

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

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

Name of Principal: Mrs. Missy Walley

Official School Name: Chapel Hill Elementary

School Mailing Address:
PO Box 1257
Mount Pleasant, TX 75456-1257

County: Titus State School Code Number*: 225906101

Telephone: (903) 572-4586 Fax: (903) 577-9176

Web site/URL: chisd.echalk.com E-mail: mwalley@chisd.echalk.com

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mr. Marc Levesque

District Name: Chapel Hill ISD Tel: (903) 577-8096

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

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Jim Chambers

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

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

**Private Schools: If the information requested is not applicable, write N/A in the space.*
Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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

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

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district:
- | | |
|----------|---------------------|
| 1 | Elementary schools |
| | Middle schools |
| 1 | Junior high schools |
| 1 | High schools |
| | Other |
| 3 | TOTAL |

2. District Per Pupil Expenditure: 8045

Average State Per Pupil Expenditure: 7561

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

6 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			0	7			0
K	34	31	65	8			0
1	34	40	74	9			0
2	33	31	64	10			0
3	26	27	53	11			0
4	29	25	54	12			0
5	28	36	64	Other			0
6	33	34	67				
TOTAL STUDENTS IN THE APPLYING SCHOOL							441

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
2 % Asian
2 % Black or African American
30 % Hispanic or Latino
 % Native Hawaiian or Other Pacific Islander
65 % White
 % Two or more races
100 % **Total**

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

7. Student turnover, or mobility rate, during the past year: 3 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	5
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	7
(3)	Total of all transferred students [sum of rows (1) and (2)].	12
(4)	Total number of students in the school as of October 1.	413
(5)	Total transferred students in row (3) divided by total students in row (4).	0.029
(6)	Amount in row (5) multiplied by 100.	2.906

8. Limited English proficient students in the school: 22 %

Total number limited English proficient 96

Number of languages represented: 4

Specify languages:

Cambodian, Vietnamese, Korean, Spanish

9. Students eligible for free/reduced-priced meals: 48 %

Total number students who qualify: 211

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

These totals include Kindergarten through Sixth grade students.

10. Students receiving special education services: 14 %

Total Number of Students Served: 60

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>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>5</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>16</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>31</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>4</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>12</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>23</u>	<u>0</u>
Special resource teachers/specialists	<u>6</u>	<u>0</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff	<u>10</u>	<u>0</u>
Total number	<u>41</u>	<u>0</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 14 :1

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

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	97%	96%	96%	97%	96%
Daily teacher attendance	96%	96%	97%	95%	97%
Teacher turnover rate	3%	25%	6%	20%	23%

Please provide all explanations below.

Teacher and student attendance rates have been fairly consistent over the past five years. Following the year 2006-2007, Chapel Hill Elementary had a change of leadership. However, a large percent of the turnover was due to educator's spouses relocating with their employment. Another percentage was due to instructional changes to enhance the quality of education for the Chapel Hill Elementary students. We not only have high expectations for our students but our staff as well.

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

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

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

PART III - SUMMARY

Never doubt that a small group of thoughtful, committed individuals can change the world; indeed it's the only thing that ever has. ~Margaret Meade

Where Everybody is Somebody. The Chapel Hill Independent School District motto is more than just a slogan placed on the marquee at the entrance of the campus. It is a way of life for a community of friendly, caring, nurturing, and most of all, highly-qualified and dedicated teachers and staff at Chapel Hill Elementary School in Mt. Pleasant, Texas.

Have you ever been asked if you remember the name of your favorite elementary teacher? When asked, almost any student who attends Chapel Hill Elementary will respond with the names of more than one teacher. "In our school teachers help kids even when they aren't in the classroom," (Maria, 5th grade). This additional attention (not required, but appreciated) leads to lifelong memories that enable students to instantly shout out the name of every elementary teacher they ever had.

