magnet Program. While Principal of Eastwood Elementary for 30 years, she created gardens and other horticultural programs to inspire young scientists. Her legacy is visible in the gardens, pond, greenhouse and numerous science labs on campus. In 1946 the campus was renamed to honor her commitment to ensuring students had a quality education with extensive exposure to environmental and scientific principles. At Lantrip, our students are actively conducting research and experiments to further their scientific inquiries.

Key to our students' growth and success are Lantrip's academic core values. We believe that all students can learn and that teachers make a difference in the success of individual students. In each classroom, students are engaged in their learning through differentiated instructional activities. Our school emphasizes the fundamentals of reading in our early childhood curriculum because it is important to communicate our goal of high academic success early on.

In addition to our core curriculum, Lantrip offers many opportunities for students to extend their learning through enrichment programs. Students are excited about our Accelerated Reader and Math Superstars programs which allow them to use external incentives to develop intrinsic motivation to succeed. Students have a multitude of opportunities to both express themselves artistically and develop higher-level thinking skills in our extended-day enrichment program. Some of the programs offered are dance, fine arts, chess, robotics and instrumental band. This is essential in developing the child "as a whole", and allowing different gifts and talents to shine.

Recognized by the Texas Education Agency as an "Exemplary School" Lantrip is committed to maintaining a level of excellence while continuing to raise our standards yearly. Our school applies the rigorous expectations of the Gifted and Talented model of instruction to all students in the population, including advanced products and higher-level thinking activities. Higher expectations lead to higher achievement.

Our qualified instructors meet weekly as professional learning communities to review data and discuss ways to raise standards and improve test results. In addition to horizontal planning on the grade level, teachers are involved in monthly vertical team meetings to improve communication within the professional continuum.

Essential to creating students who will be successful in both school and life is the promotion of a college-bound culture. Throughout the campus, reminders of college goals are visible. Students in third through fifth grades are given the opportunity to visit different institutions of higher education in Texas. The goal is to infuse their minds with a vision of future success. In partnership with parents and the community, Lantrip strives to open students' minds to a world of possibilities.

With strong ties to our historical roots and a vision toward the future, Lantrip Elementary is truly a unique place for children to learn about their world and begin to make their mark on it.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

In the state of Texas, students are expected to demonstrate mastery of the state's curriculum, the Texas Essential Knowledge and Skills (TEKS). All students in grades 3 through 11 are assessed annually with the Texas Assessment of Knowledge and Skills (TAKS) instrument in reading and math. Students in Grades 4 are tested in the area of writing, while students in grade 5 must demonstrate mastery of the Science portion of the curriculum. Student promotion is connected to individual performance on the mastery of particular grade level content. The TAKS was developed as a means of evaluating student ability in problem solving, critical thinking, and application of content knowledge and skills. Schools earn an overall performance rating of Exemplary ($\geq 90\%$), Recognized ($\geq 75\%$), Acceptable ($< 75\%$), or Unacceptable ($< 65\%$) based on the overall performance of the campus in each content area tested, as well as performance of select student groups. Students may also receive individual Commended recognition with a passing rate of 90% or greater. Exemptions from state testing are permitted if a child meets federal and state requirements. Exempt students are assessed using an alternative assessment. Additional information may be found at the Texas Education agency website www.tea.state.tx.us/.

Lantrip attained a performance rating of Recognized in reading and math in 4 of the 5 years prior to becoming Exemplary. In 2006-2007, Lantrip moved from Recognized to Acceptable. This regression caused us to retool our instructional program and this instructional refocus proved to be effective. In 2007-2008 Lantrip was rated as an Exemplary school. In the past 4 years Lantrip has demonstrated increases in student pass rate in reading from 76% to 94% and in mathematics from 83% to 91% overall. While this growth reflects overall campus gains, significant gains may be attributed to fifth grade reading and math passing rates. Math passing rates increased considerably from 2007 to 2008 from 78% to 96%, while reading passing rates also saw a substantial increase from 77% to 91% during the same time period. Gains in reading are primarily due to the strong foundation provided for bilingual students. Following the model of developmental bilingual education, fifth grade serves as the transitional year for students from a bilingual classroom to a regular English classroom. By creating a strong foundation of listening, speaking, reading, and writing in both languages in pre-k through 4th, bilingual 5th grade students are better equipped to take the TAKS exam in English for the first time.

Over the past year, Lantrip has doubled the number of students receiving Commended performance on math, reading, and science subtests. We attribute this growth to high expectations for our students and staff, focus on identifying best practices, and immediate and specific intervention for all our students. At Lantrip ES, we expect all students to perform at the highest levels and provide immediate support to any child who falls short of their individual goal.

Our student population is a largely homogenous group and as a result there is not a large disparity between student sub groups. Lantrip has a large population of economically disadvantaged students and English Language Learner students. We believe, however, that these factors should not inhibit student success and we work to ensure that all sub populations are adequately supported so that they may achieve at the highest possible levels. As a result, Lantrip's students perform on level commensurate with their same age peers regardless of other factors. Over the last five years, our students have demonstrated growth on the average scale score on TAKS. We do not believe that simply passing the TAKS exam is an acceptable level of performance, rather we expect our students to continually improve their scores from the prior year.

At Lantrip, we do not measure student success nor growth solely by performance on the TAKS test, we consider many assessment factors when looking at student growth. Our students take the Stanford 10/Aprena 9 annually and student performance is then compared to a national population. As a faculty, we develop and administer regular common assessments to ensure that our students are making adequate progress and

demonstrating mastery of the concepts and skills just taught. When results indicate that a student is struggling academically, he/she is provided immediate intervention. We believe that continually assessing student progress allows us to adjust instruction so that all students continue to achieve.

2. Using Assessment Results:

At Lantrip, data drives our instruction on a daily basis. Teachers on each grade level meet weekly to review benchmark assessments in the various content areas. Using DuFour's model of the Professional Learning Community, our faculty adheres to shared visions and values, while nurturing a collaborative culture. As a result of this collaboration, the data-driven decisions have a more widespread effect on all classrooms.

Assessment results are examined in detail during monthly full-day grade-level collaboration and planning days. Teachers review data from current classroom assessment, commonly developed assessments, curriculum based assessments and district developed benchmark exams. Teachers analyze the data at length, and use them to make decisions regarding their classroom teaching. Objectives that students have not mastered are singled out for re-teaching. Grade level teams examine student performance by teacher and individual students and isolate areas of instructional weaknesses. Teams then identify the strongest teachers by objective and share practices so all children may benefit from the best strategies. Higher order activities are shared among teachers in order to add value to those students who have already mastered objectives. We want to ensure that all students have the opportunity to extend their learning by providing more rigorous instruction where needed. Moreover, struggling students are identified so that the team can share strategies for meeting individual learners' needs.

Lantrip has created a pyramid of intervention for teachers to follow when students are struggling. Intervention strategies begin with in-classroom intervention through small group instruction and become progressively more in-depth. The subsequent levels of pyramid strategies include parent involvement and grade-level team suggestions. If a student continues to demonstrate difficulty in learning, the teacher may call for a meeting with the Intervention Assistance Team, which consists of administrators, parents, the teacher and the school nurse. Together, the team uses the assessment data to make decisions on how to intervene in the child's learning. The child is given a case manager and a follow-up meeting is conducted to ensure that the child is heading in the right direction. Interventions consist of daily pull outs with small group instruction by our intervention assistants. Researched based programs are used and students are tracked to ensure they are being successful. Assessment results help us improve our teaching and learning.

3. Communicating Assessment Results:

Communication is the key to being successful in reaching your goals. All stakeholders must be fully informed in order to support the learning and progress of all students enrolled at Lantrip. Lantrip ensures that all members of the learning community are aware of all the events that are happening at the campus.

Parents are actively informed of assessment results through conferences with individual classroom teachers. To ensure maximum parental involvement and understanding, conferences are conducted in the language the parent/guardian finds most comfortable. Teachers review the results of both norm-referenced and criterion-referenced tests to determine the instructional gaps of each individual student.

Throughout the year, individual student progress in the Texas Primary Reading Inventory is communicated to parents of students in grades K-2. These reports track fluency in reading and identify areas targeted for further development. Additionally, benchmark assessment results in all content areas and on all grade levels are relayed to parents.

Lantrip places emphasis on making the community aware of our school's goals, therefore it is important to share with our stakeholders our achievements in student performance. This open communication is enhanced

by our school website which has a wealth of information for aiding parents' understanding of school policies and events. The "Principal's Newsletter," which is distributed eight times per year, serves to update the community of school news and our calendar of events.

Each grade-level conducts two parent workshops per school year. Some past events have been "Literacy Night," "Math Night," and "TAKS Best Practices" in which teachers present strategies for extending learning at home. These workshops provide parents with opportunities and materials to be active participants in their child's learning. Parents and community members are invited to participate in the Shared Decision Making Committee (SDMC) and the Parent Advisory Council (PAC), both of which hold monthly meetings. At every meeting, the principal shares data with the attendees, in an effort to maintain open channels of communication.

Lantrip Elementary values the partnership with parents because we recognize their support and contributions are critical to our success.

4. Sharing Success:

Part of our mission statement is to celebrate each other's growth. Through celebrations we are able to share and recognize academic success.

Lantrip is a model school for the district and the community. Annually our campus participates in the Eastwood Community Home Tour, in which it opens its doors to the community to showcase our historic bungalows. Additionally Lantrip welcomes teacher observations and professional development trainings.

We open our doors to surrounding universities who send their students to observe teaching in an urban school setting. Additionally, through several partnerships with surrounding high schools, our students receive tutoring and mentoring. High school students are able to serve as role models for our elementary students.

Following the professional learning communities model, our school collaborates with surrounding elementary schools to share strategies and best practices. Monthly feeder pattern meetings are used to share successes and ideas throughout the Houston Independent School District. As an Exemplary school, Lantrip is given numerous opportunities to share its successes. Teachers are often chosen as mentors and lead teachers for the district. Lantrip encourages teachers and principals from other schools across the district to visit classrooms where teachers model successful instructional strategies. Our lead teachers give model lessons and presentations based on areas of expertise throughout the district.

Lantrip has received media recognition on several occasions. Our campus was featured on the district television channel highlighting several of Lantrip's programs. Our campus has also been featured on the district's website recognizing our Exemplary rating. An article in the Houston Chronicle featured the past and present rich history as the oldest school in the Houston Independent School District. As a Blue Ribbon School, we will continue to share our successes with the learning community.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Lantrip Elementary's reading and language arts curriculum combines the best of several approaches to provide a stimulating learning environment. Through progress monitoring, teachers create intervention plans to meet the individual needs of children. Literacy workstations are used in every classroom to create hands-on learning experiences that engage and challenge students while teachers work with small-groups to meet the needs of struggling readers. Using a guided reading library, teachers employ a balanced approach to literacy by providing leveled readers to students. Beginning in kindergarten, each child is treated as a working author using interdisciplinary writing techniques established through writer's workshop. Students write in all content areas for a variety of purposes through daily writing opportunities. Lantrip creates a safe, nurturing environment aimed at allowing students to develop a love of literature, reading and a desire to write and share.

The math curriculum at Lantrip encourages mastery of basic concepts and the use of higher-level strategy and problem solving skills. Supplemental resources that extend well beyond the district provided math curriculum have been implemented to provide an enriched math environment for every student. Activity centered and multi-sensory programs using a variety of manipulative and individualized materials in the lower grades provide students with the opportunity to internalize number sense, numeration and problem-solving applications. Four-step problem solving skills are introduced in kindergarten and are augmented in subsequent years to provide students with advanced math strategies. Hands-on approaches for understanding concepts continue well into upper elementary grades along with technology based software. Lantrip recently implemented Math Superstars, an exciting and challenging program offering problem solving opportunities. The program goes beyond everyday math problems by offering difficult, brain-stretching equations to stimulate minds and provide an extra challenge for self-directed motivated students. Math Superstars rewards students for the extra effort. Although Math Superstars is purely optional, 96% of students at Lantrip are involved in this journey. Regular family math nights hosted by each grade level demonstrate how math is used in everyday activities and provides parents with opportunities to help their children at home.

The science program promotes an awareness of the environment, the development of critical thinking skills, and vocabulary development while building upon the scientific method approach. Emphasis is placed on learning through observation, discovery, and experimentation. In addition to science instruction provided by instructional teachers, students take part in cooperative learning and special projects through the campus' science labs. Two science specialists create lessons using hands-on approaches of the school's pond and greenhouse.

Students engage in social studies units that create an understanding of past and present social, economic, geographic, cultural, and political issues. To promote learning, Lantrip hosts many special events throughout the year. This year students learned about the importance of voting. On Election Day, each student was given a registration card and participated in a mock election. Every year second grade students create a "wax museum" based on extensive research of famous people. Students, parents and community members are invited to learn interesting facts about prominent figures. Holidays and heritage months such as Black History and Hispanic Heritage are celebrated through educational programs and assemblies.

A team of specialists at Lantrip provide students with an enriched curriculum beyond the four basic academic areas. Instruction in physical education, music, computers, and library are part of each child's daily learning experience. Through physical education classes students develop fundamental motor skills and practice their cooperative skills. In music, students are encouraged to sing with movement to develop music literacy. Lantrip's choir and band ensemble provide numerous opportunities for musical performances as well. In our computer lab technology is integrated into other curriculum areas through educational games, interactive books and problem solving software. Students practice keyboarding and word processing techniques as well

as publish their writings. Our librarian advocates literacy awareness while creating an environment that nurtures lifelong learning. All classes have scheduled library classes and also have free access to the library all day. Teachers schedule additional time for research projects and computer use. The love for books and reading is instilled early on by stimulating interest in reading, viewing, and by using information and ideas.

2a. (Elementary Schools) Reading:

A comprehensive balanced literacy program has been implemented at Lantrip to continually engage students in a variety of meaningful literacy experiences. Through read aloud, shared reading, guided reading, independent reading, and multiple models of interactive writing, our teachers are able to facilitate differentiated instruction to meet individual student needs in language arts. Students are well aware that Lantrip celebrates reading. Literacy parades and Accelerated Reader assemblies are just two examples of our school-wide emphasis on reading.

Beginning in pre-kindergarten, students at Lantrip are exposed to a phonics-based approach that embraces the development of phonological awareness. Word recognition skills are built through phoneme segmentation, blending, decoding, and sight word recognition in grades K-2. Our teachers recognize the importance of reading fluency and accuracy in developing reading comprehension and as a result grade appropriate word walls are visible in every classroom with words added each week. Fluency assessments and individual tracking are done on a bi-weekly basis through progress monitoring to ensure students develop as readers, while strategically getting students excited about their progression. Reading is taught in small guided reading groups based on instructional levels while other students are engaged in literacy workstations. In the upper grades, group activities, classroom discussions, and literature circles are used to promote cooperative learning.

For struggling readers, the three-tier reading model has enhanced our differentiation and intervention designs. Students in the third tier are provided with 45 minutes of targeted intervention instruction daily. Extended instruction after school is provided to accelerate learning and to ensure that struggling readers avoid failure and are given additional time to practice skills.

Writing is also an essential element of Lantrip's literacy curriculum and is integrated throughout all curricular areas. Lantrip capitalizes on the 6 + 1 Traits writing framework as a guide and assessment tool to develop excellent writers. Many teachers utilize the benefits of writer's workshop to promote writing within each child. The process of writer's workshop begins in kindergarten and develops gradually each year as students progress as writers.

3. Additional Curriculum Area:

Our mission at Lantrip Elementary is to promote excellence in learning while nurturing mutual respect while honoring the Dora B. Lantrip's legacy through the integration of environmental sciences throughout our magnet program and campus. The staff and students at Lantrip maintain and utilize the gardens, pond and greenhouse that were an integral part of her educational vision.

Inquiry based learning is the central component of our Science program. Teachers at Lantrip develop each student's natural interest in the environment while he or she studies an integrated accelerated curriculum. Objectives are explored rather than taught through observation, discovery and experimentation. Students gain new knowledge and skills by developing their own ideas based on guided classroom discoveries. Science instruction goes beyond the classroom when students take part in cooperative learning and special projects through the campus's four science labs. Experiences in life science, earth science, physical science, and nature of science are provided through inquiry based learning using 5-E Learning Model. Students Engage, Explore, Explain, Extend and Evaluate each topic of study.

Field experiences are an important part of Lantrip’s science curriculum. Our students explore their world by visiting the Houston Arboretum, The Houston Zoo, The Museum of Natural Science, Space Center Houston, and Moody Gardens. The discoveries made during these experiences are brought back to the classroom and drive the instruction. Students are presented with in class challenges that expand and reinforce their field based observations. These experiences broaden and expose many of Lantrip’s students to opportunities that otherwise may not have been present outside of the classroom.

Fine Arts are integrated into the science curriculum. Each year, our magnet students create presentations and performances to educate other students about scientific issues. Kindergarten and first grade students regularly perform a rainforest musical depicting our reliance on natural resources, while second graders educate our school about the solar system. Students learn important vocabulary terms and essential elements of our ecosystem.

Many special events are planned throughout the year to focus on science. Earth Day is acknowledged by an entire week of activities. During this time students are encouraged to be more proactive in taking care of our planet by learning about recycling, water conservation, energy saving, and tree planting. “Lights Out Lantrip”, an event where the entire school spends two hours with out power, is just one of many activities that demonstrate the importance conserving energy. One week in May is set aside as Science Week at Lantrip. Student presentations, a Science Career Day, and the Museum of Natural Science’s Discovery Dome help reach out to parents and the community to participate in our science programs.

Lantrip’s ultimate goal is to create independent scientific thinkers that consistently evaluate and explore the world around them.

4. Instructional Methods:

The teachers of Lantrip Elementary employ various forms of differentiated instruction to assist student learners. They are passionate about engaging students and seeking unique ways to deliver instruction. All teachers are Gifted and Talented trained and use multiple instructional strategies such as Renzulli to reach all levels of learners. This is evident through cooperative learning, small-groups, questioning techniques, and the integration of technology. Classroom culture at Lantrip is conducive to hands-on manipulatives, student-centered learning, and active engagement.

The district curriculum, CLEAR (Clarifying Learning to Enhance Achievement Results), serves as a roadmap of objectives that need to be targeted. Teachers use the CLEAR curriculum to ensure consistency with the district, while at the same time developing meaningful lessons. Robert Marzano’s Classroom Instruction that Works serves as the center of instructional planning. While utilizing teaching strategies from the nine research based categories as outlined in the book, teachers design plans to meet individual needs of students.

Professional Learning Communities at Lantrip also play an integral role towards student achievement. Based on Richard DuFour’s theories, Lantrip’s Professional Learning Communities serve as a means of improving instruction and sharing best practices. Our teachers are actively involved in working with each other regarding the planning and execution of meaningful learning for each student. Teachers recognize what students are expected to learn and they create intervention plans when students are struggling. Student data is carefully analyzed to target areas of concern and design early intervention, through the use of whole group, small group and one-on-one instruction models. Our campus reading specialist meets with Tier three students on a daily basis for small-group intervention targeting core phonics skills for students in lower elementary grades and reading skills in the upper grades. Lantrip provides additional support in reading by using the computer-assisted researched based program Voyager to motivate our technologically savvy students.

5. Professional Development:

The staff at Lantrip is sincerely dedicated to their profession and constantly seeks ways to enhance their knowledge about research-based best practices. Our staff attends quality professional development opportunities through on-site training, workshops, staff and grade level meetings, and district sponsored classes. Professional development is also embedded in daily practices at Lantrip through teacher collaboration. Professional development is planned for during monthly staff meetings and monthly vertical team meetings where teachers and staff participate in article and book studies to discuss best practices. Some of our recent book studies include 6+1 Traits of Writing, Classroom Instruction that Works, and Reading with Meaning. Teachers are given ample time to reflect consistently and frequently on ways to enhance student learning.

In addition to the district mandated 45 hours of professional development per school year, teachers are provided with opportunities to attend national and regional trainings that support the district and campus instructional goals. Last year the first grade team attended the National First Grade Teacher Conference in San Antonio, Texas. As a team, they selected specific best practices and instructional strategies for implementation this year.

On our campus, some of the most effective and valuable professional development comes from within our own staff through professional learning communities. Grade level teams meet weekly throughout the school year to jointly plan for instruction, review data, and develop instructional plans based on best practice and the sharing of effective strategies. Furthermore, beginning teachers are offered tremendous support and develop professionally through on-site teacher mentoring and observations. It is Lantrip's goal to provide each teacher with a strong foundation for effective classroom instruction in order to maximize student achievement.

6. School Leadership:

Lantrip Elementary School Leadership Team is composed of the principal, assistant principal, magnet coordinator, reading coach, and science coordinator. The purpose of Lantrip's leadership team is to support the mission of the school, advocate for the needs of our students, and facilitate the development of the school improvement plan. Each week the team plans goals based on student data and participates in problem-solving meetings with grade-level chairs. All decisions are based on the primary goal of student achievement.

As the instructional and organizational leader of the school, the principal is ultimately responsible for the effective implementation of the school improvement process. The principal sets the tone and climate of the school by setting high expectations for all. A well established relationship between Lantrip's principal and students is visible. Strong relationships between the students and principal are evidenced by personal comments and the students desire to share successes. Daily walkthroughs in every classroom provide firsthand knowledge of teaching practices taking place at Lantrip. The principal participates in weekly grade-level collaboration meetings to provide guidance and assist with the design of intervention plans to meet individual needs of students. One of her main duties is to ensure the academic achievement of each student.

Our campus Shared Decision-Making Model (SDM) is designed to establish, monitor, and evaluate goals for budgeting, staffing, curriculum, planning, school organization, and staff development. The Shared Decision Making Committee (SDMC) is made up of teacher leaders, serving as a forum for input from teachers, support staff, administrators, parents and community members on the operations of the school. The principal considers the input and collective wisdom of the committee when making related decisions.

Grade-level chairs are teacher leaders who facilitate the decision-making process by leading meetings and communicating with the administration the strategies that will be implemented in the classroom. Their role ensures that leadership is cultivated on all levels of the campus community. Grade level chairs serve as liaisons between the faculty and the administrative team.

Lantrip fosters the development of leadership towards a commonly shared vision and purpose for student learning.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: Texas Assessment of Knowledge and Skills
Edition/Publication Year: 03-08 Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Passing	84	87	86	77	91
Commended	34	38	37	13	31
Number of students tested	107	97	101	113	106
Percent of total students tested	100	98	99	98	99
Number of students alternatively assessed	0	2	1	2	0
Percent of students alternatively assessed	0	2	1	2	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Passing	84	85	85	75	90
Commended	36	36	38	13	30
Number of students tested	91	88	94	101	98
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup): Hispanic					
Passing	84	86	87	78	90
Commended	34	39	37	13	29
Number of students tested	105	92	97	108	100
4. (specify subgroup): Limited English Proficiency (LEP) Students					
Passing	90	96	91	80	93
Commended	40	55	54	14	40
Number of students tested	50	51	57	56	57

Notes:

Subject: Reading Grade: 3 Test: Texas Assessment of Knowledge and Skills
 Edition/Publication Year: 03-08 Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Feb	Feb	Feb	Mar
SCHOOL SCORES					
Passing	84	95	90	80	83
Commended	30	38	30	26	36
Number of students tested	108	98	100	113	103
Percent of total students tested	100	98	97	97	98
Number of students alternatively assessed	0	2	3	4	2
Percent of students alternatively assessed	0	2	3	3	2
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Passing	84	94	89	77	83
Commended	29	38	29	25	34
Number of students tested	92	89	93	101	94
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup): Hispanic					
Passing	84	95	90	80	82
Commended	28	39	31	24	33
Number of students tested	106	93	96	107	97
4. (specify subgroup): Limited English Proficiency (LEP) Students					
Passing	86	96	89	84	85
Commended	24	42	37	19	36
Number of students tested	50	52	57	58	55

Notes:

Subject: Mathematics Grade: 4 Test: Texas Assessment of Knowledge and Skills
Edition/Publication Year: 03-08 Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Passing	94	84	85	75	87
Commended	52	32	28	18	20
Number of students tested	89	90	96	104	106
Percent of total students tested	98	99	99	99	95
Number of students alternatively assessed	2	1	1	0	5
Percent of students alternatively assessed	2	1	1	0	5
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Passing	94	84	84	74	86
Commended	53	30	26	17	18
Number of students tested	81	83	81	94	103
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup): Hispanic					
Passing	94	85	84	75	87
Commended	51	32	27	18	19
Number of students tested	86	85	91	96	100
4. (specify subgroup): Limited English Proficiency (LEP) Students					
Passing	100	86	89	84	89
Commended	73	38	38	22	20
Number of students tested	44	50	45	55	56

Notes:

Subject: Reading Grade: 4 Test: Texas Assessment of Knowledge and Skills
 Edition/Publication Year: 03-08 Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Passing	88	92	84	75	92
Commended	33	30	19	20	15
Number of students tested	88	89	95	101	102
Percent of total students tested	97	98	98	97	92
Number of students alternatively assessed	3	2	2	3	9
Percent of students alternatively assessed	3	2	2	3	10
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Passing	86	91	81	75	92
Commended	33	32	18	19	14
Number of students tested	80	82	80	91	99
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup): Hispanic					
Passing	87	92	83	75	93
Commended	33	32	19	18	15
Number of students tested	85	84	90	93	96
4. (specify subgroup): Limited English Proficiency (LEP) Students					
Passing	91	90	87	78	95
Commended	43	46	24	20	18
Number of students tested	44	50	45	54	56

Notes:

Subject: Mathematics Grade: 5 Test: Texas Assessment of Knowledge and Skills
Edition/Publication Year: 03-08 Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Passing	95	79	77	69	76
Commended	54	20	31	18	6
Number of students tested	79	87	95	96	100
Percent of total students tested	90	98	98	95	92
Number of students alternatively assessed	9	2	2	5	9
Percent of students alternatively assessed	10	2	2	5	8
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Passing	94	74	72	69	75
Commended	50	19	27	18	3
Number of students tested	70	74	86	94	87
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup): Hispanic					
Passing	96	76	72	70	75
Commended	53	20	26	16	4
Number of students tested	74	82	88	87	97
4. (specify subgroup): Limited English Proficiency (LEP) Students					
Passing	93	74	69	76	67
Commended	50	13	14	13	4
Number of students tested	42	39	35	46	45

Notes:

Subject: Reading Grade: 5 Test: Texas Assessment of Knowledge and Skills
 Edition/Publication Year: 03-08 Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Feb	Feb	Feb	Apr
SCHOOL SCORES					
Passing	91	76	69	61	61
Commended	29	15	17	15	3
Number of students tested	78	87	93	94	99
Percent of total students tested	87	97	97	90	91
Number of students alternatively assessed	10	2	3	7	10
Percent of students alternatively assessed	11	2	3	8	11
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Passing	90	74	68	60	57
Commended	30	11	13	15	2
Number of students tested	69	73	84	92	86
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup): Hispanic					
Passing	90	76	66	59	59
Commended	29	13	15	13	2
Number of students tested	73	82	86	85	96
4. (specify subgroup): Limited English Proficiency (LEP) Students					
Passing	84	65	41	51	48
Commended	19	0	0	9	2
Number of students tested	43	40	34	47	44

Notes: