

2006-2007 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. Lisa Long
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name W.H.L. Wells Elementary School
(As it should appear in the official records)

School Mailing Address 3427 Mission Ridge Road
(If address is P.O. Box, also include street address)

Plano Texas 75023-8114
City State Zip Code+4 (9 digits total)

County Collin State School Code Number* 043-910-116

Telephone (469)752-3700 Fax (469)752-3701

Website/URL http://k-12.pisd.edu/schools/wells E-mail lisa.long@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.

(Principal's Signature) Date _____

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

District Name Plano Independent School District Tel. (469)752-8100

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.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mr. Duncan Webb
(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.

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

PART I - ELIGIBILITY CERTIFICATION

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

1. The school has some configuration that includes 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. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 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 2001 and has not received the *No Child Left Behind – Blue Ribbon Schools Award* in the past five years.
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

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

1. Number of schools in the district:
- | | |
|-----------|---------------------|
| <u>43</u> | Elementary schools |
| <u>12</u> | Middle schools |
| <u>0</u> | Junior high schools |
| <u>8</u> | High schools |
| <u>4</u> | Other |
| <u>67</u> | TOTAL |
2. District Per Pupil Expenditure: \$9,689
- Average State Per Pupil Expenditure: \$9,269

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. 6 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: (USDE said Texas could use their Oct. Snapshot data since that is what is on our website).

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	N/A	N/A	N/A	7	N/A	N/A	N/A
K	49	34	83	8	N/A	N/A	N/A
1	35	42	77	9	N/A	N/A	N/A
2	47	33	80	10	N/A	N/A	N/A
3	43	41	84	11	N/A	N/A	N/A
4	34	52	86	12	N/A	N/A	N/A
5	32	34	66	Other	N/A	N/A	N/A
6	N/A	N/A	N/A				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							476

6. Racial/ethnic composition of the students in the school: 69 % White
8 % Black or African American
8 % Hispanic or Latino
15 % Asian/Pacific Islander
0 % American Indian/Alaskan Native
100% Total

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year (not this year's data): 19 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	42
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	46
(3)	Total of all transferred students [sum of rows (1) and (2)]	88
(4)	Total number of students in the school as of October 1	453
(5)	Total transferred students in row (3) divided by total students in row (4)	.19
(6)	Amount in row (5) multiplied by 100	19

8. Limited English Proficient students in the school: 8 %
37 Total Number Limited English Proficient

Number of languages represented: 15

Specify languages: Arabic, Armenian, Bengali, Farsi, French, Hindi, Hungarian, Kannada, Korean, Kurdish, Mandarin, Spanish, Tamil, Telugu, and Vietnamese

9. Students eligible for free/reduced-priced meals: 12%

Total number students who qualify: 58

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 federally-supported lunch 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: $\frac{7}{35}$ %
35 Total Number of Students Served

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

<u>7</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>12</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>12</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>24</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	

* Some students are eligible for services based on more than one disability.

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>	_____
Classroom teachers	<u>23</u>	_____
Special resource teachers/specialists	<u>15</u>	_____
Paraprofessionals	<u>10</u>	_____
Support staff	<u>4</u>	_____
Total number	<u>53</u>	_____

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 21:1

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. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	97%	97%	97%	97%	97%
Daily teacher attendance	95%	93%	93%	93%	95%
Teacher turnover rate	8%	8%	5%	8%	10%
Student dropout rate (middle/high)	N/A	N/A	N/A	N/A	N/A
Student drop-off rate (high school)	N/A	N/A	N/A	N/A	N/A

PART III - SUMMARY

“Wells Elementary provides challenging opportunities in a nurturing community allowing children to reach their potential.”

Wells Elementary School is an extraordinary place. As educators, we see our students as more than elementary school students. We see lifelong learners who will participate as valuable members of the community. Students, staff, and the community collaborate to ensure success for each and every Wells Tiger. We view each day as an opportunity to make a positive difference in the lives of children.

At Wells Elementary we work collaboratively with students, parents, and staff to ensure a positive learning environment. Staff members greet the students as they enter the building and set a positive tone for the day ahead. We utilize the School-Wide Positive Behavior Support (SWPBS) model to create a school climate focused on success for all students. We have common expectations for students and staff. “Wells Tigers are: Respectful, Responsible, Lifelong Learners.” We work as a team to teach and guide our students with a constant focus on these expectations.

The cultural diversity of the Wells community enriches the lives of our students and staff. We embrace and celebrate the diversity on our campus. Parents and staff organize a Family Multi-Cultural event each year where students and families have opportunities to share their culture with the entire Wells community. The event begins with a Parade of Nations, in which students carry the flags of their home countries, and culminates with students performing ethnic dances and songs for the audience.

We welcome new students to our school on a regular basis. All new students participate in an orientation designed to help them feel comfortable in their new learning environment. During the orientation they meet the principal, counselor, nurse, office staff, librarian, and many other staff members they will work with at Wells. Students are given an explanation of our school expectations and spend time discussing any questions they have about their new school. At the conclusion of each orientation session, students are given a “Tiger Pride” t-shirt. We receive positive feedback from parents and have found that our new student orientation is very beneficial as students become active participants in our school community.

The Wells community is committed to providing an outstanding instructional program for our students. We evaluate student performance regularly and target instruction to meet individual needs. Our curriculum is based on the most current, research-based instructional strategies and is designed to maximize student learning. Grade level teams meet regularly to plan targeted instruction and develop plans for differentiation.

Students are actively engaged in exciting learning opportunities each day. Music, art, physical education, guidance classes, special education, English as a Second Language (ESL), the gifted and talented program, and the library media center enhance our strong educational programs. Teachers also provide a variety of after school activities such as small group tutoring, a writing academy for all 4th grade students, music club, art club, library club, and photography club. Community service is also an integral part of our school program. Students eagerly organize and execute community service projects, such as donating materials and funds to animal shelters, children’s hospitals, and many other organizations within our community.

The entire school staff devotes great time and energy to promoting student success and achievement. Students, staff, and the community partner to accomplish our goals and make Wells Elementary a great place for kids. We are proud of our tremendous accomplishments, which are a direct result of collaboration and focus on student needs. We provide an exceptional learning environment customized to meet the unique needs of each and every Wells Tiger.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

In accordance with state statutes, all elementary public schools in Texas are evaluated by the Texas Education Agency (TEA) according to the academic performance of students in grades 3-5. Each spring, students in grades three through five 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 TAKS Alternative (TAKS-ALT) for students with significant disabilities. 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, Wells Elementary has received the highest ratings for student academic performance. Over 90% of tested students (and all eligible subgroups) have met the state's performance standards in reading, mathematics, writing, and science, earning Wells Elementary the highest state rating of an "Exemplary" campus. Furthermore, Wells Elementary has received special recognition from the state agency for its superior levels of academic performance in all four subject areas of testing. In Texas, 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, Wells has had more students achieving "Commended" status than the state or region. This level of performance indicates that students at Wells 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 set by each child's Admission, Review and Dismissal (ARD) committee.

Although Wells Elementary does not have significant subgroups in socioeconomic or ethnic terms, the campus experiences spurts of growth in these populations. When these populations have grown large enough to report, the percent passing is always at or very near to 100% meeting the standard on state exams.

Third and fifth grade students take the Measures of Academic Progress (MAP) 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 Cognitive Abilities Test (CogAT) 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 Reading Proficiency Tests in English (RPTE) 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, Wells Elementary 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 (NCLB). The attendance rates of all groups is greater than 95% and the exam participation rate 99% and exam performance rates 96% for all groups are well above the AYP standards since the initiation of NCLB.

State Assessment Information: <http://www.tea.state.tx.us/student.assessment/index.html> (assessment) and <http://www.tea.state.tx.us/accountability.html> (accountability).

2. Using Assessment Results:

Wells Elementary is a data-driven campus. 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, 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 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 Kindergarten Accelerated Reading (KAR), Plano Accelerated Reading (PAR), and Accelerated Instruction in Math (AIM), instructional programs designed to remediate and further close the achievement gap for all students. This information is also used in Campus Assessment Team (CAT) meetings to develop accommodation plans for students or determine the need for referrals to English as a Second Language (ESL), special education, dyslexia instruction, language development, the gifted and talented program 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 weekly, 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, Wells Elementary has consistently increased its state test scores and earned an "Exemplary" rating.

3. Communicating Assessment Results:

One of our goals at Wells Elementary is to involve all stakeholders through effective communication. Early in the year, each grade level holds a Parent Information Night designed to provide parents with critical information regarding curriculum, assessments, and strategies to support the learning process at home. Parent conferences occur after the first nine weeks and throughout the year as needed to keep parents informed and to celebrate student successes and review individual goals.

The staff at Wells Elementary provides feedback to students regarding academic performance on a regular basis. Portfolio reporting is used in kindergarten, first, and second grades. Students in third, fourth, and fifth grade receive report cards at the end of each nine-week grading period. Teachers review progress with students to celebrate accomplishments and set goals for improvement.

We communicate using weekly school and grade-level newsletters, our school website, and e-News (campus and district information) to communicate events and information to parents and the community. The School Based Improvement Committee (SBIC), made up of community representatives, parents,

teachers and paraprofessionals, meets three times each year to analyze assessment data, review instructional plans, and set campus goals. The principal reviews the Texas Education Agency school report card at our annual public SBIC meeting and during Parent and Teacher Association (PTA) parent education sessions. All parents receive copies, and an explanation, of the campus report card in their child's weekly communication folder. The school counselor conducts meetings during the school year to review, discuss, and interpret testing results with parents. Campus accountability results are published in local newspapers and posted on the district website.

4. Sharing Success:

The Plano Independent School District (PISD) provides opportunities for schools throughout the district to share their best practices and successes. We continually explore new ideas to ensure success for each and every student. We are currently implementing School-Wide Positive Behavior Support (SWPBS) at Wells Elementary and have shared our implementation plan and successes with other schools. We welcome visitors from other schools and enjoy the opportunity to showcase our instructional program. Universities request that their student teachers be assigned to master teachers at Wells.

Each year the Plano ISD Education Foundation awards grant to teachers in the district. Teachers submit innovative grant proposals and are awarded grants based on specific criteria designed to identify grants that will significantly impact student achievement. Teachers at Wells have received over \$5,900 in grant money from the Plano ISD Education Foundation during the past three years. The following is a list of grants we have received: "Writers Briefcase on the Go!", "Family Math Kits", and "SMARTS". "Writers Briefcase on the Go!" gives students the opportunity to practice writing skills and creativity at home by creating and publishing books. "Family Math Kits" provide families with real-world mathematics problems and math tools to solve math problems together as a family. "SMARTS" (See My Abilities Rise w/ Reasoning and Thinking Skills) focuses on critical thinking skills. We purchased a large collection of higher level critical thinking games which are designed to capture student interest while teaching the methods used to master comprehension, logic, and intellectual perseverance. Teachers frequently share these projects with other teachers throughout the district.

Wells Elementary is also a part of the Western States Benchmarks Consortium, which is a select group of districts located around the country that are committed to identifying and sharing best practices and to closing the achievement gap for all students. We are a strong learning community focused on sharing our resources with other schools while continuing to learn and grow as educators.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

The core curriculum taught at Wells Elementary is based on the Texas Essential Knowledge and Skills (TEKS) and aligned to the Texas Assessment of Knowledge and Skills (TAKS). Teachers utilize various tools and best practices to monitor student progress and ensure success for all students. These include observations, student-teacher conferences, tutoring, interviews, discussions, projects, simulations, performance tasks, rubrics, various questioning strategies, and formal and informal assessments. The curriculum is housed in an electronic curriculum planner, which allows teachers and administrators immediate access. Teachers collaborate with colleagues in all grade levels and across all subjects to ensure continuity in all areas of the curriculum.

Reading, writing, listening, and speaking are the core components of the language arts curriculum taught at Wells Elementary. Our language arts program provides a balanced approach to literacy instruction that combines the best theory and learning strategies to match the learning styles of individual students. This curriculum promotes reading growth by integrating phonics, spelling, and language skills to connected texts in reading and writing. The scope and sequence of the curriculum and TEKS provides for instruction that meets the diverse needs of our students. The curriculum is designed to promote acceleration in the language arts processes with the goal of all students reading and writing at their potential.

Our math curriculum is aligned with the standards developed by the National Council of Teachers of Mathematics (NCTM). The curriculum is based on the TEKS and is designed to build basic understandings in numbers, operations, and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry and spatial reasoning; measurement; and probability and statistics. The curriculum provides opportunities for students to value mathematics, to become confident in their ability to do mathematics, and stresses the importance of experiences that relate mathematics to the real world. Students use mathematical processes along with technology and other mathematical tools to develop conceptual understanding and solve problems.

Social studies, science, and health are integrated into a curriculum that is active, challenging, and student-centered. The curriculum was developed by master teachers and connects the knowledge, skills, strategies, and vocabulary from the disciplines of social studies, science, and health with applications of reading, language arts, and mathematical skills. It offers students numerous opportunities to read, write, solve problems, and to access, synthesize, and use information. The Integrated Curriculum incorporates technology as an integral part of learning. Classroom technology tools include networked student and teacher computers, CD-ROMs, laserdisc players, VCRs, large screen monitors, digital cameras, and wireless laptop computers. This model provides rich content, is naturally interconnected in real life, and is based on the TEKS.

All students participate in physical education, art, and music. The physical education department emphasizes fitness for life through exercise and activities. Our visual arts program includes a curriculum based on Discipline Based Art Education (DBAE); art production, aesthetics, art history, and art criticism. Students are engaged in activities where they see art of the highest quality, learn about the elements and principles of design, and create works of their own based on concepts taught. The goal of our music program is musical literacy based on the teaching of Zoltan Kodaly. Students are engaged in activities where they hear music of the highest quality, sing a variety of folk music, play singing games, and read music independently. Throughout the year students showcase their talents in performances for students, staff, and the community.

2. Reading:

The reading program is designed to provide a balanced approach to literacy instruction requiring a curriculum framework that gives reading and writing equal status and combines the best theory and learning strategies to match the learning styles of individual children. This framework recognizes the importance of the cognitive and affective dimensions of literacy and acknowledges the meaning-making involved in the reading and writing program. The basis for our balanced literacy program comes from the National Reading Panel Report's research-based best practices.

In partnership, classroom teachers, ESL teachers, special education teachers, gifted specialists, and a literacy specialist differentiate curriculum to provide optimal learning in whole group, small group, and individualized instruction. Some ESL and special education students are served in other supplemental programs, in addition to the regular classroom. Phonemic awareness and letter knowledge are taught in a sequential way to facilitate reading and writing development. We provide a literacy-rich environment where texts are read aloud daily as a model for fluent reading expression and for developing structural awareness of fiction and non-fiction while facilitating growth in vocabulary. Instruction is designed to produce readers who approach the reading task expecting meaning, and who use phonological, syntactical, and semantic clues in decoding.

Teachers utilize reflective teaching practices to continually assess student progress through observing, evaluating, and planning instruction. Teachers provide a classroom environment that facilitates actively engaged learners. Teachers deliver guided reading instruction at the child's instructional reading level, allowing students to move from level to level in such a way that they are successful and challenged to grow. Our integrated language arts program connects all aspects of phonics, word study, vocabulary, reading comprehension, grammar, spelling, and writing in meaningful context. Teachers create a climate that promotes a love of reading and writing that will nurture lifelong learning.

3. Math:

The math program at Wells Elementary is built around a problem-centered approach dedicated to providing a quality education for all students. The math program promotes the learning of important and meaningful mathematics through a coherent and comprehensive curriculum. Students have opportunities to engage in problem solving activities connected to experiences that relate mathematics to the real world. The district developed online curriculum guide provides a spiraling scope and sequence of instruction which utilizes multiple resources.

Conceptual models and manipulatives are used to teach abstract thinking and computational fluency. Through the use of Cognitively Guided Instruction (CGI), children utilize multiple solution strategies to solve problems and extend their thinking. As a prelude to the accelerated middle school math program, all of our fifth grade students receive instruction using the Connected Math Project (CMP).

Technology is an integral part of the mathematics program. Students are taught appropriate use of calculators to promote conceptual development. Computer programs are used to facilitate the development of conceptual understanding, problem-solving, and critical thinking skills. These programs are used to support instruction in the classroom and to extend and enrich learning experiences.

Teachers use a variety of assessment strategies to measure students' development of mathematics skills, conceptual understanding, and problem solving abilities. These strategies include observation, interviews, performance tasks, performance assessments, projects, rubrics, and written formal quizzes and exams. Assessment results guide teachers in developing instructional interventions and extensions designed to meet the needs of each learner.

4. Instructional Methods:

We use a variety of instructional methods and quality resources to customize learning and motivate students. Teachers use flexible grouping within each classroom to adjust instruction based on individual student needs. Classroom instruction is designed around large group, small group, and individual instruction. Lessons include multi-tasking activities which provide students with opportunities to work in small groups with the teacher, collaboratively with peers, and independently. Teachers utilize strategies that promote critical thinking and encourage students to ask questions as they assimilate new knowledge. Research, guided by the Big Six, an information problem-solving method, requires students to brainstorm, think critically, use a variety of resources for gathering information, and produce quality products that demonstrate mastery of learning objectives. Individual and small group tutoring sessions are scheduled weekly to re-teach, reinforce, and extend the curriculum to improve student achievement.

Some curriculum objectives are best taught through experiential learning. In role play students assume the roles of others and explore solutions to problems. Classroom and computer simulations enable students to apply what they have learned to solve problems or to experiment with alternative solutions. Students develop an understanding of many science concepts through experiments conducted in the classroom.

Our curriculum provides many resources allowing teachers to differentiate instruction based on individual needs. Teachers conduct small-group and individual conferences with students on a regular basis to provide immediate and meaningful feedback related to student learning. Students experience real-world connections through field trips, outdoor learning camp, local authors, artisans, and artists, fine arts performances, and simulations of historical events. General education teachers, special education teachers, and support staff collaborate to meet the needs of each learner.

5. Professional Development:

We are a community of learners devoted to gaining in-depth understanding of the most effective ways to reach each child. Each year we develop our professional development plan based on district goals, campus goals, and identified student needs. Teachers receive building-level and district-level training designed to strengthen their knowledge of theory, brain-research, best practices in research-based instruction, and strategies for practical application of materials provided by the district and state. Professional development is presented by outside consultants, district curriculum coordinators, counselors, district and campus specialists, teachers, and campus administrators. Each teacher receives training on the implementation of the Texas Essential Knowledge and Skills. All teachers attend a minimum of thirty professional development hours each year. Wells consistently exceeds this requirement by participating in additional formal and informal training.

Each grade level team has a common planning time to discuss student needs, develop teaching strategies, and brainstorm solutions to problems based on assessment data. Our literacy specialist delivers on-going training in effective reading strategies. A summer writing institute is available for teachers to learn more about the writing process. Teachers are also given opportunities to attend professional conferences. Plano ISD offers to pay for a master's degree for teachers. Upon completion of two years of service in the school district, teachers may elect to apply for the Plano ISD Master's Program. The support staff attends specialized training in their areas of expertise to stay abreast of techniques and practices that foster student success. Professional development opportunities are selected based on current campus goals and target areas. The "Train the Trainer" model has proven to be an effective practice by not only bringing effective strategies to our teachers, but also fostering leadership within our school. The Wells staff applies the knowledge gained from professional development opportunities to ensure that all students reach their potential.

PART VII – ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 3

Test: Texas Assessment of Knowledge and Skills (TAKS)

Edition/Publication Year: 2002 – 2005

Publisher: Texas Education Agency

	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	February	February	April	April
SCHOOL SCORES*				
% Met Standard and Commended	100	100	100	100
% Commended	70	63	61	57
Number of students tested	79	63	71	72
Percent of total students tested	94	93	96	100
Number of students alternatively assessed	4	5	1	0
Percent of students alternatively assessed	5	7	1	0
SUBGROUP SCORES				
1. White				
% Met Standard and Commended	100	100	100	100
% Commended	66	64	60	65
Number of students tested	58	45	50	55
2. Asian				
% Met Standard and Commended	100	100	100	*
% Commended	85	70	73	*
Number of students tested	13	10	15	<10

*Number too small to report within confidentiality requirements.

STATE CRITERION-REFERENCED TESTS

Subject: Math Grade: 3

Test: Texas Assessment of Knowledge and Skills (TAKS)

Edition/Publication Year: 2002 – 2005

Publisher: Texas Education Agency

	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	April	April	April	April
SCHOOL SCORES*				
% Met Standard and Commended	99	100	100	100
% Commended	60	69	64	54
Number of students tested	80	62	74	72
Percent of total students tested	100	94	99	100
Number of students alternatively assessed	0	4	0	0
Percent of students alternatively assessed	0	6	0	0
SUBGROUP SCORES				
1. White				
% Met Standard and Commended	98	100	100	100
% Commended	59	69	69	57
Number of students tested	59	45	51	56
2. Asian				
% Met Standard and Commended	100	100	100	*
% Commended	86	80	67	*
Number of students tested	14	10	15	<10

*Number too small to report within confidentiality requirements.

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 4

Test: Texas Assessment of Knowledge and Skills (TAKS)

Edition/Publication Year: 2002 – 2005

Publisher: Texas Education Agency

	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	April	April	April	April
SCHOOL SCORES*				
% Met Standard and Commended	96	99	92	95
% Commended	32	47	36	35
Number of students tested	56	79	74	91
Percent of total students tested	97	95	95	99
Number of students alternatively assessed	2	4	3	0
Percent of students alternatively assessed	3	5	4	0
SUBGROUP SCORES				
1. White				
% Met Standard and Commended	95	98	92	97
% Commended	34	45	41	43
Number of students tested	38	53	59	67
2. Asian				
% Met Standard and Commended	*	100	*	*
% Commended	*	80	*	*
Number of students tested	<10	15	<10	<10

*Number too small to report within confidentiality requirements.

STATE CRITERION-REFERENCED TESTS

Subject: Math Grade: 4

Test: Texas Assessment of Knowledge and Skills (TAKS)

Edition/Publication Year: 2002 – 2005

Publisher: Texas Education Agency

	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	April	April	April	April
SCHOOL SCORES*				
% Met Standard and Commended	95	89	97	96
% Commended	55	44	32	24
Number of students tested	57	80	72	90
Percent of total students tested	97	95	92	99
Number of students alternatively assessed	2	4	6	1
Percent of students alternatively assessed	3	5	8	1
SUBGROUP SCORES				
1. White				
% Met Standard and Commended	95	89	98	95
% Commended	55	39	34	29
Number of students tested	38	54	58	65
2. Asian				
% Met Standard and Commended	*	100	*	*
% Commended	*	73	*	*
Number of students tested	<10	15	<10	<10

*Number too small to report within confidentiality requirements.

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 5

Test: Texas Assessment of Knowledge and Skills (TAKS)

Edition/Publication Year: 2002 – 2005

Publisher: Texas Education Agency

	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	February	February	March	March
SCHOOL SCORES*				
% Met Standard and Commended	99	97	98	93
% Commended	49	53	54	35
Number of students tested	75	72	84	100
Percent of total students tested	94	87	90	93
Number of students alternatively assessed	3	9	9	7
Percent of students alternatively assessed	4	11	10	5
SUBGROUP SCORES				
1. White				
% Met Standard and Commended	98	96	97	95
% Commended	43	53	65	32
Number of students tested	51	57	62	75
2. Asian				
% Met Standard and Commended	100	*	*	95
% Commended	77	*	*	50
Number of students tested	13	<10	<10	20

*Number too small to report within confidentiality requirements.

STATE CRITERION-REFERENCED TESTS

Subject: Math Grade: 5

Test: Texas Assessment of Knowledge and Skills (TAKS)

Edition/Publication Year: 2002 – 2005

Publisher: Texas Education Agency

	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	April	April	April	April
SCHOOL SCORES*				
% Met Standard and Commended	100	100	96	100
% Commended	77	53	64	45
Number of students tested	77	73	85	104
Percent of total students tested	97	90	91	95
Number of students alternatively assessed	2	8	8	5
Percent of students alternatively assessed	2	10	9	5
SUBGROUP SCORES				
1. White				
% Met Standard and Commended	100	100	98	100
% Commended	74	53	67	37
Number of students tested	54	57	61	78
2. Asian				
% Met Standard and Commended	100	*	*	100
% Commended	100	*	*	76
Number of students tested	13	<10	<10	21
3. Economically Disadvantaged				
% Met Standard and Commended	*	100	*	*
% Commended	*	36	*	*
Number of students tested	<10	11	<10	<10

*Number too small to report within confidentiality requirements.