It all starts before students ever step on the campus at Chapel Hill. Headstart registration and Kindergarten Round-Up invites each child to come and see the exciting opportunities that will be offered to him/her. The children are not the only participants in this event: parents, grandparents, and any other caregivers are strongly encouraged to be a part of the Chapel Hill experience.

It is not the exterior that makes a school. It is what is inside. Do not be fooled by the façade. When you pass through the doors of the elementary school, a group of teachers awaits to provide the best education a student can receive. A powerful blend of unity, warmth, and professional excellence makes Chapel Hill Elementary an extraordinarily unique place to work and learn.

With a staff of fifty members, the Chapel Hill campus fosters an atmosphere of care and concern. A small campus enables all staff, regardless of assignment, to know each student by name and follow each individual's progress from year to year. Teachers have a vested interest in not only the academic progression of each child but also his/her social and emotional well being. The district strives to provide a safe, secure, and nurturing environment to all children through strong leadership, motivation, respect, pride, and support. Smiles and laughter are an integral part of the Chapel Hill Elementary learning environment!

What began as a small country school over 100 years ago has evolved into a progressive organization that refuses to remain stagnant and takes on the challenges presented to rural school districts with an unusually low tax base. This has required Chapel Hill to be innovative with its budget and to seek funding from alternative sources. Additionally, Chapel Hill Elementary recently underwent reorganization by moving the sixth grade to the junior high campus, to meet the demands of a rapidly growing population.

Small but mighty, those are the words that should always be used to describe Chapel Hill Elementary. The faculty, staff, and parents look beyond conventional methods of education and develop greatness in each student. The end result allows the students to make connections between what they learn at school and what they experience in their own lives by reinforcing the virtues of respect, honesty, perseverance, giving, self-discipline, and kindness. This sense of community sets Chapel Hill Elementary apart from other schools and draws former students and community members back each summer for the Chapel Hill Reunion. A passion for educational excellence with high expectations and community involvement in a dynamic learning environment instills success and helps each student become the very best he/she can be. At Chapel Hill, everybody really is somebody.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Education is not the filling of a pail, but the lighting of a fire. ~William Butler Yeats

Chapel Hill Elementary assesses students' progress utilizing the Texas Assessment of Knowledge and Skills (TAKS), a criterion-referenced test for grades 3 through 5 in the core areas of reading, writing, mathematics, and science. There are three categories of student performance for each test: "Commended Performance", "Met the Standard" and "Did Not Meet the Standard". Results are reported through a scale score. Students who "Meet the Standard" show sufficient understanding of the Texas Essential Knowledge and Skills (TEKS) tested. Students rating a "Commended Performance" perform at a level significantly higher than the passing standard. According to the federal No Child Left Behind Act, all instruction must be delivered to meet high standards. Students in the third grade must meet minimum expectations on the reading TAKS in order to promote to the next grade level. Students in the fifth grade must meet minimum expectations on both the reading and math portion of the TAKS to promote to sixth grade.

Students identified with a disability have several options for assessment. These students can be assessed with a TAKS test, a TAKS modified (TAKS-M), or TAKS accommodated (TAKS-A). For students with disabilities, the Admission, Review, and Dismissal (ARD) committee determines the appropriate assessment.

The English Language Learners (ELL) must take the Texas English Language Proficiency Assessment System (TELPAS) until a level of mastery is reached.

The data from the 2005 TAKS results revealed areas of needed improvement in mathematics 3rd through 6th grade and science in 5th grade. This prompted the district to take several different actions to improve assessment scores in those areas.

- The district chose to adopt the Sharon Wells Math Curriculum. The curriculum is vertically aligned, teaches concepts from concrete to abstract, and requires instruction in math for a minimum of ninety minutes per day. Teachers also attend professional development to update the curriculum each six weeks.
- Chapel Hill Elementary also implemented a science lab for grades K-6 where students participate in hands-on activities and experiments. These higher-level activities integrate classroom content with real world experiences. After visiting and consulting schools with successful science programs, the school purchased the Forde-Ferrier Science Curriculum.

The commended performance percentages at Chapel Hill Elementary have increased; therefore, the campus has received four Gold Performance Acknowledgments for commended performance in Reading/ELA, Writing, Mathematics, and Science.

- Commended performance percentages have increased the past five years in 3rd grade math by 15% in the Hispanic population.
- Commended performance percentages have increased the past five years in 4th grade math by 36% overall and reading by 14% overall.
- Commended performance percentages have increased the past five years in 5th grade math by 33% in the Hispanic population and reading by 18% in the Hispanic population.
- Commended performance percentages have increased the past five years in 6th grade math by 53% overall and reading by 42% overall.
- 100% met standard on TAKS 2006 and 2008 in 6th grade reading and 98% met standard in 6th grade math in 2008.
- Science scores have improved from 68% meeting standard to 90% meeting standard in the past five years.

- Chapel Hill has also shown a significant increase in commended performance of low socio-economically disadvantaged students.

While upholding the philosophy WHERE EVERYBODY IS SOMEBODY, Chapel Hill will continue this advancement while disaggregating data year after year to prepare the students for the future and the school for greater success.

For more information regarding local and state uses of TAKS scores, the state's accountability program and state assessment refer to the following website <http://www.tea.state.tx.us/index.html>.

2. Using Assessment Results:

Good schools, like good societies and good families, celebrate and cherish diversity. ~Deborah Meier

Assessment is the driving force behind individualizing student instruction at Chapel Hill. This philosophy benefits the students by recognizing Everybody is Somebody and each student's instruction should be based on his/her own needs. Chapel Hill Elementary uses a variety of assessments throughout the school year to ensure students are meeting state and local learning objectives. Beginning in the primary grades, emphasis is placed on building a strong foundation in reading. To monitor student progress in grades K-2, the Texas Primary Reading Inventory (TPRI) is administered three times per year in first and second grade and twice a year in kindergarten. Using these results, students needing enrichment in reading receive additional help.

Students in grades 3-6 take the Burns and Rowe Reading Inventory and benchmark assessments throughout the year to measure their strengths, weaknesses, and readiness for the TAKS test. Students use the results to identify personal areas of growth and to set individual goals. Teachers utilize benchmark data to determine tutoring groups, specialized groups, and small group instruction, as well as to plan effective classroom instruction.

All assessment data is used during Response to Intervention (RTI) meetings to determine the level of need for and potential inclusion in support programs. These programs include Content Mastery, Multisensory Teaching Approach (MTA dyslexia program), speech therapy, or other special education services. This shared approach to analyzing assessment data and implementing improvement plans builds strong ties between instructional areas while maximizing the opportunity to improve student performance, ensuring no child is ever left behind.

3. Communicating Assessment Results:

Education, to be successful, must not only inform, but inspire. ~T. Sharper Knowlson

Chapel Hill Elementary utilizes a variety of avenues to communicate student performance. Before the first day of instruction, a "Meet the Teacher Night" is held allowing teachers to share academic and testing requirements and to answer questions for parents. This creates a solid base of communication and partnership between teachers and parents beginning before the first day of school and continuing throughout the school year. In November, classroom teachers meet with each parent individually to discuss student progresses, concerns, and celebrations. During this meeting, parents sign a school-parent compact agreeing on a partnership benefitting student success.

Communication between parents and teachers is kept open through the use of e-mails, phone calls, personal visits, and notes. Chapel Hill maintains a website that parents and community members can access to view the student handbook, the school calendar, and information on upcoming events. Parents may also follow a link that gives them direct access to teachers' lesson plans and students' grades. Monday envelopes are sent home each week to inform parents of students' citizenship, academic progress, graded work, and the weekly, school-wide newsletter, The Chapel Hill Chatter.

Individual classroom performance is relayed to parents through a variety of methods.

- Each student receives a three week progress report and a six week report card.
- TAKS benchmark results for students 3-6 are communicated to parents after each administration.
- Chapel Hill also distributes a Student Success Initiative (SSI) letter as required by the state.
- Results of each student's TAKS scores are distributed along with an explanation of the results.
- TPRI results for students K-2 are conveyed to the parents after each administration through a parent conference or a letter home.

Regular, meaningful communication with students, parents, and community members plays a vital role in the continued success of the students at Chapel Hill. Individualizing communication allows Chapel Hill Elementary to uphold the vision of the district WHERE EVERYBODY IS SOMEBODY

4. **Sharing Success:**

Success doesn't come to you....you go to it. ~Marva Collins

Nestled among acres of farmland and trees (and an occasional house or subdivision), Chapel Hill eagerly seeks the opportunity to share successes. Its leadership recognizes their responsibilities are not limited to the activities on campus but they actively seek enhancement through networking with other districts. The faculty and staff at Chapel Hill Elementary take pride in the academic accomplishments of students and enthusiastically find ways to share this success with other schools.

- The principal participates in leadership academies and acts in an advisory capacity to the Region VIII Educational Service Center collaborating with area professionals. During this collaboration process, meaningful professional development decisions are made and accomplishments are shared.
- CHS faculty members have had the privilege of training college students on campus. Many of the educators have participated in the mentoring program provided by Texas A&M Texarkana by allowing students to observe successful teaching practices and facilitating actual teaching experiences in their classrooms.
- Educators attend and lead various workshops and continue to share new strategies and ideas with fellow teachers from other schools and districts.
- Experienced staff members serve as mentors to new teachers in the district. Others help write curriculum and serve on textbook adoption committees.
- Even Chapel Hill students are proud and willing to share academic learning experiences acquired on their campus by travelling to other districts to compete in academic competitions such as Destination Imagination, University Interscholastic League (UIL), and student organizations.

The staff at Chapel Hill recognizes the honor and responsibility that the Blue Ribbon school status provides the district, and would look forward to extending the opportunity to share this with other school districts.

- Chapel Hill will maintain an “open door” policy welcoming schools from around the region, county, and state to observe and share ideas that demonstrate “best practices.”
- Texas A&M Texarkana and Chapel Hill will work together to create a teacher training lab within the school that will partner experienced educators with student teachers.

The motto WHERE EVERYBODY IS SOMEBODY not only pertains to this campus but compels Chapel Hill to reach out to others and share successes. In doing so, Chapel Hill's philosophy will bring success not only to this campus but to others in the future.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Expecting all children the same age to learn from the same materials is like expecting all children the same age to wear the same size clothing. ~Madeline Hunter

The Chapel Hill motto WHERE EVERYBODY IS SOMEBODY creates a shared vision that is reflected in the school's curriculum. Administrators, teachers, support staff, and parents work together closely to create an environment that recognizes the unique potential of each student. The nucleus of the curriculum is based on the Texas Essential Knowledge and Skills (TEKS). Thoughtful planning among teams of educators enhances the curriculum to provide a solid approach to teaching and learning in the classrooms.

At the heart of the Chapel Hill reading program is the desire to create an environment that fosters the love of reading and writing in each student. Teachers implement a diverse reading curriculum to do just that. It begins in kindergarten where teachers introduce a variety of texts to stimulate students' interest in reading and writing which then continues throughout their elementary years. Teachers work together to vertically align the reading curriculum across grade levels. Daily lessons may include instruction using Megan Canales graphic organizers, Six Trait Writing curriculum, whole group and small group instruction, novel studies, vocabulary, and independent reading time.

Problem solvers are the leaders of the future. After implementing the Sharon Wells Math program, Chapel Hill experienced an increase in student success in the classroom and on standardized tests. The curriculum is a concept-based program closely aligned to the TEKS and Texas Assessment of Knowledge and Skills (TAKS). Teachers introduce concepts in a consistent, concrete manner that develops student problem-solving and critical thinking and moves to the abstract. Students engage in at least ninety minutes of math instruction each day. Teachers enrich the Sharon Wells curriculum with the use of technology and hands-on activities to explore and investigate mathematical skills.

The science curriculum at Chapel Hill encourages students to ask questions and to seek answers. Students visit the science lab weekly to be immersed in hands-on, inquiry-based investigations along with instruction utilizing Forde-Ferrier materials. Since the inception of the science lab four years ago, the campus has seen a 37% increase in science TAKS scores.

Through social studies, Chapel Hill encourages students to become responsible citizens by studying events that have had an impact on their community, state, country, and world. This is achieved in the classroom through the use of Reader's Theatre, historical fiction and non-fiction novels, reenactments of historical events, and field trips that bring history to life.

Enthusiastic young artists and musicians are nurtured through participation in programs that bring the community together such as the annual Veteran's Day program, the Christmas musical, the Cinco De Mayo celebration, and Mother's Day. The community is also involved in the physical education program at Chapel Hill. Turkey Trot races, Hoops for Heart, Fitness-gram, and a playground that doubles as a community park that encourages residents and students of our district to become more physically fit and to build relationships.

A well-equipped technology program puts the latest tools in the hands of the students and the teachers at Chapel Hill. Laptops, classroom projectors, internet accessible mobile lab, online digital video streaming, and digital cameras enhance all content area curriculum.

As a rural, family-oriented, district of choice, Chapel Hill dedicates itself to establishing high standards and content-rich programs. Students have the opportunity to grow academically, socially, emotionally, and physically in a stimulating, educationally appropriate classroom environment. The trinity of our parents, students, and faculty continually works together to ensure the success of an increasingly diverse student population.

2a. (Elementary Schools) Reading:

The more that you read, the more things you will know. The more that you learn, the more places you'll go.
~Dr. Seuss

The goal of the reading program at Chapel Hill Elementary is to foster a lifelong love of reading and learning in students. Kindergarten through second grade students focus on learning to read using a phonics-based curriculum providing a strong foundation for acquiring reading skills. The reading curriculum encompasses whole class instruction, guided reading groups, learning centers, word attack skills, fluency practice as well as continued skills assessments.

In 3rd through 6th grades, students transition from “learning to read” to “reading to learn.” The focus shifts to comprehension, vocabulary development, reading response, and literary concepts. Students participate in whole class instruction, read alouds, cooperative groups, and novel studies. Students in these grades must take the TAKS reading test with 3rd and 5th graders passing for promotion. To ensure students’ success on the TAKS tests, teachers give benchmark assessments throughout the year and use individual goal-setting strategies so students can identify areas needing improvement.

The reading program recognizes the philosophy WHERE EVERYBODY IS SOMEBODY and strives to address learners' strengths and weaknesses. Individual needs of students are met through enrichment and support in the Literacy Lab, the ESL classroom, the GT program, and Special Education teachers. Opportunities to learn how to read and to read to learn surround the students at Chapel Hill.

Reading at home and at school is promoted through a variety of activities in the library and the classroom. The Accelerated Reader program monitors student success and sets individual goals for zone of proximal development. Students have access to the library throughout the day and incentives motivate students to read such as the Six Flags Six Hundred Minutes incentive, Pizza Hut Book It program, and the Texas Bluebonnet Award program.

3. Additional Curriculum Area:

I hear and I forget. I see and I remember. I do and I understand. ~Confucius

Enter the Chapel Hill Elementary School science lab and one will find a place filled with wonders for young eyes to observe and mysteries for little fingers to touch and explore. The rural student population has limited life experiences. The science lab enables these students to visit a tropical rainforest, touch metamorphic rock, or observe the wet wings of a butterfly that has just broken free from its chrysalis. At Chapel Hill Elementary, students move from traditional lecture and textbook instruction to hands-on integrated experiences that forever change the way students view learning. CHISD, WHERE EVERYBODY IS SOMEBODY, has made a commitment to develop learners who can move from knowledge, comprehension, and application skills to analysis, synthesis, and evaluation levels in science, reading, language arts, mathematics, and social studies. Students benefit in all content areas from the team planning of the science lab teacher and grade level teachers (K-6) who create meaningful lessons that not only teach the state science standards which include: nature and processes of science, life science, physical science, and Earth science but they also teach higher level thinking skills that positively impact other curriculum areas. Science concepts spiral through reading instruction, classroom novel studies, writing topics, math activities, social studies lessons, technology lab, art, and music

education. Classroom lessons that build vocabulary and background knowledge culminate in the science lab where teachers encourage students to become independent thinkers who ask questions, recognize relationships, identify patterns, understand cause and effect, make inferences, and draw conclusions. These higher order thinking skills not only benefit student progress in other content areas but they prepare Chapel Hill Elementary students for the academic demands of junior high and high school. Students emerge as problem solvers equipped to design solutions to address the concerns of the 21st century.

4. Instructional Methods:

Teachers should be able to teach subjects, not manuals merely. ~Horace Mann

Using the state-approved curriculum as the foundation for instruction, teachers at Chapel Hill Elementary enrich or modify lessons and activities based on student learning styles, individual needs, and on-going assessments throughout the school year. The staff at Chapel Hill works arduously to provide a stimulating, exciting educational environment for each student on the campus. Lesson delivery is comprised of direct instruction, flexible grouping, whole group, small group, and one on one instruction. Daily instruction integrates real life situations allowing students to see the relevance of their learning. Instruction engages all different modalities of learning by using auditory, visual, and kinesthetic approaches. Effective questioning techniques, learning centers, and increased hands-on guided instruction engage students in higher level critical thinking lessons. Educators also work to meet the specific needs of ESL students by incorporating graphic organizers, as well as hands-on learning to enhance comprehension. Technology is a vital element of instruction providing a multitude of opportunities to encounter exposure to real world experiences. Employing computer-assisted instruction which utilizes classroom computers, computer projectors, a computer lab, a mobile lab, and internet access makes learning more pertinent through the use of virtual field trips, video clips, digital manipulatives, and multimedia presentations.

Monitoring learning through regular benchmarking across content areas enables students to use individual goal-setting strategies to assess their own areas of strengths and weaknesses. Teachers then adapt instruction to meet the needs of individual learners. Struggling students are placed into a Response to Intervention (RTI) program. Learners in this program receive an Individual Educational Plan (IEP) which outlines problem areas so teachers can tutor individual students according to their skill deficits. Students attend tutorials during school and through after school programs. At Chapel Hill Elementary, where Everybody is Somebody, the staff strives to make sure that every student is a successful student.

5. Professional Development:

We cannot hold a torch to light another's path without brightening our own. ~Ben Sweetland

Student success is the motivation for the planning of professional development at Chapel Hill Elementary. The site-based committee and curriculum director work together to determine priorities regarding training, taking into consideration the analysis of student data collection, current research, and student needs. In harmony with the Campus Improvement Plan, the professional development training engages the faculty and staff in preparing the diverse student population for success in the classroom and beyond.

The focus of the Chapel Hill professional development activities has been to collaborate with the community, parents, Region VIII Education Service Center, and higher education learning facilities to create a dynamic curriculum that captures imaginations and cultivates the experiences beyond the walls of the school building. This is achieved through a variety of activities and evidenced by the improved commended performance scores on state testing.

Teachers regularly attend workshops that assist with ideas for hands-on science methods, math-problem-solving, and expanded reading and writing skills. Our faculty members exude passion about learning current

trends integrating technology and instructional methods. All teachers have received training in strategies and techniques dealing with autism, ELL, special education, and GT to serve our ever changing student population.

One area that has become a focus of staff development and shown significant improvement in student achievement is mathematics. The Sharon Wells Math Curriculum, implemented on the campus, offers professional development for math teachers each six weeks allowing teachers to introduce the most up-to-date concepts and strategies.

All of these approaches work together to provide a climate filled with opportunities for teachers to continue learning and implementing “best practices” to provide instruction that supports student learning and aligns with content standards. By participating in staff development opportunities that focus on individual student needs, Chapel Hill fulfills its mission of being a district where Everybody is Somebody.

6. School Leadership:

If your actions inspire others to dream more, learn more, do more, and become more, you are a leader. ~John Quincy Adams

It has been said it takes a village to raise a child. The leadership structure at Chapel Hill mimics this ideal. The members of the CHISD school board strive to maintain the motto where Everybody is Somebody. The school board consists of progressive individuals who have student success as their ultimate goal. One way the board has worked to achieve this goal is by making small class size a priority. They also work very closely with the superintendent to guide the direction of the district as a whole and to implement programs and resources that will improve student achievement.

The principal at Chapel Hill Elementary fosters a positive school environment by building relationships with teachers, staff, students, parents, and the community. Respect and communication are the foundation on which this climate is built.

The principal works closely with the teachers to manage instruction by monitoring student achievement, diagnosing student needs, and facilitating applications of emerging technologies in the classroom. With the help of the assistant principal, she monitors TAKS data, attendance, and instruction to develop specialized plans to meet student need.

The principal also works closely with the counselor to ensure academic, emotional, and social success for each individual child. This is achieved through a variety of activities such as developing and communicating guidelines for student conduct, ensuring rules are observed uniformly, and disciplining students for misconduct in an effective and fair manner.

Working diligently to create a positive school climate, the principal routinely recognizes birthdays, special events, and accomplishments of students, as well as teachers and staff. On any given day one can walk down the halls of Chapel Hill Elementary and observe a student taking on the role of “Principal for the Day,” see a birthday cake in the teacher’s lounge to recognize faculty members, and hear the principal speaking to every child and calling him/her by name. The school board, the leadership team, faculty and staff work together to create the village that raises the children of Chapel Hill to become successful members of society.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2003-2008 Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	95	93	96	87	97
Commended Performance	41	38	44	23	37
Number of students tested	54	47	54	69	62
Percent of total students tested	100	100	98	97	98
Number of students alternatively assessed	5	1			
Percent of students alternatively assessed	9	2			
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Met Standard	89	83	92	71	95
Commended Performance	33	26	31	10	30
Number of students tested	21	19	26	28	20
2. Racial/Ethnic Group (specify subgroup): White					
Met Standard	100	97	100	92	98
Commended Performance	45	46	54	26	45
Number of students tested	38	35	35	54	44
3. (specify subgroup): Hispanic					
Met Standard	82	82	89	80	
Commended Performance	25	18	26	10	
Number of students tested	12	11	19	10	
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 3 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2003-2008 Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	95	98	98	99	99
Commended Performance	49	59	48	61	64
Number of students tested	51	48	54	72	63
Percent of total students tested	100	100	98	94	100
Number of students alternatively assessed	5	2	1		2
Percent of students alternatively assessed	9	4	1		3
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Met Standard	89	94	96	97	95
Commended Performance	31	42	19	48	45
Number of students tested	19	19	26	29	20
2. Racial/Ethnic Group (specify subgroup): White					
Met Standard	97	100	100	100	100
Commended Performance	54	69	58	67	70
Number of students tested	35	34	36	54	43
3. (specify subgroup): Hispanics					
Met Standard	91	91	94	100	
Commended Performance	27	27	28	40	
Number of students tested	11	11	18	10	
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Mathematics

Grade: 4 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2003-2008 Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	98	92	87	87	85
Commended Performance	43	38	43	25	11
Number of students tested	51	55	73	70	53
Percent of total students tested	100	100	100	98	100
Number of students alternatively assessed	6	0	4	6	4
Percent of students alternatively assessed	11	0	5	8	7
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Met Standard	92	87	78	85	85
Commended Performance	28	28	24	15	0
Number of students tested	14	25	25	26	20
2. Racial/Ethnic Group (specify subgroup): White					
Met Standard	100	97	86	93	87
Commended Performance	51	48	45	29	15
Number of students tested	35	33	58	45	40
3. (specify subgroup): Hispanic					
Met Standard	90	84	90		82
Commended Performance	25	23	30		0
Number of students tested	12	22	10		11
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 4 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2003-2008 Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	May
SCHOOL SCORES					
Met Standard	93	90	88	87	90
Commended Performance	33	32	21	17	19
Number of students tested	51	55	73	70	57
Percent of total students tested	100	98	100	98	100
Number of students alternatively assessed	6	1	3	6	4
Percent of students alternatively assessed	11	1	4	8	7
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Met Standard	77	81	78	81	80
Commended Performance	21	17	12	12	5
Number of students tested	14	23	25	26	20
2. Racial/Ethnic Group (specify subgroup): White					
Met Standard	100	94	89	91	95
Commended Performance	40	42	21	24	25
Number of students tested	35	33	58	45	40
3. (specify subgroup): Hispanic					
Met Standard	70	82	82		73
Commended Performance	18	15	18		0
Number of students tested	11	20	11		11
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Mathematics

Grade: 5 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2003-2008 Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	96	98	89	83	89
Commended Performance	50	51	29	14	26
Number of students tested	60	63	73	56	59
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	3	7	0	6
Percent of students alternatively assessed	3	4	9	0	10
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Met Standard	92	100	83	67	72
Commended Performance	36	38	16	8	11
Number of students tested	28	24	25	24	18
2. Racial/Ethnic Group (specify subgroup): White					
Met Standard	100	98	93	91	97
Commended Performance	63	54	36	19	33
Number of students tested	32	50	47	36	36
3. (specify subgroup): Hispanic					
Met Standard	92	100	73	60	75
Commended Performance	41	40	13	0	8
Number of students tested	27	10	15	16	12
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 5 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2003-2008 Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	89	92	92	87	83
Commended Performance	37	34	24	17	23
Number of students tested	62	69	72	56	59
Percent of total students tested	100	100	98	98	100
Number of students alternatively assessed	5	3	5		6
Percent of students alternatively assessed	8	4	6		10
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Met Standard	77	83	88	75	68
Commended Performance	18	16	19	8	5
Number of students tested	28	24	32	24	19
2. Racial/Ethnic Group (specify subgroup): White					
Met Standard	100	96	91	91	94
Commended Performance	47	40	25	22	31
Number of students tested	32	52	48	38	36
3. (specify subgroup): Hispanic					
Met Standard	77	70	93	73	58
Commended Performance	26	0	27	7	8
Number of students tested	27	10	15	15	12
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Mathematics

Grade: 6 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2004-2008 Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	98	91	87	66	71
Commended Performance	64	58	28	24	11
Number of students tested	61	64	53	58	56
Percent of total students tested	100	90	96	88	92
Number of students alternatively assessed	5	6	2	8	4
Percent of students alternatively assessed	7	8	3	12	6
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Met Standard	100	92	89	40	71
Commended Performance	47	46	22	5	0
Number of students tested	15	26	18	20	21
2. Racial/Ethnic Group (specify subgroup): White					
Met Standard	98	90	85	75	69
Commended Performance	63	62	36	33	13
Number of students tested	49	42	39	40	45
3. (specify subgroup): Hispanic					
Met Standard		94	91	33	
Commended Performance		53	9	0	
Number of students tested		17	11	12	
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 6 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2004-2006 Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	100	95	100	92	93
Commended Performance	69	63	45	49	27
Number of students tested	61	64	53	59	56
Percent of total students tested	100	90	96	89	92
Number of students alternatively assessed	4	6	2	7	4
Percent of students alternatively assessed	6	8	3	10	6
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Met Standard	100	92	100	86	90
Commended Performance	60	62	39	38	15
Number of students tested	15	26	18	21	20
2. Racial/Ethnic Group (specify subgroup): White					
Met Standard	100	98	100	93	93
Commended Performance	69	69	54	56	33
Number of students tested	49	42	39	41	46
3. (specify subgroup): Hispanic					
Met Standard		88	100	83	
% Advanced		53	18	33	
Number of students tested		17	11	12	
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes: