

REVISED – MARCH 28, 2005
2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: Elementary Middle High K-12

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

Official School Name C. F. Saigling Elementary School
(As it should appear in the official records)

School Mailing Address 3600 Matterhorn Drive
(If address is P.O. Box, also include street address)

Plano Texas 75075-1523
City State Zip Code+4 (9 digits total)

County Collin School Code Number* 043-910-115

Telephone (469) 752-3000 Fax (469) 752-3001

Website/URL www.pisd.edu E-mail Klatime@pisd.edu

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

Date _____
(Principal's Signature)

Name of Superintendent* Dr. Doug Otto
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Plano Independent School District Tel. (469) 752-8122

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

Date _____
(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs. Mary Beth King
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

PART I - ELIGIBILITY CERTIFICATION

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

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

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district:
 - 40 Elementary schools
 - 12 Middle schools
 - Junior high schools
 - 8 High schools
 - 5 Other (3 preschools, 2 special program centers)
 - 65 TOTAL

2. District Per Pupil Expenditure: 8,511.00
 Average State Per Pupil Expenditure: 8,838.00

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. 1 Number of years the principal has been in her/his position at this school.
4 If fewer than three years, how long was the previous principal at this school?

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

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K	20	29	49	8			
1	38	29	67	9			
2	38	33	71	10			
3	38	23	61	11			
4	40	36	76	12			
5	34	33	67	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							391

Individuals with Disabilities Education Act.

- | | |
|-----------------------------------|--|
| <u>7</u> Autism | <u> </u> Orthopedic Impairment |
| <u>1</u> Deafness | <u>4</u> Other Health Impaired |
| <u> </u> Deaf-Blindness | <u>13</u> Specific Learning Disability |
| <u>4</u> Emotional Disturbance | <u>17</u> Speech or Language Impairment |
| <u> </u> Hearing Impairment | <u> </u> Traumatic Brain Injury |
| <u>1</u> Mental Retardation | <u>2</u> Visual Impairment Including Blindness |
| <u> </u> Multiple Disabilities | |

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>1</u>	<u> </u>
Classroom teachers	<u>22</u>	<u> </u>
Special resource teachers/specialists	<u>11</u>	<u>3</u>
Paraprofessionals	<u>9</u>	<u>1</u>
Support staff	<u>7</u>	<u>2</u>
Total number	<u>50</u>	<u>3</u>

12. Average school student-“classroom teacher” ratio: 18:1

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

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	98 %	97 %	98 %	98 %	97 %
Daily teacher attendance	97 %	95 %	96 %	95 %	95 %
Teacher turnover rate	13 %	12 %	24 %	31 %	21 %
Student dropout rate (middle/high)	NA	NA	NA	NA	NA
Student drop-off rate (high school)	NA	NA	NA	NA	NA

PART III - SUMMARY

“We care! We share! We shine!” are not just words painted on a mural in the entry of Saigling Elementary, but this phrase symbolizes the feeling of genuine warmth about which visitors often comment. This motto is adopted and embraced by not only the teachers and students, but also by the entire Saigling community. Open communication and shared responsibilities between parents and educators develop a mutual respect and strengthen the relationship between home and school. Teachers, staff, parents, community volunteers, PTA leaders, administrators, and business partners believe in our mission: to develop the skills, knowledge, and desire for students to become life-long learners and respectful, responsible citizens.

Saigling is a hidden treasure nestled in an older, established neighborhood in Plano, Texas. It is not uncommon to find a teacher who has graced these halls for more than two decades warmly greeting a former student who is now a parent. Why do former students, parents, and staff return enthusiastically as teachers, substitutes, volunteers, mentors, and tutors? Time and time again, they answer, “Because Saigling is home.” Although people flourish outside the walls of Saigling, the memories of a safe and caring learning environment keep drawing them back. Teachers become an integral part of the students’ lives, because teaching is a passion, not a job. At Saigling, the teachers’ responsibilities do not begin in August and end in May, and students’ successes are not merely grades on a report card. Students are valued, supported, and respected as individuals, and they are nurtured and encouraged to discover their full potential.

Saigling is committed to closing the achievement gap, which ensures that no child will be left behind. Our campus’s inclusive environment embraces diversity to the point that the unimportant differences disappear. Our special education programs include two resource rooms and a classroom for students with significant autism. In January of 2004, the Saigling staff welcomed the addition of a centralized special education classroom designed to support students with significant behavior needs. The unique strategies and instruction provided in this classroom are yet another example of the staff’s commitment to meet the varied needs of all students. Each child is supported and celebrated for his own unique gifts. This consistent, focused vision ensures that all children have multiple opportunities to embrace effective learning.

The school community is committed to teaching the whole child. The belief that the child must be strong, physically and emotionally, before the mind can be nourished has led Saigling to deliberately integrate individual character traits in daily expectations. Students willingly contribute with a personal obligation for the public good with service projects such as donating materials and money to relief funds, animal shelters, children’s hospitals, homeless shelters, and many other philanthropic organizations.

Each day begins with a cheerful welcome from peers and hugs from teachers as students say “goodbye” to their parents and enter the building. Through the use of technology, a live television broadcast showcases students wishing everyone a “good morning,” leading the pledges, and announcing events and activities. The academic day begins with reviews that rely on higher level thinking skills, problem solving, and strategies providing connections to real-life experiences. Students are then engaged in active learning through multitasking, the use of technology, and the use of manipulatives, while teachers model, guide, and monitor for success. Teachers use flexible grouping strategies to modify, reteach, and extend the curriculum to meet the needs of all learners. Specials programs such as English as a Second Language (ESL), physical education, dyslexia instruction, gifted programs, special education, literacy links, speech, guidance, music, and art help to support student learning. Author studies, guest presentations, cultural awareness programs, field trips, and numerous reading incentives increase opportunities to provide real-life connections and expand horizons. Reflections, such as shared writing and community circles, bring meaningful closure to the day. Even after the final bell rings, students have the opportunity to participate in district-sponsored after-school care or PTA-sponsored enrichment programs and clubs. Fellow peers and faculty send children home with a warm farewell, until it is time to return again to Saigling Elementary, a home away from home.

PART IV – INDICATORS OF ACADEMIC SUCCESS – Question 1

In accordance with state statutes, all public schools in Texas are evaluated by the Texas Education Agency (TEA) according to the academic performance of its students in grades 3-5. Each spring, students in grades 3-5 take the Texas Assessment of Knowledge and Skills (TAKS), a battery of exams that measure student understanding of concepts and skills in mathematics, reading, writing, and science. Special education students who are unable to take TAKS are required to take an alternative assessment, the State-Developed Alternative Assessment (SDAA) or Locally-Developed Alternative Assessment (LDAA). Student results are compared to state standards to determine the level of achievement that may be credited to a campus. Both aggregate (for all students) and disaggregate (among different ethnic groups, special education populations, and low socio-economic populations) results are evaluated. The state legislature determines the standard for passing each of the subject exams, set at a scale score of 2100, or more than 70% correct answers. Research has documented the Texas exams for elementary students as among the most demanding exams in the nation.

In the ten-year history of the state accountability system, Saigling has received the highest ratings for student academic performance. During that time, over 95% of tested students have met the state's performance standards in reading, mathematics, writing, and science, earning Saigling the current rating of an "Exemplary" campus. Furthermore, Saigling has received special recognition for its superior levels of academic performance in all four subject areas of testing and for a high attendance rate. A campus is awarded "Commended" for a minimum number of students answering over 90% of the test items correctly. When compared to the state's average during each of the past five years, Saigling has had more students achieving "Commended" status than the state or region. This level of performance indicates that students at Saigling receive an exceptional education in the core academic areas. Our special education population has met these same high standards on the SDAA. One hundred percent of those students tested on the SDAA met their projected levels of achievement as predicted by the Individual Education Plan (IEP) committee. The two centralized classrooms significantly affect the percentage of students receiving special education services and alternative assessments as compared to district and state averages.

Although Saigling does not have significant subgroups in socioeconomic or ethnic terms, we serve a large special education population, due to the two centralized classrooms. The campus percentage of these students, 12.5% (which rose to 13% in January 2004 when the second centralized class was added), is higher than the state's average, 11.4%. These students have achieved 100% passing rate on the SDAA in the last two years, as compared to like campuses in the state (90%).

Third and fifth grade students take the MAP (Measures of Academic Progress) test, a computerized achievement test in mathematics, reading, and language. This customized measure of assessment is designed to continually adjust during administration, to accurately monitor growth over time, and/or can be used as an indicator towards students' success on state standards.

The COGAT (Cognitive Aptitude Test) is administered to all third and fifth grade students. This standardized assessment gives teachers and parents a snapshot of each student's potential for academic achievement. These scores, along with district diagnostic instruments, provide the necessary tools to place students in the appropriate programs and instructional settings.

The RPTE (Reading Proficiency Tests in English) is administered to Limited English Proficient (LEP) students in grades three through five and provides a statewide, standardized measure of how well these students are learning to read in English. One hundred percent of our students demonstrated a high level of proficiency as measured on this assessment instrument.

In addition to performing well above district and state standards, Saigling has performed well above the standards set forth for meeting the federal Adequate Yearly Progress (AYP) as described in the No Child Left Behind Act of 2001. The attendance rate (97%) and the exam participation rate (98%) are above the AYP standards of 90% and 95%, respectively.

More information regarding the Texas assessment and accountability systems can be found at: <http://www.tea.state.tx.us/student.assessment/index.html> (assessment) and <http://www.tea.state.tx.us/accountability.html> (accountability).

PART IV – INDICATORS OF ACADEMIC SUCCESS – Question 2

Saigling’s teachers use assessment data to propel student learning and school performance. Teachers track student growth through district-developed diagnostic tests, which are administered at the beginning, middle, and end of the year. With the additional data gained from state-required Texas Assessment Knowledge and Skills (TAKS), Cognitive Abilities Test, Texas Primary Reading Inventory, Measures of Academic Progress (MAP), and Benchmarks, teachers identify each student’s strengths and weaknesses in reading, writing, science, and math. In the past two years, the state has increased the difficulty of its testing, raising the standards for all students. Our teachers were involved in professional development for assistance in interpreting these new expectations. Participants gained a deeper understanding of complex state objectives (TEKS) and how to apply them in the classroom.

The data from diagnostic and state testing is entered into the district software, EdSoft, which generates reports that track student progress, identify academic needs, analyze campus achievement, and profile campus demographics. Teachers use this data to direct instruction, write goals for Individual Education Plans, devise individual and group lesson plans, and target areas for growth. In addition, this data identifies students who are candidates for KAR (Kindergarten Accelerated Reading), PAR (Plano Accelerated Reading), and AIM (Accelerated Instruction in Math), instructional programs designed to remediate and further close the achievement gap for all students. This information is also used in CARE (Campus Assessment, Review, and Evaluation) meetings to plan accommodations for students or determine the need for referrals to ESL (English as a Second Language), special education, dyslexia instruction, language development, or other district programs.

Teachers continually meet in subject area groups to vertically align curriculum and instruction based on current student performance. Team meetings occur twice a week, allowing teachers to analyze data and adjust goals. General and special education teams collaborate and support each other in co-teaching and tutoring. Team meetings, general-to-special education collaborations, co-teaching, and tutoring are all methods used to analyze data, adjust goals, and support student learning. As a result, Saigling has consistently increased its state test scores and earned the “Exemplary” rating.

PART IV – INDICATORS OF ACADEMIC SUCCESS – Question 3

Saigling maintains a partnership with the parents and the community-at-large through various forms of communication, including publications, meetings, conferences, and technology. This communication reinforces the need for active parental involvement and support for student success.

The day before classes begin, teachers initiate the relationship by inviting parents and students into their classrooms. Grade-level parent nights follow, providing information about upcoming expectations and school assessments. Teachers explain that daily planners will be used to provide frequent feedback on the progress of each student. By distributing business cards and refrigerator magnets, parents are encouraged to contact teachers via telephone or e-mail. Staff members also conference with parents several times per year.

Teachers use computerized reports to highlight areas of achievement and concern. Parents are personally notified when targeted intervention will be provided. Administrators, the school counselor, and teachers meet with parents to review performance data and form remediation plans for individual students.

Primary students receive portfolio assessment reports, and formal report cards are sent home with third, fourth, and fifth graders every nine weeks. Parents are notified with progress reports when their students’ achievement has significantly dropped or is in danger of falling below passing standards. In addition to this individual feedback, parents also receive a weekly school-wide bulletin and an in-depth newsletter each six weeks.

Individual standardized test results are sent to parents, and the school counselor assists with score interpretation through individual and group parent meetings. School-wide results are posted on a campus report card and on school and classroom websites. Assessment information is also shared at PTA meetings and with our School-Based Improvement Committee. These meetings provide an opportunity

for parents, the community, and staff members to analyze test data and set academic goals for the school year. This on-going collaboration with our community has greatly contributed to our continued success.

PART IV – INDICATORS OF ACADEMIC SUCCESS – Question 4

The dissemination of ideas, philosophies, and best practices is vital to the success of all students and teachers. Saigling teachers and staff participate in meetings with faculty from other campuses and district-sponsored activities to share ideas and programs. The Plano Independent School District offers avenues for campus-to-campus communication through bi-annual curriculum meetings of grade level team leaders, “Train the Trainer” sessions, and vertical team meetings. Saigling often hosts these events, allowing others to absorb new concepts in our warm, welcoming environment.

Our staff members not only train new teachers, but also train and supervise teachers for summer programs. Saigling teachers have aided in writing district curriculum, diagnostic assessments and documents for ESL (English as a Second Language). Staff members work with students and teachers from other campuses in after-school clinics. One staff member’s philosophy of teaching is published in textbooks used by future teachers. Saigling has an open-door policy for observers to see our successful strategies in action, sharing best practices to ensure student success throughout our district.

New teachers at Saigling participate in a mentoring program, which provides them the opportunity to observe an experienced teacher in action. Wisdom and effective teaching methods are shared with other campuses through the use of technology such as PowerPoint presentations, classroom videos, websites and e-mail.

Our teachers have received many honors, including the Down Syndrome Guild of Dallas Teacher of the Year, Plano ISD Teacher of the Year, and Who’s Who in America’s Schools. A Saigling teacher recently debated the use of technology in early childhood classrooms at the Consortium of School Networking Conference. These honors and activities have offered the opportunity to share our successes with a wide and varied audience of educators throughout the state and nation. The staff at Saigling is committed to helping students succeed by sharing our best practices whenever and wherever possible.

PART V – CURRICULUM AND INSTRUCTION – Question 1

The commitment to develop high levels of achievement and create life-long learning is the driving force behind Saigling’s coherent, comprehensive curriculum and interactive instruction. The core of the curriculum is aligned with the Texas Essential Knowledge and Skills (TEKS) objectives and designed to go beyond minimal achievement for all students. Plano ISD promotes horizontal and vertical collaboration within campuses, team leaders and administrators to ensure continuity in materials, instructional strategies, and professional development. Vertical teaming allows the targeting of necessary skills in all areas and clearly articulates curriculum expectations, establishing a visual roadmap that guarantees the students’ success.

Saigling’s language arts program provides a balanced approach to literacy instruction with a framework that gives reading and writing equal status and combines the best theory and learning strategies to match the learning styles of individual students. Student growth is achieved in a program designed to promote reading through balance, where phonics, spelling, and language skills naturally connect texts in reading and writing in all content areas. The scope and sequence of instruction is driven by the commitment and goal to enable all students to successfully reach their potential in reading and writing. Teachers provide varying levels of support through shared, guided, and independent instruction. The use of multitasking activities, such as peer and teacher conferencing, student and teacher-led groups, computer projects, and independent tasks, provide the environment to meet the needs of all students. Students learn to share the responsibility for learning, thus transferring mastery to independent application.

Our mathematics program provides daily instruction in an environment that actively engages students in the learning process. Opportunities are provided for students to value mathematics, become confident in their abilities, and experience effective connections to the real world. Within each classroom, flexible grouping and multitasking allow teachers the freedom to address students with a wide range of needs. A vast number of mathematical tools and manipulatives are readily available to support

students' development of conceptual understanding, problem solving, and critical thinking skills. These tools include computer programs that support the curriculum and prepare students to use mathematics in an increasingly technological world. Varied assessment strategies allow continual monitoring to ensure mastery of math concepts by all students.

Social studies, science, and health are taught through an integrated curriculum that encompasses an active, challenging, and student-centered approach to learning. The TEKS-based model is divided into six units of overarching concepts housed in an electronic curriculum planner. Website links, video clips, PowerPoint presentations, field trips, materials, and handouts support each specific curriculum objective. Basic, as well as higher-order concepts, are achieved through hands-on science laboratory experiments, themed projects, and activities. Students regularly apply their knowledge to real-life situations and relevant experiences aided by classroom computers, wireless laptops, CD-ROMs, laserdisc players, VCRs, digital and regular cameras, and large-screen monitors.

The entire student body participates in physical education, music, and art. Supporting the state's initiative for increased nutritional and physical standards, the physical education department emphasizes fitness for life through entertaining exercise and activities, while role modeling a healthy lifestyle. Our music curriculum is based on the teachings of Zoltan Kodaly. Through singing folk music and playing singing games, the students learn musical concepts and elements that are developmentally appropriate for their age level. Each year, the students build on prior knowledge and leave fifth grade with a strong musical foundation that can be applied in middle school choir or instrumental ensembles. Our visual arts program was developed and based on Discipline Based Art Education (DBAE), which offers each student a unique and meaningful experience by combining art production, art history, art criticism, and art aesthetics. This risk-free approach promotes a love of art and understanding of its value while creating one-of-a-kind works of the highest quality. Saigling's students are successfully represented each year in the PTA Reflections program with some students' work advancing to council, district, and state levels. Throughout the year, students are given the opportunity to share their talents with peers, teachers, parents, and the community, enabling them to continue along a pathway of "high quality" education.

PART V – CURRICULUM AND INSTRUCTION – Question 2a

Saigling's philosophy of reading can be simply stated, "All students can learn to be successful readers." This philosophy is embraced and nurtured by staff members, parents, community members and students. The core of our reading curriculum is based on the Texas Essential Knowledge and Skills objectives required by the state of Texas as minimal standards of proficiency for public school children. At Saigling, you will find a literacy-rich program balanced to give reading and writing equal status, combining the very best theory and learning strategies to match the learning styles of all students. Each classroom is a united community where teachers and students read and write for various purposes throughout the day. Our integrated language arts curriculum connects all aspects of phonics/word study, vocabulary, reading comprehension, grammar, spelling, and writing in meaningful context. Saigling's reading curriculum supports the district's language arts program by including the following components:

- Print-rich environment, where words, charts related to current learning, written directions for classroom procedures, schedules, calendars, and word walls are proudly displayed
- Oral language development, which facilitates meaningful discussions and conversations through interactive teacher-student and peer-peer dialogue
- Organized workstations that provide for individual and group activities
- Guided reading to enable the students to get meaning from the text while using problem-solving strategies
- Shared reading activities for modeling convention of print, teaching new vocabulary, experiencing rich book language, all of which encourage a risk-free environment
- Multiple resources that provide the opportunity to read books, periodicals, labels, letters, and print in all forms, an integral part of a great reading program
- Writers' Workshop, supplying experiences for students in the five-step writing process while developing the six traits of writing
- Daily integration of technological resources to provide support to the reading program

PART V – CURRICULUM AND INSTRUCTION – Question 3

Saigling’s mathematics program employs an experiential approach focusing real-world connections and providing the encouragement and interest vital to develop life-long learners. Based on the Texas Essential Knowledge and Skills (TEKS), the curriculum fosters understanding in all mathematical areas, including numbers, operations, and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry and spatial reasoning; measurement; probability and statistics. Problem solving, logical reasoning, and communication skills are foundations in the program.

The math classroom is an engaging environment designed to capture students in the learning process. Learners discuss and write about mathematics, create products, solve meaningful problems, use technology, ask questions, and find solutions. Classroom arrangement facilitates flexible grouping, encourages multitasking, and provides learner autonomy, enabling the teacher to address a wide range of abilities. Students complete tasks independently, as well as in cooperative groups.

A variety of quality resources extend and enrich the learning experience. Teachers access the district’s on-line curriculum guide, linking them to resources and lessons with the click of a button. Textbooks, manipulatives, and calculators facilitate hands-on learning, while computer programs support the development of conceptual understanding, problem solving, and critical thinking skills.

The math teachers collaborate in a vertical team to ensure a consistent learning environment throughout the building. These teachers establish a continuous strand of strategies and vocabulary that is developed from kindergarten through grade five. The students work through this spiraling curriculum and move through grade level concepts using Cognitively Guided Instruction. As the children progress, they develop into confident problem solvers who are willing to take risks. This student growth is tracked continuously through on-going classroom monitoring, assessment, and district diagnostic evaluations. Administrators and teachers disaggregate test data to identify students who have not yet mastered math objectives and offer appropriate after-school tutoring tailored to those needs. Teachers offer targeted instructional interventions designed to meet the needs of each learner.

PART V – CURRICULUM AND INSTRUCTION – Question 4

Vertical alignment and continuous collaboration within our building are the foundation for student success. In order to improve student learning, teachers use consistent instructional methods and vocabulary to provide continuity between the grade levels. The curriculum is layered to build upon prior knowledge, enabling students to confidently approach new concepts. Teachers and students have a shared vision for high expectations.

This vertical alignment results in consistent classroom environments in which students effectively move from teacher-directed instruction to flexible grouping, multitasking, cooperative groups, and independent applications. Setting procedures is a priority at the beginning of the year to establish a safe, risk-free environment.

In all content areas, instruction begins with a focused objective that is obtained through modeling with emphasis on practical applications. To ensure all students’ potential is challenged, teachers conference weekly with each student, providing immediate feedback, and developing a trusted partnership in learning. Through hands-on exploration and discovery in math, students become confident and independent thinkers. Students improve critical thinking skills through daily problem solving, journal writing, and performance tasks.

Teachers use a wide variety of quality resources to customize learning and motivate students. These include novels, basal texts, non-fiction selections, leveled readers, newspapers, games, and graphic organizers. Instruction becomes multi-dimensional through student use of technological resources such as video streaming, approved Internet access, instructional software, and digital video cameras. To facilitate the effective use of these resources, the school librarian instructs students on research skills, supporting curriculum objectives. Students experience real-world connections through field trips, outdoor learning camp, local authors and artists, fine arts performances, and simulations of historical events. General education teachers, special education teachers and paraprofessionals interact cohesively to reach the common goal of high student performance. Our instructional methods are as varied as our students

and designed to meet the needs of each learner.

PART V – CURRICULUM AND INSTRUCTION – Question 5

Saigling is a community of life-long learners, in which each student and staff member works to reach his or her highest potential. Faculty members share the responsibility of bringing their personal best to each student through their continued education.

All teachers are required to take a minimum of thirty hours of professional development provided by the district, which aligns with student performance, district, state, and campus goals. Saigling consistently exceeds this requirement by participating in additional formal and informal training, which includes emotional development and social skills for students, as well as academics.

Professional development is presented by outside consultants, district curriculum coordinators, teachers, counselors, specialists from other campuses, and the building administrator. The “Train the Trainer” model has proven to be an effective practice by not only bringing effective strategies to our teachers, but also by fostering leadership. The campus Literacy Specialist attends monthly trainings in effective reading and writing instruction, which she shares with the faculty through modeling and informal trainings. Vertical teams in each academic area meet to discuss the effectiveness of our programs and make recommendations to the Site-Based Improvement Committee. This pulse on students’ current performance plays a key role in maintaining effective training.

The success of specialized training in Cognitively Guided Instruction, Math Investigation, AIM (Advanced Instructional Math) and Connected Math are reflected in continual growth and high performance of all students. Teachers’ training in PAR (Plano’s Accelerated Reading Program) has been instrumental in the improvement of reading scores for all student groups. Training has been provided in Six Trait Writing, Story Mapping, Writing Across the Curriculum, and the use of writing centers to develop fluent writers. Teachers attend local, state and national conferences to learn and implement strategies to meet the needs of ESL, Gifted and Talented, Autism, Special Education, and general education students.

PART VII - ASSESSMENT RESULTS

Texas Third-Grade Criterion-Referenced Reading Test

Subject Reading Grade 3 Test Texas Assessment of Knowledge and Skills
Edition/publication year 2004 Publisher Texas Education Agency

	TAKS 2003-2004		TAKS 2002-2003		TAAS 2001- 2002	TAAS 2000- 2001	TAAS 1999- 2000
Testing month	Mar/Apr		Mar/Apr		April	April	April
SCHOOL SCORES							
(TAKS) % Commended Performance	33%	NA	0%	NA	NA	NA	NA
(TAKS) % Met Standard	100%	NA	100%	NA	NA	NA	NA
(TAAS) % Met Minimum Standards	NA		NA		97%	96%	99%
Number of students tested	55	NA	63	NA	66	68	67
Percent of total students tested	90%	NA	86%	NA	93%	91%	84%
Number of students alternatively assessed	5		10		0	7	2
Percent of students alternatively assessed	8%		14%		0%	9%	3%
SUBGROUP SCORES*							
4. White							
(TAKS) % Commended Performance	54%	NA	57%	NA	NA	NA	NA
(TAKS) % Met Standard	95%	NA	98%	NA	NA	NA	NA
(TAAS) % Met Minimum Standards	NA		NA		96%	94%	98%
Number of students tested	37	NA	47	NA	49	53	58
5. Asian							
(TAKS) % Commended Performance	73	NA	83	NA	NA	NA	NA
(TAKS) % Met Standard	100	NA	100	NA	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	NA	NA	100	100	NA
Number of students tested	11	NA	12	NA	11	10	NA
STATE SCORES							
(TAKS) % At or above Commended Performance	35%		26%		N/A	N/A	N/A
(TAKS) % At or Above Met Standard	91%		89%		N/A	N/A	N/A
(TAAS) % Met Minimum Standards	N/A		N/A		87%	86%	87%

***No disaggregated data reported for sub-groups with insufficient numbers.**

Texas Third-Grade Criterion-Referenced Math Test

Subject Math Grade 3 Test Texas Assessment of Knowledge and Skills
 Edition/publication year 2004 Publisher Texas Education Agency

	TAKS 2003- 2004	TAKS 2002- 2003	TAAS 2001- 2002	TAAS 2000- 2001	TAAS 1999- 2000
Testing month	April	April	April	April	April
SCHOOL SCORES					
(TAKS) % Commended Performance	45%	41%	NA	NA	NA
(TAKS) % Met Standard	97%	100%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	92%	88%	93%
Number of students tested	58	68	66	68	69
Percent of total students tested	95%	93%	92%	91%	86%
Number of students alternatively assessed	3	4	0	4	0
Percent of students alternatively assessed	5%	5%	0	5%	0
SUBGROUP SCORES*					
4. White					
(TAKS) % Commended Performance	40%	38%	NA	NA	NA
(TAKS) % Met Standard	95%	100%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	96%	87%	95%
Number of students tested	40	52	49	54	61
5. Asian					
(TAKS) % Commended Performance	55%	58%	NA	NA	NA
(TAKS) % Met Standard	100%	100%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	90%	100%	NA
Number of students tested	11	12	11	10	NA
STATE SCORES					
(TAKS) % At or above Commended Performance	25%	18%	N/A	N/A	N/A
(TAKS) % At or Above Met Standard	90%	90%	N/A	N/A	N/A
(TAAS) % Met Minimum Standards	N/A	N/A	87%	82%	80%

***No disaggregated data reported for sub-groups with insufficient numbers.**

Texas Fourth-Grade Criterion-Referenced Reading Test

Subject Reading Grade 4 Test Texas Assessment of Knowledge and Skills
 Edition/publication year 2004 Publisher Texas Education Agency

	TAKS 2003- 2004	TAKS 2002- 2003	TAAS 2001- 2002	TAAS 2000- 2001	TAAS 1999- 2000
Testing month	April	April	April	April	April
SCHOOL SCORES					
(TAKS) % Commended Performance	43%	36%	NA	NA	NA
(TAKS) % Met Standard	96%	97%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	92%	99%	99%
Number of students tested	68	70	66	81	83
Percent of total students tested	89%	95%	93%	91%	97%
Number of students alternatively assessed	6	2	4	7	3
Percent of students alternatively assessed	8%	3%	6%	8%	3%
SUBGROUP SCORES*					
<i>4. White</i>					
(TAKS) % Commended Performance	40%	34%	N/A	N/A	N/A
(TAKS) % Met Standard	96%	98%	N/A	N/A	N/A
(TAAS) % Met Minimum Standards	N/A	N/A	94%	98%	100%
Number of students tested	53	50	49	66	63
<i>5. Asian</i>					
(TAKS) % Commended Performance	73%	64%	NA	NA	NA
(TAKS) % Met Standard	100%	91%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	100%	100%	100%
Number of students tested	11	11	9	9	12
STATE SCORES					
(TAKS) % At or above Commended Performance	25%	17%	N/A	N/A	N/A
(TAKS) % At or Above Met Standard	85%	85%	N/A	N/A	N/A
(TAAS) % Met Minimum Standards	N/A	N/A	92%	90%	89%

***No disaggregated data reported for sub-groups with insufficient numbers.**

Texas Fourth-Grade Criterion-Referenced Math Test

Subject Math Grade 4 Test Texas Assessment of Knowledge and Skills
 Edition/publication year 2004 Publisher Texas Education Agency

	TAKS 2003- 2004	TAKS 2002- 2003	TAAS 2001- 2002	TAAS 2000- 2001	TAAS 1999- 2000
Testing month	April	April	April	April	April
SCHOOL SCORES					
(TAKS) % Commended Performance	39%	31%	NA	NA	NA
(TAKS) % Met Standard	100%	97%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	97	96	96
Number of students tested	71	70	63	81	85
Percent of total students tested	93%	95%	89%	91%	99%
Number of students alternatively assessed	4	1	5	7	0
Percent of students alternatively assessed	5%	1%	7%	8%	0
SUBGROUP SCORES*					
4. White					
(TAKS) % Commended Performance	34%	30%	NA	NA	NA
(TAKS) % Met Standard	100%	96%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	96%	98%	95%
Number of students tested	56	50	48	66	65
5. Asian					
(TAKS) % Commended Performance	82%	55%	NA	NA	NA
(TAKS) % Met Standard	100%	100%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	100%	100%	100%
Number of students tested	11	11	9	9	12
STATE SCORES					
(TAKS) % At or above Commended Performance	21%	15%	NA	NA	NA
(TAKS) % At or Above Met Standard	86%	87%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	94%	91%	87%

***No disaggregated data reported for sub-groups with insufficient numbers.**

Texas Fifth-Grade Criterion-Referenced Reading Test

Subject Reading Grade 5 Test Texas Assessment of Knowledge and Skills
Edition/publication year 2004 Publisher Texas Education Agency

	TAKS 2003- 2004	TAKS 2002- 2003	TAAS 2001- 2002	TAAS 2000- 2001	TAAS 1999- 2000
Testing month	April	April	April	April	April
SCHOOL SCORES					
(TAKS) % Commended Performance	60%	47%	NA	NA	NA
(TAKS) % Met Standard	98%	97%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	100%	99%	99%
Number of students tested	65	58	83	87	107
Percent of total students tested	96%	85%	90%	95%	91%
Number of students alternatively assessed	3	8	6	4	6
Percent of students alternatively assessed	4%	12%	7%	4%	5%
SUBGROUP SCORES*					
4. White					
(TAKS) % Commended Performance	70%	37%	NA	NA	NA
(TAKS) % Met Standard	98%	95%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	100%	99%	99%
Number of students tested	47	41	70	69	88
5. Asian					
(TAKS) % Commended Performance	50%	91%	NA	NA	NA
(TAKS) % Met Standard	100%	100%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	100%	100%	100%
Number of students tested	10	11	8	12	14
STATE SCORES					
(TAKS) % At or above Commended Performance	25%	17%	NA	NA	NA
(TAKS) % At or Above Met Standard	79%	79%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	92%	90%	87%

***No disaggregated data reported for sub-groups with insufficient numbers.**

Texas Fifth-Grade Criterion-Referenced Math Test

Subject Math Grade 5 Test Texas Assessment of Knowledge and Skills

Edition/publication year 2004 Publisher Texas Education Agency

	TAKS 2003- 2004	TAKS 2002- 2003	TAAS 2001- 2002	TAAS 2000- 2001	TAAS 1999- 2000
Testing month	April	April	April	April	April
SCHOOL SCORES					
(TAKS) % Commended Performance	66%	47%	NA	NA	NA
(TAKS) % Met Standard	100%	100%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	99%	100%	100%
Number of students tested	65	60	83	89	110
Percent of total students tested	96%	88%	90%	97%	93%
Number of students alternatively assessed	2	8	6	1	0
Percent of students alternatively assessed	3%	12%	7%	1%	0%
SUBGROUP SCORES*					
4. White					
(TAKS) % Commended Performance	70%	35%	NA	NA	NA
(TAKS) % Met Standard	100%	100%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	99%	100%	100%
Number of students tested	47	43	70	71	90
5. Asian					
(TAKS) % Commended Performance	80%	91%	NA	NA	NA
(TAKS) % Met Standard	100%	100%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	100%	100%	100%
Number of students tested	10	11	8	12	14
STATE SCORES					
(TAKS) % At or above Commended Performance	26%	17%	NA	NA	NA
(TAKS) % At or Above Met Standard	82%	86%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	96%	94%	92%

***No disaggregated data reported for sub-groups with insufficient numbers.**

In accordance with the requirements of the federal No Child Left Behind Act, Texas calculation of passing percentages in 2002-2003 changed in significant ways from calculations in prior years. First, the test changed from the Texas Assessment of Academic Skills to the much more rigorous Texas Assessment of Knowledge and Skills. Second, some students with disabilities who were previously exempted from the accountability calculations were included in all proficiency calculations. Third, students were required to be enrolled in a school for 120 consecutive days in order to be included in the calculations for that school. These changes may cause the data from the 2002-2003 school year and beyond to appear different from the data from previous years for some schools. In addition to the TAKS in English, state scores include tests in Spanish, Limited English Proficient, and Special Education. Grade 3 scores are cumulative, given over the course of the year to facilitate promotion. By law, if students don't pass the 3rd grade reading test, they are not promoted to the next grade.