

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

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

Name of Principal: Mr. Mike Gonzales

Official School Name: Fletcher Elementary

School Mailing Address:  
1055 Ave F  
Beaumont, TX 77701-5109

County: Jefferson State School Code Number\*: 123910110

Telephone: (409) 833-3831 Fax: (409) 617-6123

Web site/URL: www.beaumont.k12.tx.us/fletcher E-mail: mgonzal@beaumont.k12.tx.us

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. Carrol Thomas

District Name: Beaumont ISD Tel: (409) 617-5000

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. Woodrow Reece

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

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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:
- |           |                     |
|-----------|---------------------|
| 19        | Elementary schools  |
| 7         | Middle schools      |
|           | Junior high schools |
| 3         | High schools        |
| 3         | Other               |
| <b>32</b> | <b>TOTAL</b>        |

2. District Per Pupil Expenditure: 3438

Average State Per Pupil Expenditure: 3447

**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. 3 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	48	54	102	7			0
K	42	52	94	8			0
1	56	48	104	9			0
2	63	61	124	10			0
3	57	51	108	11			0
4	45	54	99	12			0
5	52	46	98	Other	6	0	6
6			0				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							735

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
4 % Asian  
14 % Black or African American  
80 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
2 % White  
     % 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: 4 %

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.	14
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	16
(3)	Total of all transferred students [sum of rows (1) and (2)].	30
(4)	Total number of students in the school as of October 1.	735
(5)	Total transferred students in row (3) divided by total students in row (4).	0.041
(6)	Amount in row (5) multiplied by 100.	4.082

8. Limited English proficient students in the school: 70 %

Total number limited English proficient 514

Number of languages represented: 3

Specify languages:

Spanish, Vietnamese, Chinese

9. Students eligible for free/reduced-priced meals: 95 %

Total number students who qualify: 695

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: 4 %

Total Number of Students Served: 31

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>4</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>1</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>19</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>2</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>4</u>	<u>0</u>
Classroom teachers	<u>43</u>	<u>0</u>
Special resource teachers/specialists	<u>8</u>	<u>0</u>
Paraprofessionals	<u>8</u>	<u>1</u>
Support staff	<u>12</u>	<u>0</u>
Total number	<u>75</u>	<u>1</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 17 :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%	98%	98%
Daily teacher attendance	98%	98%	99%	98%	99%
Teacher turnover rate	8%	10%	8%	7%	9%

Please provide all explanations below.

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	<u>0</u>	%
Enrolled in a community college	<u>0</u>	%
Enrolled in vocational training	<u>0</u>	%
Found employment	<u>0</u>	%
Military service	<u>0</u>	%
Other (travel, staying home, etc.)	<u>0</u>	%
Unknown	<u>0</u>	%
<b>Total</b>	<u><b>100</b></u>	<b>%</b>

## PART III - SUMMARY

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The Beaumont Independent School District and Fletcher Elementary has established it's self as a demanding, high performing educational institution. BISD and Fletcher Elementary believes that we are the unifying force of the community, and that we should guarantee students the necessary skills, values, and knowledge needed to succeed in our diverse global society.

Beaumont is located in the lowest part of the Texas /Louisiana border; it became a town on December 16, 1838 and was a small center for cattle raisers and farmers. By the late 1800s Beaumont became an important lumber and rice milling town. In 1901 oil was discovered at nearby Spindletop and became the first major oil field and one of the largest in America. The dream of becoming wealth attracted people from all walks of life. The growth in population created a demand for educational institutions that would provide educational services for workers with young families.

The History of Fletcher Elementary School dates back to the early 1900's, when a gentleman by the name of W. A. Fletcher donated land for the construction of a new school. In 1912 Fletcher Elementary was constructed and the new 8 classroom building was opened to the public. Many years later, new buildings took the place of the old and today, Fletcher Elementary continues to be the central part of its community.

The attitude of Fletcher Elementary begins with a respect for cultural diversity among all students. Students at Fletcher are taught to appreciate all cultural beliefs and values; this awareness assures that all students are treated with dignity and respect. Our campus is predominantly Hispanic (80%) with a mixture of African American (14%), Asian (4%) and White students (2%). This mixture allows teachers and students to positively educate themselves of various cultures existing in the United States.

Fletcher's tradition of excellence is supported by the dedicated, hard working professionals that understand the impact of data driven instruction. Fletcher's academic success occurs in a safe, positive and nurturing environment; which exposes their greatest potential. These characteristics focus exclusively on the schools mission of providing continuous student achievement. The unselfish, team driven attitude has allowed Fletcher teachers to provide Fletcher Students with a world class education.

The Texas Public School rating of Recognized status has become a norm at Fletcher Elementary and constantly accomplishing this goal has helped us understand the steps needed to obtain an Exemplary rating. Last Year, Fletcher Elementary was acknowledged as a top rated campus by Texas Monthly Magazine. In addition, Fletcher Elementary was awarded the prestigious honor of being named to the Texas Business and Education Coalition 2008 Honor Roll. These acknowledgments provided our staff and students with the positive feedback needed for continued success.

The community surrounding Fletcher is thick with hard working, lower middle class families, which support the school in all of its accomplishments. This strong partnership ensures that parents and teachers share in the common goal of academic success; with high importance being placed on the development of a welcoming environment. The relaxed environment has aided parents in buying into the philosophy of success for all students through parent participation.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

The students at Fletcher Elementary participate in the mandated state assessment system, the Texas Assessment of Knowledge and Skills (TAKS). TAKS is a rigorous assessment that was developed to better reflect good instructional practice and more accurately measure student learning. It is given annually to our third, fourth, and fifth grade students and measures each student's mastery of the Texas Essential Knowledge and Skills (TEKS) student expectations presented in the state curriculum. TAKS is given in grades 3 through 5 in Reading and Math, Grade 4 in Writing, and Grade 5 in Science. TAKS now includes forms for special education students that meet specific eligibility requirements. There are three versions in this cluster: TAKS-Modified, TAKS-Accommodated, and TAKS-Alternative.

Student performance on the TAKS test is measured using a scale score. A scale score of 2100 indicates that a student has met standards. A scale score of 2400 indicates that a student has attained commended performance. As part of the Student Success Initiative (SSI) grade advancement requirements, students in third grade must pass the reading portion of TAKS, and students in fifth grade must pass the reading and mathematics portions of TAKS in order to be promoted to the next grade level. The goal of the SSI is to ensure that all students receive the instruction and support they need to be academically successful in reading and mathematics.

The state gives each campus and district an accountability rating. The campus rating is determined by the results of the first two administrations of the TAKS exam. Campuses can earn ratings of Exemplary, Recognized, Academically Acceptable, and Academically Unacceptable. These ratings are based on the percentage of students and subgroups meeting standards in each subject. An Exemplary Rating is received when 90% of all students meet standards, and a Recognized rating is received when 75% of all students meet standards. The state also awards Gold Performance Acknowledgements to districts and campuses for high performance on indicators other than those used to determine accountability ratings. More information about the state assessment system may be found at <http://ritter.tea.state.tx.us>.

Overall TAKS scores for Fletcher Elementary have consistently been 90% and above in reading and math with little disparity among grade levels and subgroups. From 2006 to 2008 Fletcher has accomplished increases in student performance in reading from 82% to 94% and in mathematics from 77% to 90%. During this three year period, Fletcher Elementary also received Recognized ratings by the Texas Education Agency (TEA). Several Gold Performance Acknowledgements have also been earned. During the 2006 school year, Fletcher received Gold Performance Acknowledgements in reading/language arts, math, and attendance. In 2007 Fletcher Elementary received Gold Performance Acknowledgements in reading and science. Gold Performance acknowledgements were also received in 2008 for reading/language arts, math, science, attendance, and comparable improvement in reading and math.

At Fletcher Elementary we strive for all subgroups to be equally successful. Our campus ensures that quality instruction occurs that optimizes the learning of every subgroup. Our subgroup results on the 2008 TAKS test are as follows: In reading, 92% of Hispanic students, 97% of African American students, and 92% of Economically Disadvantaged students met standards. In math, 91% of Hispanic students, 80% of African American students, and 89% of Economically Disadvantaged students met standards. In 2008 a large percentage in each of our subgroups also earned commended performance. In reading, 39.6% of Hispanic students, 31.4% of African American students, and 36.7% of Economically Disadvantaged students received commended performance. In math, 50.4% of Hispanic students, 31.4% of African American students, and 45.9% of Economically Disadvantaged students received commended performance.

Our assessment results demonstrate the positive outcome that can be achieved when a committed staff works together to ensure the academic success of all students.

## **2. Using Assessment Results:**

Fletcher Elementary is a data-driven school. Assessment data is analyzed and used to assist teachers in developing lessons and instructional practices that meet the needs of each individual student. Areas of weakness are diagnosed and targeted in an effort to close academic gaps that keep students from mastering specific skills. Teachers administer diagnostic exams at the beginning and end of the year as well as six weeks exams at the end of each grading period. These exams are scanned into our district item analysis software which separates the results of each subgroup on each exam. Through disaggregation, grade level teams collaborate to identify students who are not responding to the teaching and learning process. Once these students are identified, grade level teams develop appropriate interventions and modify instructional strategies to ensure that increases of student achievement occur. TPRI is an assessment that is administered to students in grades K-2. Students are administered the test at the beginning, middle, and end of the year. Data from this assessment is also analyzed during grade level planning sessions where teams discuss areas of phonemic awareness, word reading, and fluency that need to be addressed and plan appropriate intervention for students. The Texas English Language Proficiency Assessment System (TELPAS) is administered to students in K-5 grade. TELPAS is an assessment program for students in Texas public schools who are learning the English language. Assessment results are used to determine if students are making steady progress in learning English. Additional assistance is provided to students who are not making progress to ensure that they can proficiently use and understand English during academic instruction. Our goal is to ensure that all students are successful. In an effort to achieve this goal, our teachers have become masters of utilizing data to increase academic achievement on our campus.

## **3. Communicating Assessment Results:**

Fletcher Elementary Faculty and Staff know that communication between home and school is a critical factor in student success. We strive to provide opportunities for parents, the public and community members to actively participate in student learning. It is our goal to ensure that all stakeholders are informed about the results of assessments and understand the meaning and use of the data.

At the beginning of every school year our campus holds an informational meeting with parents and community members called "Goals Night." During this meeting information is shared with parents, students, and the community regarding TAKS data from the previous year. All in attendance are presented with the goals and objectives for the current school year and instructional strategies and methods that will be used with students. Throughout the school year, teachers hold conferences with students. During these conferences, teachers share assessment results with students pinpointing their strengths and weaknesses. The teacher and student work together to set goals for improving student performance. Parent conferences are also held to provide parents with the academic and behavioral progress of students. These conferences are scheduled after the first and fourth six weeks grading periods. In addition to parent conferences, progress reports are issued during the 4th week of each grading period. These reports help to ensure that parents are informed of their student's academic and behavioral status prior to the issuance of report cards at the end of the six weeks grading period. Every year individual student testing data is also provided to parents. Individual TAKS, TPRI, ITBS, and TELPAS results are provided to parents with information on how to interpret results. A campus report card is also issued to parents at the end of each school year that gives information regarding overall student achievement and attendance rates for the campus. The campus report card is also available to the community on the TEA website.

#### **4. Sharing Success:**

Fletcher Elementary strives for the excellence of all students. It is our goal to become an Exemplary campus and do our part to help our district become a TEA Recognized district. Our campus has performed at the highest levels on the state mandated exams. We feel that the best way to ensure that all students in the district perform to their potential is to share the successful strategies and programs implemented on our campus with other schools and school districts. Teachers from our campus constantly meet using assessment results to facilitate discussions about continuous development and improvement of the curriculum. Assessment data is used to justify things that are working well in the curriculum and to identify areas that need improvement. Our Curriculum Coordinator attends monthly meetings where she shares the strategies that we use to address these areas needing improvement with other campuses within our district. Lead teachers also have the ability to share this information during monthly meetings where they collaborate and explore effective teaching strategies with teachers from other campuses. Our campus also invites schools to observe the teaching and learning process. Several teams within the district as well as teams outside of our district have visited our campus in an effort to use our data to implement successful programs on their campus. During these campus visits they can view successful teaching strategies and programs in action. Fletcher teachers also serve as mentors to Lamar University students. The students in this program are paired with a cooperating teacher who allows them to practice effective teaching strategies under their supervision. At Fletcher Elementary we are always willing to share our success with other schools and districts that are eager to learn different strategies to boost student achievement.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

The Fletcher Elementary School Curriculum is based on the guiding principles of ethics set forth by our district. The curriculum is a model based on TEKS and includes all of the essential information to deliver successful lessons in the classroom. All of school personnel is focused and committed to the success of our students and our campus. Our curriculum focuses on moving our students to a higher level of thinking and achievement. Research-based practices are incorporated throughout every grade-level and shared during staff meetings. Frequent grade-level meetings provide the staff with the needed tools such as disaggregated test data, curriculum issues, and alignment among the grade-levels.

All subjects are of great importance to Fletcher's academic program. There is emphasis given to each area to ensure success at every level. The reading program at Fletcher consist of Ticket-to-Read, Waterford, Accelerated Reading, and Voyager programs to provide our students with the essentials that allows for growth and movement to higher levels of achievement. The Voyager program is used in Kindergarten through Fifth grade. This program provides our students with a systematic approach to identifying reading problems and monitors their development and helps them to reach and exceed grade-level expectations. A combination of these programs allows our students to develop a life-long passion for reading and learning. Vocabulary development is stressed and addressed through the implementation of word walls. The understanding of assessments has also become an integral part of what we do.

To address the needs of the students' math is being integrated into every subject area. Math has become an essential part of science, social studies, and reading curriculums. Teachers use a variety of tools to implement this successfully. For Example: TEKS based materials, Target math boards, Study Island, and Motivation Math vocabulary cards are all methods of supplementation. It is the job of every teacher at the school to develop a love of math by having students participate in hands on activities and connecting math to everyday life.

To successfully address the needs for science, each teacher utilizes and implements the scientific method and a hands-on approach to teaching science. Each grade level implements the Insights Science Kits which is a hands-on science program utilized to teach science concepts through scientific experiments. Outdoor an indoor lab experiments are conducted as well as take home experiments. Fletcher consistently provides students with the correct vocabulary and word usage. This ensures effective comprehension and successful transition across grade-levels.

Vocabulary development and word usage in language arts is an important factor to Fletchers language arts curriculum. The goal of the language arts curriculum is to aide in developing every student into a proficient writer. Teachers utilize the Randi Whitney's writing academy to implement successful brain-based writing practices. These activities include manipulative and a hands-on approach to teaching the steps of the writing process. This program is based upon building traits of good writing.

All students attend weekly music and art classes. The fine arts program is built upon fostering an appreciation for different genres of music, understanding art of the past and present, as well as, respecting the many different cultural arts. Fourth grader students are given the opportunity to visit a local museum, where they complete a one week program that teaches an appreciation for the arts. Through the Art After School program, students are given an opportunity to complete projects based upon the exhibits at the art museum. To touch on each student's uniqueness they are given a chance to participate in the Southeast Texas State Fair art competition. Finally, students at every grade levels attend physical education classes. Through this program children are taught team building lessons, sportsmanship, and healthy living.

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

The Fletcher Elementary reading curriculum consists of many important characteristics; these characteristics assist in improving student success. Our differentiated approach to teaching the reading curriculum consists of whole group, cooperative group and one on one instruction. The most instrumental piece to this puzzle is the Voyager Reading program. This program is implemented from kindergarten through fifth grade. It is taught in a ninety minute block in order to ensure the successful implementation of the program. The program is a comprehensive intervention system that includes five components of reading that are the central focus for Fletcher's reading program. It includes phonemic awareness, phonics, fluency, vocabulary, and comprehension. This program allows teachers to monitor progress and make instructional decisions about the level of intensity for each student and differentiated strategies to be utilized in the classroom. The Voyager program also includes a built in assessment piece that teachers use to constantly monitor and chart our students growth. Voyager is implemented in every classroom as a whole group instruction and also as cooperative group learning. At the pre-kindergarten level and whole language approach to teaching reading is implemented with heavy emphasizes on phonics. Word attack skills are taught at the pre-kindergarten level and enforced to ensure proper vocabulary development and successful comprehension skills.

Reading instruction and vocabulary development is an important aspect to the success at Fletcher. The kindergarten, first grade and second grade teachers utilize the Waterford program. This is a research based program that enhances learning and reading through interactive, phonetic, computer based instruction. It traces the student's mastery of objectives and addresses their immediate needs through a built in instructional intervention component. In addition, all students have a computer lab time. This time is utilized to further enhance the instructional tools that are implemented in the classroom.

## **3. Additional Curriculum Area:**

In the subject area of Social Studies in the Beaumont Independent School District's curriculum, the school's mission statement, and the Texas Essential Knowledge and Skills are intricately interconnected. The cultural diversity of our student body allows us to incorporate the different cultural celebrations through different school programs such as Chinese New Year, Black History Month, Hispanic Heritage, and Texas programs. Through these programs, students get first-hand knowledge and experience of the cultural diversities that exist in our community. Through these celebrations, students are likely to gain an appreciation for various cultures. Through the technological advances of today, the students of Fletcher Elementary were able to watch the inauguration of the 44th president of the United States. The broadcast was streamed through the internet and projected the picture from the computer onto a classroom white board. Power Media Plus is another website that is used often by teachers in order to enrich the learning experiences of the students; it creates an optimum application of technology, and aids the students in understanding the role of public officials in our government. As a hands-on activity, there was a mock election held in which students researched the major platforms of the running candidates and were able to present them to the student body. One by one, students voted for the candidate they believed would best lead our country. The students exercised their democratic right to vote and experienced the tedious task of counting the ballots. This exercise enables students to relish in the victory or loss of their candidate. The teachers also incorporated lessons that helped students learned what it was like to be an African American or a woman and denied the right to vote.

This exercise was designed to help teachers implement the importance of becoming a respectable, productive part of complex society. The introduction of this exercise has allowed students to understand the importance of fulfilling their right to vote.

## **4. Instructional Methods:**

At Fletcher Elementary, expectations of student achievement are very high. With that in mind, careful consideration is given to the modification and supplementation of instructional methods to maximize student

learning success. In order to identify the areas of need, we make both formal and informal assessments while paying close attention to our subgroup populations. These assessments are taken on a regular basis which allows us to be more proactive than reactive in our approach to meeting the needs for student success.

After reviewing the data from the assessments, there are a number of methods we utilize. One method requires us to identify the students' individual learning style and make sure that the lessons are tailored around the specific modes of the students in the subgroups of concern. We also use ESL Methodologies and modifications which include the use of manipulatives, visuals, cooperative learning groups, displaying print to support oral language, modeling activities for students, using hands-on activities, and by teaching content area vocabulary. Our special needs teachers go the extra mile by providing additional time to students that need more personalized help in a setting that is more conducive for the success of those students needing help with eliminating distracters. Another area where we have been able to differentiate is through the use of small group tutorials that may take place before or after school.

## **5. Professional Development:**

Fletcher teachers are lifelong learners, are members of the learning community, and are consistently partaking in professional development programs. In order to be effective, there are several factors that are considered in our professional development activities. Teachers should experience and demonstrate new learning activities that make a connection to the classroom and student learning. During these activities, we incorporate constructivist approaches to teaching and learning and use the actual curriculum provided by the district to make professional developments a greater success to teachers and students. Curriculum specific applications are most beneficial to our teachers during professional developments. We provide current research and new approaches to learning that are targeted to our specific school and school's needs. Student achievement is a main focus when planning development days. As students change, our instruction should change to fit the needs of our students.

Fletcher's professional development days incorporate new instructional techniques in areas of gifted and talented and technology which are essential to teachers providing the most up to date instruction to their students. Technology professional developments are an integral part our school's technology plan. Since technology is prevalent in today's world, teachers are using all forms of technology in the classroom for instruction. Teachers are provided training in technology as a tool for instruction in areas such as creating web pages and computer story makers. Fletcher's teachers and students both use technology as an innovative learning tool to achieve profound success.

Fletcher's professional developments provide adequate time for learning and additionally provide follow-up support. Teachers are given the opportunity to observe and analyze the students' understanding after implementing new teaching techniques. There is a reliable and effective system for evaluating the impact of professional development on teaching and learning. Teachers who are well informed and effective in their practice can be successful teachers as well as partners in educational research, development, and implementation.

## **6. School Leadership:**

At Fletcher Elementary, the school structure is divided into four tiers: principal, assistant principal, curriculum coordinator, and counselor. Each one of these leaders has certain responsibilities that facilitate the smooth administration of the school in order to yield high student achievement.

The principal holds the most responsibility in ensuring that policies, programs, relationships, and resources focus on improving student achievement. The principal must initially use various types of information in order to develop a campus vision for the school. The principal must ensure the safety of students and personnel. He must be prepared to address emergencies, security concerns, and crisis all while following

school district policy, state laws, and federal laws. The principal in conjunction with the curriculum coordinator must ensure the alignment of curriculum, instruction, and resources, while promoting the use of varied assessments to measure student performance. The curriculum has to be aligned with the Texas Essential Knowledge and Skills and must be aligned vertically throughout the grade levels to be able to build on prior knowledge and increase student success. The principal must make sure to use materials that are research based and must also involve teachers in the problem solving area in order to improve achievement. It's also the principal's responsibility to provide staff development for the educators in order to nurture the growth of the teachers and positively impact student learning. Relationships in the educational community are imperative for the success of students because there is not one person by themselves that raises an educated child. The principal must develop collegial relationships, encourage collaboration among faculty and staff members, and promote and celebrate the contributions of students, teachers, staff, parents, and community members that help in making a reality of the vision plan that the principal sets forth. Without great leadership, a school will struggle with reaching the highest potential of each and every student.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: TAKS

Edition/Publication Year: 2007

Publisher: TEA

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Met standard and commended performance	81	81	66	70	86
Commended performance	33	24	13	17	14
Number of students tested	90	78	93	64	73
Percent of total students tested	96	95	100	100	100
Number of students alternatively assessed	4	4			
Percent of students alternatively assessed	4	5			
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Met standard and commended performance	80	81	65	69	93
Commended performance	32	25	12	15	13
Number of students tested	80	73	86	55	61
<b>2. Racial/Ethnic Group (specify subgroup): African American</b>					
Met standard and commended performance	50	70	45	70	92
Commended performance	17	0	15	5	18
Number of students tested	12	10	20	20	13
<b>3. (specify subgroup): Hispanic</b>					
Met standard and commended performance	84	81	70	72	94
Commended performance	36	27	12	23	11
Number of students tested	70	63	69	39	51
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Mathematics  
Edition/Publication Year: 2007

Grade: 3 Test: TAKS  
Publisher: TEA

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
met standard and commended performance	81	81	66	70	86
commended performance	33	24	13	17	14
Number of students tested	90	78	93	64	73
Percent of total students tested	96	95	100	100	100
Number of students alternatively assessed	4	4			
Percent of students alternatively assessed	4	5			
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
met standard and commended performance	80	81	65	69	93
commended performance	32	25	12	15	13
Number of students tested	80	73	86	55	61
<b>2. Racial/Ethnic Group (specify subgroup): African American</b>					
met standard and commended performance	50	70	45	70	92
commended performance	17	0	15	5	18
Number of students tested	12	10	20	20	13
<b>3. (specify subgroup): Hispanic</b>					
met standard and commended performance	84	81	70	72	94
commended performance	36	27	12	23	11
Number of students tested	70	63	69	39	51
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading  
Edition/Publication Year: 2007

Grade: 3 Test: TAKS  
Publisher: TEA

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Met standard and commended performance	96	96	87	90	93
Commended performance	32	34	29	29	41
Number of students tested	88	74	91	65	73
Percent of total students tested	98	95	100	100	100
Number of students alternatively assessed	2	4			
Percent of students alternatively assessed	2	5			
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Met standard and commended performance	96	96	87	90	93
Commended performance	33	36	31	25	41
Number of students tested	84	69	84	61	61
<b>2. Racial/Ethnic Group (specify subgroup): African American</b>					
Met standard and commended performance	100	100	89	80	92
Commended performance	33	50	22	35	69
Number of students tested	12	10	18	20	13
<b>3. (specify subgroup): Hispanic</b>					
Met standard and commended performance	96	95	86	98	94
Commended performance	33	34	30	28	37
Number of students tested	72	59	69	39	51
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Mathematics  
Edition/Publication Year: 2007

Grade: 4 Test: TAKS  
Publisher: TEA

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Met standard and commended performance	91	73	74	83	75
Commended performance	40	16	28	17	14
Number of students tested	94	90	72	77	79
Percent of total students tested	97	99	100	100	93
Number of students alternatively assessed	3	1			6
Percent of students alternatively assessed	3	1			7
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Met standard and commended performance	91	72	71	84	75
Commended performance	39	15	25	16	14
Number of students tested	89	85	56	68	77
<b>2. Racial/Ethnic Group (specify subgroup): African American</b>					
Met standard and commended performance	100	67	52	63	70
Commended performance	25	8	14	13	4
Number of students tested	12	12	21	16	23
<b>3. (specify subgroup): Hispanic</b>					
Met standard and commended performance	90	75	81	90	76
Commended performance	45	16	29	19	19
Number of students tested	73	75	48	59	54
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading  
Edition/Publication Year: 2007

Grade: 4 Test: TAKS  
Publisher: TEA

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Met standard and commended performance	85	73	65	67	62
Commended performance	16	10	14	15	9
Number of students tested	94	89	72	75	79
Percent of total students tested	97	99	100	100	93
Number of students alternatively assessed	3	1			6
Percent of students alternatively assessed	3	1			7
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Met standard and commended performance	84	71	59	64	68
Commended performance	16	10	11	12	9
Number of students tested	90	84	56	66	74
<b>2. Racial/Ethnic Group (specify subgroup): African American</b>					
Met standard and commended performance	92	58	62	63	61
Commended performance	25	17	14	6	13
Number of students tested	12	12	21	16	23
<b>3. (specify subgroup): Hispanic</b>					
Met standard and commended performance	83	76	65	68	71
Commended performance	15	8	15	18	8
Number of students tested	74	74	48	57	51
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Mathematics  
Edition/Publication Year: 2007

Grade: 5 Test: TAKS  
Publisher: TEA

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Met standard and commended performance	96	86	96	87	96
Commended performance	68	61	68	36	70
Number of students tested	101	66	74	84	84
Percent of total students tested	96	99	100	100	94
Number of students alternatively assessed	4	1			5
Percent of students alternatively assessed	4	1			6
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Met standard and commended performance	90	97	96	86	96
Commended performance	65	68	70	33	70
Number of students tested	90	59	71	81	80
<b>2. Racial/Ethnic Group (specify subgroup): African American</b>					
Met standard and commended performance	90	94	92	73	100
Commended performance	55	67	38	27	71
Number of students tested	11	18	13	26	14
<b>3. (specify subgroup): Hispanic</b>					
Met standard and commended performance	90	98	97	93	95
Commended performance	67	64	74	40	72
Number of students tested	86	44	58	57	64
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading  
Edition/Publication Year: 2007

Grade: 5 Test: TAKS  
Publisher: TEA

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Met standard and commended performance	96	100	93	86	100
Commended performance	62	64	51	11	60
Number of students tested	97	67	73	84	72
Percent of total students tested	94	99	100	100	94
Number of students alternatively assessed	6	1			5
Percent of students alternatively assessed	6	1			6
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Met standard and commended performance	96	100	93	85	100
Commended performance	62	72	53	9	59
Number of students tested	90	59	70	84	68
<b>2. Racial/Ethnic Group (specify subgroup): African American</b>					
Met standard and commended performance	100	100	85	70	100
Commended performance	36	88	46	11	86
Number of students tested	11	17	13	27	14
<b>3. (specify subgroup): Hispanic</b>					
Met standard and commended performance	95	100	95	93	100
Commended performance	67	61	51	11	56
Number of students tested	84	44	57	56	52
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes: