

2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet

Type of School
(Check all that apply)

Elementary Middle High K-12
 Charter Title I Magnet Choice

Name of Principal Mr. Kevin J. Beringer

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

Official School Name Harvard Elementary School

(As it should appear in the official records)

School Mailing Address 810 Harvard Street

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

Houston

Texas

77007-1607

City

State

Zip Code+4(9 digits total)

County Harris

State School Code Number* 101-912-169

Telephone (713) 867-5210

Fax (713) 867-5215

Web site/URL www.harvardschool.org

E-mail kberinge@houstonisd.org

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

Principal's Signature

Name of Superintendent Dr. Abelardo Saavedra

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

District Name Houston Independent School District

Tel. (713) 556-6300

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Harvin C. Moore

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

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

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

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

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

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 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 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have 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 2002 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 OCR access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
6. 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.
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. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

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

1. Number of schools in the district: 198 Elementary schools
 47 Middle schools
 0 Junior High Schools
 39 High schools
 11 Other
 295 TOTAL
2. District Per Pupil Expenditure: 7111
 Average State Per Pupil Expenditure: 9269

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 are
 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.
0 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
Pre K	31	37	68	7			0
K	48	57	105	8			0
1	51	57	108	9			0
2	37	52	89	10			0
3	45	29	74	11			0
4	47	40	87	12			0
5	48	30	78	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							609

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 1 | % American Indian or Alaska Native |
| 3 | % Asian or Pacific Islander |
| 4 | % Black or African American |
| 68 | % Hispanic or Latino |
| 24 | % White |

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 12 %

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

(1)	Number of students who transferred to the school after October 1 until the end of the year	22
(2)	Number of students who transferred from the school after October 1 until the end of the year	47
(3)	Total of all transferred students [sum of rows (1) and (2)]	69
(4)	Total number of students in the school as of October 1	593
(5)	Total transferred students in row (3) divided by total students in row (4)	0.12
(6)	Amount in row (5) multiplied by 100	12

8. Limited English Proficient students in the school: 17 %
- | | |
|-----|---|
| 130 | Total Number Limited English Proficient |
|-----|---|

Number of languages represented: 8

Specify languages: Indonesian, Vietnamese, Gujarati, Malayalam, Thai, Chinese, Spanish, Swedish

9. Students eligible for free/reduced-priced meals: 64 %

Total number students who qualify: 389

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: $\frac{5}{30}$ %
 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.

_____ Autism	_____ Orthopedic Impairment
_____ Deafness	5 Other Health Impairment
_____ Deaf-Blindness	9 Specific Learning Disability
_____ Emotional Disturbance	20 Speech or Language Impairment
2 Hearing Impairment	_____ Traumatic Brain Injury
2 Mental Retardation	1 Visual Impairment Including Blindness
_____ 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)	1	_____
Classroom teachers	28	_____
Special resource teachers/specialists	10	_____
Paraprofessionals	4	_____
Support Staff	9	_____
Total number	52	0

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 $\frac{22}{1}$: 1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. 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 in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	97 %	97 %	97 %	97 %	97 %
Daily teacher attendance	94 %	97 %	92 %	96 %	95 %
Teacher turnover rate	8 %	6 %	13 %	3 %	21 %
Student drop out rate (middle/high)	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school)	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

PART III - SUMMARY

Harvard Elementary School, established in 1898, is located in the historic Houston Heights. This neighborhood originally served the wealthier of the city's inhabitants. As fortunes changed and the city grew, the wealthier residents moved to the newer outskirts of the city. Sixty years later, the neighborhood had changed drastically from its auspicious beginnings. The neighborhood became known as a high-crime, low-income part of town. Large, magnificent homes were converted into multi-family dwellings. Older homes were torn down and high-density apartment dwellings popped up. Through it all, Harvard Elementary maintained high standards for students, eliciting great results from the hardest-pressed population. Despite the recent regentrification of the neighborhood, public schools are countering a strong middle-class tendency to send children to private schools. As the neighborhood changes, Harvard Elementary is attracting the attention of parents new to the neighborhood, many of whom volunteer tirelessly to help the school grow.

Think You Can...Work Hard...Get Smart! The school's motto communicates to the learning community the idea that if children believe in themselves and their abilities, they can be successful in academics and take responsibility for their place in the community. The tools given to the students enable them to become active life-long learners, impacting their results and their future. Harvard Elementary's mission is to partner with our community and empower every student with the knowledge, skills and values necessary to meet the challenges of the 21st century. The school's goals are structured to make sure all students learn and grow. A strong school does not rest on the laurels of a few top students. The staff and community members strive to meet the needs of specific groups of challenged learners, holding everyone involved accountable for successes and failures.

As part of the school's efforts to continue improving, staff and community members developed a magnet program to provide students with enrichment in math, science, and technology. Full-time curriculum specialists lead experiments and explorations, and work to foster the creativity of students in fully-equipped labs. Activities are hands-on lessons based on the state and local curriculum standards with an overlay of differentiation and acceleration. Harvard Elementary uses the gifted and talented instructional model of demanding academic rigor and advanced products for all PK-5 students.

Faculty members are fully engaged in professional learning communities to raise standards and enhance results. They meet weekly to discuss curriculum, share resources and strategies, and to develop meaningful assessment. Horizontal team planning is done grade-wide to make sure all sub-populations are learning, and to determine how we will address the needs of those who struggle, as well as how we will serve those needing enrichment. This methodology has led the campus to consistently high state ratings.

In addition to providing opportunities for students to excel in academics, Harvard Elementary pulls in additional resources from parents and the community. Career Day speakers, College Bound Culture, and Geology Day activities help the students to see the applicability of what they learn, and the value of pursuing higher education. Field experiences and camping trips give students the chance to sharpen their skills of observation and to learn in a field setting. Two local gardening associations provide expertise and plant materials to further the students' grasp of life science concepts. The neighborhood association awards mini-grants to support bright ideas for global concept units, while civic associations recognize students and help them see the worth of attending school regularly. Harvard Elementary engages the services of retired community members to perform reading interventions and tutoring. A parent organization develops and offers parenting workshops to the community. Dozens of local scientists and scientific club members lead students in activities on the annual Family Science Night.

Faced with a diverse student population, Harvard Elementary has utilized the skills of its staff and community members to create a rich learning environment with the flexibility to recognize great ideas and run with them. It seeks the strengths and weaknesses of its learning community, and takes action to make sure all students have the opportunities to be

successful in school and life.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The Texas Assessment of Knowledge and Skills (TAKS), a criterion referenced test, was implemented in the spring of 2003 to assess the state mandated curriculum, the Texas Essential Knowledge and Skills (TEKS), in the core academic areas of reading, math, writing and science. At the elementary level, reading and math subtests are administered at grades 3, 4, and 5. Students in grade 4 are also administered a writing subtest and grade 5 students take a science subtest. The Texas Education Agency (TEA) has tied promotion standards to the reading test for grades 3 and 5 and to the math test for grade 5. Students must meet the minimum passing standard in these areas before they can be promoted to the next grade. These standards have been raised since the inception of the test. For the spring 2007 administration, passing standards were at their highest level. In 2007 in reading and math, an average of 68 percent correct was needed to meet the passing standard. In writing, a two part test, 63 percent correct was needed on the multiple choice portion of the test to meet the passing standard, in addition to a holistic writing score of '2' based on a writing sample rubric, with the highest score being a 4. The passing standard for the grade 5 science test was 75 percent correct. Students who scored 93 percent or above on each subtest that was administered can receive a designation of 'commended performance' for the individual test. This percentage equates to missing no more than two questions per subtest. Alternative testing is available until spring 2008 for special education students who are working below grade level in the areas that are tested. The need for a State Developed Alternative Assessment (SDAA) is documented in the students' Individualized Education Plan (IEP). The percentage of students that are alternatively assessed has steadily declined over the past four years. Exemptions from testing are few and must conform to Federal and State requirements. Information about the Texas testing and accountability program is available at www.tea.state.tx.us.

Harvard Elementary School students consistently score above the district and state passing standards for schools with similar demographics. We are currently in the top 10 percent of elementary schools in the state. The achievement gap between subgroups that are reported as part of the Texas Academic Excellence Indicator System (AEIS) is minimal and continues to close. The economically disadvantaged students perform at nearly the same level as their counterparts in all of the tests that are administered.

The highest performance levels in reading are at grades 3 and 5. These grades also have the greatest increase of students at the commended performance level. While students at grade 4 are at or above the state and district performance standards, 2007 is the first year that additional questions were added to the test, requiring more stamina from the students to compare and contrast two similar authentic literature selections. Student performance in math is consistently high, and the percentage of those achieving a commended level has risen from 30 percent to 50 percent over the past four years. As a magnet school for math, science and technology, our students have numerous resources, including full-time math and science specialists who work with all students and assist the teachers with implementing the curriculum.

2. Using Assessment Results

Harvard Elementary School uses testing data to improve instruction. Through professional learning communities (teams of teachers working and planning cooperatively), grade levels review individual student assessments from the previous year to assist them in developing interventions for each student in need. Periodic common assessments in reading, math, social studies, and science allow teachers to get a snapshot of student achievement and to monitor achievement based on specific learning objects currently being taught. Teachers adjust instruction on an on-going basis, which works well as students grow and develop as learners.

The school district provides benchmark assessments and disaggregated data to inform teachers of specific learning gaps that are occurring in their students' achievement. To address gaps and weaknesses, teachers form small learning groups for re-teaching and tutoring. First graders, for example, participate in Project READ, a one-on-one intervention program to teach reading decoding skills. A cadre of trained volunteers is led by a retired assistant principal. They follow a well-thought-out progression of phonics skills with students to find and remedy their reading

weaknesses. Although the state of Texas mandates through promotion standards that all students read on grade level by third grade, Harvard Elementary targets students at first grade, so students will be successful early and often. Tutoring groups are developed for after-school assistance with teachers in small groups. These groupings allow teachers to target specific skills and teach to the learning avenue preferred by these non-average learners. Once skills are mastered, groups continue to change to meet specific needs.

Students who meet academic goals are given multiple opportunities to excel in their preferred academic pursuit. Harvard Elementary provides academic competition teams in mathematics such as Number Sense and Rainbow Math. Students participate in the campus science fair, and may proceed to area or district-level competition. Harvard Elementary staff members participate in IMPACT II, a national educational organization that allows them bring to award-winning projects and ideas to their students. Students hone their literature, art and technology skills to participate in on-going competitions and expositions.

3. Communicating Assessment Results

Harvard Elementary communicates student performance to parents and community members on a regular basis. We provide these stakeholders with accurate information on all aspects of the school in both English and Spanish. Each fall, an Open House is held and classroom teachers discuss the curriculum and expectations for learning with parents. By the end of the first nine weeks, all parents attend a parent/student/teacher conference to discuss individual student performance. Teachers work with parents to help their children develop good study habits through learning activities at home. By having the student present, the teacher is able to personalize the conference and assist the family in setting learning goals for the year, while teaching the students to take responsibility for their own learning. During these conferences, teachers review previous norm-referenced tests and results from the criterion-referenced state test (TAKS). During the school year, teachers communicate progress on the Texas Primary Reading Inventory (TPRI) and on math, reading, writing and science benchmark assessments. Staff from the gifted and talented program are available to discuss assessments and profiles that are used for student placement. In the fall of each year, parents receive a copy of the School Report Card that is published by the Texas Education Agency (TEA). It outlines Academic Excellence Indicator System (AEIS) data in the areas of student achievement, attendance rates, staffing and budgeting in comparison to state data.

At the school level, teachers meet weekly in Professional Learning Communities by grade level with the principal and other key instructional personnel. They discuss common assessments, analyze data, and develop strategies for tutorials. They also develop enrichment activities for those students who need more depth and complexity. Regular and Special Education teachers develop interventions, and review accommodations and referrals for students through the Instructional Assessment Team (IAT).

The school district has extensive parent resource information on its Web site, www.houstonisd.org, to assist parents in understanding the district's assessment program. As a result of these initiatives, Harvard Elementary School has maintained its state accountability rating of 'Recognized' with Gold Performance acknowledgements for commended performance in reading/language arts, math and science.

4. Sharing Success:

At the beginning of each school year, Harvard Elementary School meets with other elementary schools in its vertical team to share best practices during a day-long conference. Teacher-led sessions provide master teachers with an opportunity to share their innovative ideas with colleagues. Harvard Elementary teachers are well represented as workshop leaders in all curriculum areas. As a result of these conferences, teachers have developed an informal network for communication and support. At the Harvard campus, visiting teachers and university students tour and often spend the day observing effective teaching models and research-based programs in various classrooms.

Lead teachers in the core academic subjects of reading/language arts, math, science and social studies meet throughout the year with district and regional support staff to develop curriculum. Harvard Elementary teachers have an opportunity to share their successful teaching methods and gain valuable information from others at these meetings to share back at their home campus. IMPACT II grants and programs allow teachers to share their students' creativity

through technology and the fine arts while collaborating with teachers from other schools. The local civic association provides teacher grants that can be replicated by other schools. Harvard Elementary has won grants for classroom projects about helping protect the environment, developing healthy food choices, increasing the understanding of mathematical concepts, and providing cultural awareness. Winning grants are published by the civic association for other teachers to replicate.

The school publishes a monthly newsletter, The Eagle Eye, and utilizes its Web site, www.harvardschool.org, to provide parents and community members the most up-to-date information. The principal sends regular voice and email messages to remind and inform parents about upcoming school programs, test dates and parent meetings. Our information is provided in English and Spanish.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Harvard Elementary teaches reading and language arts skills through a variety of methods designed to meet the requirements of students with different learning styles and interests. Through constant monitoring of ability and successes, teachers develop reading intervention that is timely and prescriptive. Teachers make use of leveled texts to provide students with both guided and independent reading activities at an appropriately challenging level. Students are taught grammar and given opportunities to develop presentations to deliver to their peers to enhance their oral communication skills. The use of project-based learning allows teachers to integrate reading and language components into every unit of study in a meaningful manner. Students begin writing in kindergarten, and writing samples are posted frequently in public areas for everyone to read. They learn to write in a variety of voices, for a range of purposes.

Harvard Elementary's math curriculum is similarly enriched. Although the state and local curricula form the basis of all math instruction, teachers go beyond to provide a wealth of activities to provide a concrete knowledge of math concepts. Through hands-on activities, students learn to think in three dimensions, to develop problem-solving strategies, and to incorporate divergent thinking in their approach to mathematics. Students use colorful and engaging manipulatives to learn how to think about mathematics. Harvard Elementary provides interactive electronics to widen students' learning avenues to mathematics. Smart Boards, Internet access, software, and an electronic 'quiz show' help make mathematics exciting. Students maintain notebooks to document problem-solving strategies and to document their progress. Family Math Nights allow parents to practice math skills with their children in fun, engaging ways. In the math lab, the Math Specialist extends and enriches the basic curriculum, teaching concepts such as statistics and probability. Students make models and learn multiple methods for approaching math problems.

Science studies follow our hands-on, interactive approach to academic studies. Besides in-depth science instruction provided by homeroom teachers, students also participate in projects and experiments in the two campus science labs. Our Science Specialist leads students in explorations of physics, chemistry, life science, geology, environmental and space science, incorporating activities in our two small ponds, an outdoor classroom, raised gardening beds and in our miniature wildlife gardens. Harvard Elementary provides a Family Science Night for students and parents to learn exciting new things from professional and amateur scientists through a variety of participatory activities, demonstrations and displays.

Through a variety of projects, students engage in social studies units that relate their learning to historic figures and events that have shaped our world. Harvard Elementary encourages students to learn about different cultures and experience differing points of view. They explore the roots of their own families, their place in the state's economy, and learn about the lives of those who settled Texas before them. Students role-play the experiences and attitudes of different populations in our country's history. Harvard Elementary engages community speakers and parents to share information about a wide variety of experiences and careers. They use their new skills to participate in history fairs and community projects. They also travel to historic and educational sites to learn more about their studies. Economics studies are enhanced by student participation in the national Junior Achievement program, where local business executives help the students to design and manage a business.

Students have many opportunities to enrich their minds beyond the four basic academic areas. Harvard Elementary provides daily instruction in physical education, and has a specialist on staff to monitor student progress, teaching life-long sports, exercise skills, health and nutrition. In visual arts, students learn art history, and how to use a wide variety of artistic media, such as watercolor and sculpture. Music studies include reading music, learning to play instruments, and performing a wide variety of songs. Students pursue technology skills on equipment in their classes and in the technology lab. They learn keyboarding skills, perform information research, share data in graphs and tables, produce graphics, and make digital photographs and movies for their electronic portfolios. Students

have the opportunity to join one of several corporate-sponsored robotics teams which compete throughout the area.

2a. (Elementary Schools) Reading:

Beginning in kindergarten, Harvard Elementary uses the district-sanctioned 'Balanced Approach to Reading' to teach reading through both whole language instruction and phonics studies. High-interest level experiences are the impetus for young learners to formulate and express their thoughts verbally. Teachers and volunteers record students' thoughts, and teach them to read the words they are already using. This approach to becoming literate from their springboard of current vocabulary is 'balanced' with phonics skills which give students the means to decode words from other writers.

Teachers provide students with a wide variety of reading graphic organizers to help them explore themes, characters, plot, and other elements of text. Students read and compare different books on a topic, and multiple books by favored authors. Reading is made fun through the use of centers with a wealth of choices of reading material and fun places to read, such as kid-sized couches, beanbag chairs, and even an antique claw foot tub. Parents and volunteers read to and with students. Local celebrities came to read aloud from fiction and non-fiction at the annual Family Reading Night. Students meet and question authors about their thought processes in developing and writing books. Students also share their own works at a Student Author Day.

As students progress in their skills, there is a rich overlay of interesting activities in which to practice reading. Older students are paired as reading buddies with younger students, thus clarifying their thoughts about literature and language rules, all the time accelerating the younger students' skill acquisition. Classes visit the local library, produce their own books, and engage in comparative literature studies. Chapter books serve as themes for integrated curricular units in all grades. Students also attend theater productions of books they have read.

3. Additional Curriculum Area:

Harvard Elementary provides a substantially enhanced curriculum for science studies. Students participate in activities led by several instructors. Their homeroom teacher follows the local curriculum guide, which also suggests many sample lessons and interactive labs for conveying the ideas to the students. The guide also shares sources for materials, data, and multimedia presentations suitable for each grade level. Teachers enhance this framework with high-interest activities that lead their students to think like scientists. They design and build inventions, brainstorm for science fair investigations, and meet real scientists who speak about their specialty and the education it took to achieve that career. Students also study environmental and life sciences with volunteers and staff from a local urban gardening association.

Additionally, students learn more about health and nutrition through two campus-based programs. At the annual Health Fair, students and their parents learn about issues ranging from water quality and conservation, to diabetes and eye health. Community organizations share information and activities to help them apply the knowledge they've gained in their classroom studies. The second event, Healthy Harvard Happening, brings a mass of volunteers to campus to engage students in health and nutrition lessons. Students participate in the preparation of healthy snacks while learning about the recommended nutrition guidelines. They play sports and games that teach them the consequences of inactivity and poor food choices. Local health services offer health screenings to parents. Students and their parents are challenged to develop healthy lifelong habits by participating in the 'Five a Day' fruits and vegetables challenge, and by joining the Marathon Kids program, walking the distance of a marathon over a period of time.

Harvard Elementary staff members are constantly searching for resources and engaging activities for students. Through their participation in university and grant programs, they have purchased the student materials and activities to explore Gulf Coast ecology, chemistry and robotics. An affiliation with a local television station has helped the school acquire an on-site weather monitoring station, which allows our students to collect data,

study trends, and make daily weather and allergy reports for the entire campus.

4. Instructional Methods:

The instructional staff meets weekly in Professional Learning Communities to discuss teaching and learning strategies. Concepts developed by Richard Dufour and Robert Marzano guide the work. Staff attend the meetings knowing what the students are expected to learn and work together on how to understand when they have learned it; what needs to be done for those that have not learned it and what will be done to challenge students who already understand a concept. This collaborative effort allows teachers to plan for the core academic subjects in a meaningful way. Harvard Elementary teachers use a variety of instructional methodologies that vary with the use of large and small group instruction, cooperative learning and individualized assistance. Questioning techniques using Bloom's Taxonomy allow teachers the flexibility to help students gain an understanding from the simple to the complex. Our district curriculum, Clarifying Learning to Enhance Achievement Results (CLEAR), is an on-line road map that includes both a vertical and horizontal alignment. The vertical alignment allows teachers to understand what has been learned in previous grade levels, and the development of instructional goals as a student progresses from grade to grade. The horizontal alignment outlines the objectives to be taught by core subject area, instructional pacing by grading period and instructional strategies to assist the teacher in planning. These strategies allow teachers to differentiate instruction based on the needs of individual and groups of students. This valuable on-line tool assists in providing consistency across the district, yet allows the individual teacher enough flexibility to incorporate their individual expertise.

Our community offers students a wide assortment of opportunities for field experiences. These include activities ranging from field lessons at art and natural history museums to overnight camping experiences. To protect the instructional day, we often contract with various groups, from the zoo to fine arts performances, to provide our students in-school field trips.

5. Professional Development:

As a community of learners, Harvard Elementary teachers have reviewed best practices and research-based instructional strategies from a number of experts in their field. The research synthesized by Robert Marzano in *What Works in Schools*, the instructional management concepts in Richard Dufour's, *Whatever it Takes* and *On Common Ground*, and Mel Levine's *A Mind at a Time*, guide the professional development the instructional staff has been involved with as a whole.

The campus reviews its needs assessment each spring and, based on meeting these needs, includes professional development activities in the School Improvement Plan. Professional development is conducted by outside consultants, campus administrators, regional office support personnel, and lead teachers. While each of these groups provides valuable training, the lead teacher concept allows peers to communicate and plan for effective program implementation based on the unique needs of the campus. Specialists in math, science and technology attend national conferences and bring their new knowledge back to the campus teams. Professional staff members are required to participate in 45 hours of professional development each year and many go beyond this requirement. All of our classroom teachers and a majority of our specialists are trained in gifted and talented methodologies that require an initial 30 hours of training with 6 hours of update training annually. Teachers are currently involved in staff development for the implementation of the International Baccalaureate Primary Years Programme (PYP). It is a structured inquiry method that includes a holistic understanding of interrelated themes and essential elements focusing on the development of the whole child.

Professional development provides the instructional staff with strategies that work to improve student achievement in a systematic way. Over the years, teachers have been exposed to a number of new programs. By looking at synthesized research on teaching and learning, teachers are gaining a better understanding of what it takes to not necessarily work longer, but smarter. Finally, it helps with morale. Teachers enjoy the collegiality that quality professional development can produce. They enjoy learning from each other in a safe and supportive environment.

PART VII - ASSESSMENT RESULTS

Subject Reading (E) Grade 3 Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2007-2006-200 Publisher Texas Education Agency

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	February	February	March	March	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Met Standard	95	94	97	100	
% "Exceeding" State Standards					
Commended	51	39	50	64	
Number of students tested	80	82	74	63	
Percent of total students tested	93	94	87	86	
Number of students alternatively assessed	3	1	6	8	
Percent of students alternatively assessed	4	1	7	11	
SUBGROUP SCORES					
1. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard	93	92	97	100	
% "Exceeding" State Standards					
Commended	45	31	45	56	
Number of students tested	58	64	62	43	
2. White					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard	100	100		100	
% "Exceeding" State Standards					
Commended	67	58		77	
Number of students tested	15	12	7	17	
3. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard	91	94	96	100	
% "Exceeding" State Standards					
Commended	36	26	34	63	
Number of students tested	46	62	44	35	
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Met Standard	95	83	81	100	
% "Exceeding" State Standards					
Commended	37	31	33	39	
Number of students tested	81	81	78	62	
Percent of total students tested	94	93	92	85	
Number of students alternatively assessed	2	1	4	8	
Percent of students alternatively assessed	2	1	5	11	
SUBGROUP SCORES					
1. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard	95	79	79	100	
% "Exceeding" State Standards					
Commended	32	29	34	29	
Number of students tested	59	65	65	42	
2. White					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard	93	100		100	
% "Exceeding" State Standards					
Commended	40	36		65	
Number of students tested	15	11	7	17	
3. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard	94	85	72	100	
% "Exceeding" State Standards					
Commended	28	32	23	32	
Number of students tested	44	56	47	34	
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Met Standard	86	88	99	93	
% "Exceeding" State Standards					
Commended	22	28	30	26	
Number of students tested	79	68	66	75	
Percent of total students tested	93	89	85	87	
Number of students alternatively assessed	2	9	10	14	
Percent of students alternatively assessed	2	12	13	16	
SUBGROUP SCORES					
1. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard	85	89	98	93	
% "Exceeding" State Standards					
Commended	18	28	28	22	
Number of students tested	61	54	51	54	
2. White					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard	100		100	100	
% "Exceeding" State Standards					
Commended	31		40	33	
Number of students tested	13	8	15	15	
3. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard	85	84	100	92	
% "Exceeding" State Standards					
Commended	28	22	20	21	
Number of students tested	51	45	35	48	
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Met Standard	87	91	94	96	
% "Exceeding" State Standards					
Commended	34	39	28	16	
Number of students tested	79	70	69	74	
Percent of total students tested	93	92	88	86	
Number of students alternatively assessed	2	7	8	15	
Percent of students alternatively assessed	2	9	10	17	
SUBGROUP SCORES					
1. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard	84	91	92	94	
% "Exceeding" State Standards					
Commended	28	38	25	17	
Number of students tested	61	56	52	53	
2. White					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard	100		100	100	
% "Exceeding" State Standards					
Commended	54		38	20	
Number of students tested	13	8	16	15	
3. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard	87	87	92	92	
% "Exceeding" State Standards					
Commended	30	32	19	13	
Number of students tested	51	47	36	47	
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	February	February	April	April	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Met Standard	97	90	76	89	
% "Exceeding" State Standards					
Commended	33	18	24	33	
Number of students tested	58	61	71	73	
Percent of total students tested	79	87	86	87	
Number of students alternatively assessed	6	8	11	9	
Percent of students alternatively assessed	8	11	13	11	
SUBGROUP SCORES					
1. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard	96	86	69	88	
% "Exceeding" State Standards					
Commended	28	16	18	32	
Number of students tested	47	44	55	59	
2. White					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard		100	100		
% "Exceeding" State Standards					
Commended		20	55		
Number of students tested	7	15	11	9	
3. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard	94	88	61	87	
% "Exceeding" State Standards					
Commended	28	12	11	25	
Number of students tested	36	43	36	53	
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Met Standard	98	92	81	84	
% "Exceeding" State Standards					
Commended	61	44	32	29	
Number of students tested	58	61	69	75	
Percent of total students tested	79	87	83	89	
Number of students alternatively assessed	5	6	12	7	
Percent of students alternatively assessed	7	9	15	8	
SUBGROUP SCORES					
1. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard	98	88	76	85	
% "Exceeding" State Standards					
Commended	55	35	24	28	
Number of students tested	47	43	54	61	
2. White					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard		100	100		
% "Exceeding" State Standards					
Commended		69	80		
Number of students tested	7	16	10	9	
3. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard	97	90	74	78	
% "Exceeding" State Standards					
Commended	58	38	17	26	
Number of students tested	36	42	35	55	
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					