

U.S. Department of Education
2010 - Blue Ribbon Schools Program

Type of School: (Check all that apply) Charter Title I Magnet Choice

Name of Principal: Ms. Darla Reid

Official School Name: Marvin Baker Middle School

School Mailing Address:
3445 Pecan
Corpus Christi, TX 78411-3356

County: Nueces State School Code Number*: 178-904-041

Telephone: (361) 878-4600 Fax: (361) 878-1834

Web site/URL: http://baker.ccisd.us/home E-mail: DCReid@ccisd.us

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mr. D. Scott Elliff

District Name: Corpus Christi ISD Tel: (361) 886-9200

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. Dwayne Hargis

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.*
The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. 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 2009-2010 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 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
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: (per district designation)

39	Elementary schools (includes K-8)
12	Middle/Junior high schools
7	High schools
3	K-12 schools
61	TOTAL

2. District Per Pupil Expenditure: 7797

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. 11 Number of years the principal has been in her/his position 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		6	142	171	313
K			0		7	142	161	303
1			0		8	151	157	308
2			0		9			0
3			0		10			0
4			0		11			0
5			0		12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL								924

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
 % Asian
3 % Black or African American
75 % Hispanic or Latino
5 % Native Hawaiian or Other Pacific Islander
16 % 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: 1 %

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.	2
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	6
(3)	Total of all transferred students [sum of rows (1) and (2)].	8
(4)	Total number of students in the school as of October 1.	924
(5)	Total transferred students in row (3) divided by total students in row (4).	0.009
(6)	Amount in row (5) multiplied by 100.	0.866

8. Limited English proficient students in the school: 2 %

Total number limited English proficient 21

Number of languages represented: 7

Specify languages:

Spanish, Cantonese, Vietnamese, Tagalog, Urdu, Hindi, Mandarin

9. Students eligible for free/reduced-priced meals: 56 %

Total number students who qualify: 522

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

10. Students receiving special education services: 8 %

Total Number of Students Served: 73

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>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>2</u> Deafness	<u>15</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>43</u> Specific Learning Disability
<u>7</u> Emotional Disturbance	<u>5</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>4</u>	<u>2</u>
Classroom teachers	<u>58</u>	<u>1</u>
Special resource teachers/specialists	<u>5</u>	<u>0</u>
Paraprofessionals	<u>9</u>	<u>0</u>
Support staff	<u>5</u>	<u>0</u>
Total number	<u>81</u>	<u>3</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 16 :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%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	96%	96%	96%	96%	96%
Daily teacher attendance	95%	95%	95%	95%	95%
Teacher turnover rate	5%	9%	9%	9%	6%
Student dropout rate	0%	1%	1%	0%	0%

Please provide all explanations below.

Data on teacher attendance is an estimation. Data on teacher attendance is not kept at the school or district level for these date ranges because it is not a part of PEIMS data. The district will track teacher attendance using BusinessPlus beginning with the 2010-2011 school year.

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

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

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	0	%

PART III - SUMMARY

Baker Middle School (Baker) is a “Learning School” that seeks innovative ways to improve the teaching craft and to ignite students’ imaginations to perform at their highest potential. One of twelve middle schools in Corpus Christi, Texas, Baker is an urban Title I school with a total enrollment of 915 students. It operates as a school within a school, serving the surrounding geographic student population plus the district’s Gifted and Talented population in 6th through 8th grades. Baker’s Community program makes up 65% of the student body and serves an 87% economically disadvantaged Hispanic population. The Athena program for GT magnet students is ethnically and culturally diverse, representing 35% of our campus and serving a 17% economically disadvantaged group. The school faced challenges integrating the two programs, but what was once a fractured campus with several competing power bases now works in unison and remains committed to seeing visions and dreams come to fruition. Together, the two programs make up the mighty Baker Broncs, for whom failure is not an option!

Baker is an authorized International Baccalaureate (IB) World School. The school’s mission, vision and goals are communicated in a variety of modalities, and the staff understands that meeting the needs of each individual child is the only way to accomplish the collective mission to produce self-directed learners who are innovative problem solvers and effective communicators. Teachers expect students to perform at high levels and continually adjust their practices to achieve that result. Teachers are committed to Schlechty Center values of lesson design, and when planning instruction, they use their imaginations and those of their students to further their work in new and exciting ways. Deliberate cross-curricular connections cement learning, and essential questions are posed to provoke student inquiry. Lessons are taught through a focused lens of interaction that assures student learning has balance and variety. Technology training is ongoing and integration is expected. International mindedness permeates instruction, broadening students’ perspectives and leading them to value and celebrate differences. Daily job-embedded professional development in Baker Learning Communities (BLC’s) provides the support and training necessary for teachers to maximize efficacy.

Baker is a data-driven campus that identifies needs and implements next steps that are sound and research based. Our school district is data rich and provides timely updates on key formative and summative data, and work is monitored by examining multiple data sets. Daily meetings of BLC’s provide time to mine data in order for teachers to discuss and examine current realities about student performance. This data, along with instructional walk feedback, is used to inform professional development needs and to gauge growth.

Emphasis is placed on nurturing the whole child at Baker, and the staff works tirelessly to build relationships with students and to personalize instruction. Mentoring, small group instruction and one-to-one tutoring are all common practices. Teachers regroup and plan instruction based on teacher strengths and student needs, understanding that *all means all* and that by joining together to do *whatever it takes*, they give students every opportunity to be successful. The school shares these beliefs with teacher candidates from Texas A&M University-Corpus Christi. Baker is a selected mentor campus for potential teacher candidates who complete their internships over the course of a semester, learning and observing best practices and participating in the school culture.

All Baker stakeholders are valued and given multiple avenues for collaboration. Local, state and national organizations have partnered with the school, providing resources, support and perspectives that enrich practices. Shared decision making, shared responsibility and shared accountability are modeled and expected. Baker celebrates schoolwide successes and individual accomplishments of both students. The staff and administration work as a team and provide support for one another, striving to elicit the personal best from each member of the Baker community.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Students at Baker Middle School are administered The Texas Assessment of Knowledge and Skills (TAKS) as mandated by state law and the Texas Education Agency (TEA). The TAKS measures student achievement in the areas of math, reading, writing, science, and social studies. Students in 6th grade are required to take the reading and mathematics assessments. 7th graders are required to take the reading, mathematics, and writing assessments. Students in 8th grade take the reading, mathematics, science, and social studies assessments. A student's scale score of 2100 indicates a passing standard while a scale score of 2400 denotes a commended performance. Additional information regarding the TAKS and the Texas accountability system can be found at www.tea.state.tx.us/student.assessment.

Over the past five years, Baker Middle School has shown dramatic improvement in reading. The overall campus performance rate in reading steadily increased: the 2005 overall passing rate was 84% and in 2009 the overall passing rate was 95%, demonstrating an 11-point gain. Dramatic growth was evident in the economically disadvantaged subgroup, as data reveals a 17-point improvement. In 2005, the passing rate for the economically disadvantaged subgroup was 75% and in 2009, the passing rate for the economically disadvantaged subgroup was 92%. Additionally, the percentage of students scoring at the commended level overall in reading has increased by 9 points over the past five years from 44% in 2005 to 53% in 2009.

TAKS scores in reading in 8th grade have improved considerably in the Community program over the past five years from 70% in 2005 to 99% in 2009. Year after year, students in the 8th grade GT program have also demonstrated mastery on the TAKS reading assessment as scores remain at 100% from 2005 to 2009. The 1% achievement gap between the Community program and the GT program signifies that teachers have high expectations for students in both programs.

The overall campus performance rate in mathematics also has steadily increased over the past five years: the 2005 overall passing rate was 67% and in 2009 the overall passing rate was 86%, demonstrating a 19-point gain. The economically disadvantaged subgroup showed a 27-point jump, rising from 51% to 78%. The percentage of students scoring at the commended level overall in mathematics similarly increased by 19 points over the past five years from 24% to 43%.

TAKS scores in mathematics in 8th grade have improved most dramatically in the Community program over the past five years, increasing from 35% to 93%. From 2007 to 2009 for the GT program, 100% of students in the 8th grade GT program met the standard on the TAKS mathematics assessment. The 7% achievement gap between the Community and GT programs continues to shrink as teachers focus on designing engaging lessons and differentiating instruction for all students.

Baker Middle School was consecutively awarded Gold Performance Commended Acknowledgements in Reading/English Language Arts for the past five years. In 2009, the campus was awarded Gold Performance Comparable Improvement Acknowledgement in Mathematics for its rate of student improvement on the TAKS in comparison to 40 demographically similar schools in Texas.

2. Using Assessment Results:

With focus squarely aimed at student achievement, Baker teachers analyze TAKS performance data and set goals for each subject while noting potential areas of concern with the overall population and within subgroups. Early in-service days and job-embedded professional development provide time to examine data sets, reflect on results and design plans of action that will bridge achievement gaps. Department and grade

level meetings to review testing results and work on targeted interventions that are focused on the learning objectives and subpopulation gaps result in collaborative plans for success that are submitted to the principal and documented in the Campus Improvement Plan. These initiatives guide plans to provide human and financial resources needed to support the interventions. Biannual district benchmark results inform instructional practices and intervention adjustments, and progress toward success is monitored regularly through daily Baker Learning Community (BLC) meetings, monthly department meetings, and district professional development opportunities.

Teachers use multiple data sets to inform instruction, and careful analysis of data enables teachers to appropriately differentiate instruction. The campus then uses this information to provide prescriptive assistance to each student. For example, Baker's mathematics department selflessly redesigned their students' schedules to allow for intervention and differentiation. Four different levels of mathematics classes were created before the administration of the TAKS when testing data illuminated areas of student achievement concern.

Students also use their data results to create subject-area goals and individual plans of action. Empowering students to chart their progress instills ownership and teaches them lifelong problem-solving skills. Additionally, student assessment results help drive celebrations of success through grade level, BLC and schoolwide recognitions.

3. Communicating Assessment Results:

Baker informs its community of campus assessment status and progress in a variety of methods. Individual student TAKS results with attachments explaining the data are mailed home, as is the "School Report Card" generated by the state of Texas. This report, also posted on the school's website, provides TAKS performance data by subpopulations and includes information about class sizes, budgets, growth and campus acknowledgements. Additionally, the school hosts a public meeting to share the report and provide updates on current initiatives.

A structured plan for action based on TAKS results is created by the campus Planning and Decision Making (PDM) team, an advisory group of school representatives, parents, community members and the principal. This Campus Improvement Plan is a living document, continually changing to reflect campus progress toward goals. It ensures that school goal setting is driven by data. Study and revision of the plan and its implementation are regular agenda items at PDM meetings, BLC's, PTA meetings, monthly principal coffees and community meetings.

Parents and students have transparent access to abundant data. Grades are posted online weekly by teachers and benchmark results identify students' strengths and weaknesses in specific learning objectives. District progress reports are generated every three weeks in order to keep parents informed of student status. Individual progress forms and objective-specific charts encourage students to track their own progress, informing and motivating them to individually set goals and create action plans. Student conferences are academically informative and serve as a way for teachers to build relationships. By providing a non-teaching period for teachers in addition to their BLC period, Baker promotes regularly scheduled parent communication. Baker administration and teachers understand that parental involvement is vital to student success, and informing parents and community of campus results and action plans enlists buy-in and support. Baker leaders strive for transparent communication, thereby building trust and dispelling false perceptions and incorrect information.

4. **Sharing Success:**

A trailblazing campus, Baker has embraced innovative initiatives at the local, state and national levels. Teachers and administrators learn from like-minded schools, organizations and individuals and in turn share what they know to be effective in improving student achievement.

Various awards and recognitions show Baker's commitment to excellence and innovation. The school has been acknowledged as the Elmer Watson Outstanding Middle School (Texas Middle School Association) , a National Demonstration School (Pearson Achievement), a NetDay Speak Up 100 School for incorporating student voice in education, a Learning School Alliance school (National Staff Development Council), a Technology Immersion Pilot school, a published school case study in T.H.E. (Technology Horizons in Education) , and a NewsBank electronic database top 10 user.

Living the concept of teachers teaching teachers, administrators and staff members present at local, state, and national level conferences, including: Texas Computer Education Association, Texas Staff Development Council, Texas Magnet Schools, Texas Middle School Association, and the National Staff Development Council. Furthermore, several Baker teachers have earned recognition for their commitment to collaboration and professional development and have been named a Mandel Fellow with the US Holocaust Memorial Museum, a teacher-consultant with the local site of the National Writing Project, and the Leon Jaworski Award winner by the State Bar of Texas for outstanding law-related education.

Baker's open-door policy allows the staff to share its success with interested visitors from local schools and worldwide. Since 2005, the campus has hosted the local World Affairs Council with teachers from around the world, technology integration and IB visitors from around Texas, Japanese Educational Exchange visitors, the Texas International Education Consortium, and a teacher from the Fulbright American Studies Institute for Korean Secondary School Teachers of English.

Baker's conference participation, its collaborative spirit, its energy to share through networking and its welcoming of visitors is embedded in the school culture. Baker commits to sharing the journey and will value the newfound learning that comes with Blue Ribbon School status.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Like all IB schools offering the Middle Years Program, Baker offers eight subject groups integrated through five areas of interaction that provide a framework for learning within and across the subjects. Students are required to study their mother tongue (Language A), a second language (Language B), humanities, sciences, mathematics, arts, physical education and technology. IB does not determine the curriculum but provides a fluid framework for instruction that emphasizes the interrelatedness of the subjects. Intercultural awareness, holistic learning and communication underpin all framework components. The Baker master schedule is structured to meet the specific learning needs of the Community and Athena programs as well as to integrate students in all electives, sports, and extracurricular activities. The Athena students receive all core instruction in 45-minute blocks, compacting instruction. The Community students receive instruction in English and mathematics in 90-minute blocks, allowing more time for varied activities and support with independent practice.

Language B

IB requires that all students in the MYP take a second language. Currently, 6th grade students in both the Community and Athena programs are offered Spanish and French at an exploratory level and will have the opportunity to earn credits in Spanish/French I and II courses in 7th and 8th grades. At present, all Athena students and roughly two-thirds of Community students are enrolled in a second language.

Mathematics

The Community curriculum follows *TEKSing Toward TAKS* and additionally offers Pre-AP classes at 7th and 8th grades. The Athena mathematics curriculum begins with Algebra Prep in 6th grade and offers the continuum through Algebra 2. Teachers are highly trained and routinely use technology, learning centers and hands-on activities to engage students. The department commonly attends mathematics-specific professional development and plans together.

Sciences

In response to test data, science has been an area of focus for the last two years. Intensive professional development support from the school district gave teachers an opportunity to design and implement highly engaging lessons with assessment pieces reflective of TAKS objectives. The installation of another science lab through which classes rotate regularly allows improved opportunity for hands-on experiences. An expert instructor sets up and facilitates labs, allowing it also to serve as a model of best practice for all science teachers. The teacher and lab instructor work as a team during labs to monitor student understanding and respond accordingly.

Arts

IB considers the arts and other electives to be of equal value to “core” courses. Baker teachers routinely work with the arts teachers to design interdisciplinary lessons and assessments. Student products and performances consistently earn exemplary ratings at the district level and beyond. All IB students must take an arts course every year, and current offerings include band, choir, orchestra, theatre arts, and visual arts.

Physical Education

Physical Education teachers have redesigned curricular units based on the TEKS to incorporate the IB framework, focusing particularly on community and service and international-mindedness in addition to health and wellness. Currently, the department is making progress toward building a greenhouse so that students can be taught the basics of growing food as well as sound nutritional practices.

Technology

Baker is a technology-rich campus with a one-to-one student to computer access ratio. The IB technology design cycle is woven into the curriculum as students are asked to use their ingenuity and solve problems through a process of investigating, designing, planning, creating, and evaluating. Students regularly have the choice of technology-based products as assessments. Digital video and audio equipment and Smart Board technology are commonly in use in classrooms, and students have access to computers along with digital video and audio equipment to check out for home use.

2b. (Secondary Schools) English:

(This question is for secondary schools only)

Students in English language arts (ELA) classes at Baker discover and explore the past, present and future through literature and writing. Students read various genres of literature to broaden, relate to and share each other's perspectives, and they express understanding through discussions and writing about literature. ELA is academically rigorous and equips students with linguistic, analytical, and communication skills that transfer in an interdisciplinary manner across all subject groups. Systematic instruction in reading and writing and discussion of quality literature occur daily, and classroom activities center around flexible and purposeful groups based on students' instructional needs, interests and skill levels. Varied strategies, including literature circles and paired reading, help teachers meet the diverse needs of Baker's student population. Since research shows that fluency is built by the consistent practice of autonomous reading of a wide variety of texts, students are expected to read independently. A school library and classrooms containing age-appropriate collections that are kept current and serve a broad range of interests and reading abilities support that expectation.

Beyond ELA classrooms, all teachers emphasize literacy to ensure that students have multiple and varied opportunities to interact with text. Academic notebooks in which students take notes, keep vocabulary and write reflections support literacy and help students take control of their work in all subject areas. Word walls emphasize relevant vocabulary in classrooms throughout the school.

Scheduling is differentiated between programs so that students in the Community program receive 90 minutes of ELA instruction in a daily block to allow for extra reinforcement and support for struggling readers while those in the GT program have instruction compacted into a 45-minute period. Students who require critical intervention to improve reading skills are enrolled in Read 180 to practice fluency, build vocabulary and develop comprehension skills. Additionally, students reading below grade level have assistance available through other avenues, including small group tutorials during the school day based on benchmark data, emphasis on leveled reading and the 21st Century Community Learning Centers after-school program.

3. Additional Curriculum Area:

Strong history teachers who are true content specialists have led the department to notable gains in student achievement over the past five years. In 2005, 78 percent of 8th grade students met the standard on the history TAKS while in 2009 the number improved to 96 percent. Additionally, the commended rate for Athena students moved from 80 percent in 2005 to 94 percent in 2009, while in the Community program the commended rate jumped from 9 percent to 27 percent for the same time period.

The rate of success on the history TAKS is due to an ongoing, concerted effort to align the curriculum in all three grade levels as the department works as a team to increase achievement. Teachers collaboratively develop and critique daily lesson plans and reflect to identify the most effective strategies for student success. Specialized BLC's, monthly department meetings and a variety of professional development opportunities maintain momentum and allow teachers to share ideas and assess progress. Mastery of content in history is achieved through various means including interactive notebooks, hands-on projects, use of technology and media, History Alive! activities, law-related education curriculum, and competitive events such as National History Day competition, Texas Quiz Show and Geography Bee. The school's interactive notebooks have been so successful that Baker has provided training materials to be used with teachers at the area educational service center. Collaboration between history and ELA classes has provided the means for students to enhance their knowledge of history through the use of related reading materials and writing activities.

A passion for the content and the use of thought-provoking essential questions and high quality lessons incorporating varied strategies help history teachers achieve results with students. Students have opportunities to perform, to work collaboratively, to debate, to use technology and to apply problem solving skills in their history classes, all of which contribute directly to accomplishing Baker's mission.

4. Instructional Methods:

Baker structures its master schedule to meet the specific learning needs of both Athena and Community populations. Athena students have 45-minute classes, compacting instruction in core content classes and creating an eight period day so that students have an additional elective plus a period in which they can receive specialized group instruction or tutoring as needed. Community students have a six-period day in which ELA and mathematics classes meet in 90-minute blocks that allow time for varied activities and support with independent practice. Special education students receive grade-level instruction through inclusion or a teacher rotation model. Students for whom English is a second language are assigned to highly trained ESL staff, and migrant students are offered one-to-one mentoring/tutoring.

Purposeful tutoring initiatives are set up when student performance indicates the need for intervention. Flexible staffing allows for paraprofessionals to help with groups of students when teachers shift their focus to areas of greater need. When teachers in 8th grade ELA noticed a lag between the achievement level of groups of students within the class, they intervened by regrouping with paraprofessional help so that the students in need could receive focused assistance. Teachers in all subject areas work diligently with the test data, grade book assessment and building relationships with students so that they can creatively tackle achievement issues within subgroups as they occur. Response to Intervention (RTI), in the early stages of its implementation, assists with teacher monitoring of strategies to determine the need for further instruction and/or intervention. Data analysis is ongoing and directs instruction. SchoolNet and iNova provide timely updates to teachers on benchmark and state assessments. Adjusting pacing, strategies, structures and modalities, along with identifying additional resources and support in order to address needs, are common practice. Collaborative reflection and planning directs rescheduling of students and teachers when the academic data suggests a need for change.

5. Professional Development:

Baker believes firmly in the value of professional learning communities. Success for all students depends on quality professional development for everyone who affects student learning. While a challenge, creating a schedule that allows for job-embedded professional development pays dividends in student achievement. All teachers have two non-instructional periods every day, one for planning and parent conferences and a second for the Baker Learning Community (BLC).

Daily BLC time allows a wide variety of professional development needs to be addressed. The focus of these professional development opportunities is always the improvement of what teachers teach, how they teach, and the relationships they build with students and parents. BLC presentations, discussions and activities vary in scope, ranging from technology to analyzing data and student work to meeting the diverse needs of the student body. In addition, as the school implements the IB framework, meeting in BLC's allows teachers to tackle a daunting amount of transitional work with consistent support.

Through collaborative efforts, the campus staff developer designs a weekly BLC schedule to address specific goals based on teachers' choices in addition to Campus Improvement Plan and district initiatives. In response to teacher requests, BLC time is allocated for peer observations. The experience enables teachers to see and learn from best practices that others on campus utilize and in some cases to find mentors and collaborative partners in those they observe.

The staff developer conducts regular instructional walks with teachers, administrators, parents and guests to provide feedback regarding a specific focus in classrooms visited. Forms completed during the process and reflection afterward help to assess progress toward professional development goals. The staff developer determines to what degree initiatives have been embraced and creates an action plan to support teachers who need additional assistance.

Monthly department meetings also give time for professional development in subject-specific areas. Teacher-leaders and guest presenters lead discussions and provide training to improve both teacher and student performance. Testing data is scrutinized carefully to plan for future training needs or changes in the school's structure. Additionally, staff members are encouraged to attend subject-specific in-services and professional conferences.

6. School Leadership:

Utilizing a collaborative model, Baker's principal leads the staff and key community stakeholders in embracing a clear vision and mission for the campus. The campus operates as a team, tirelessly working toward unified goals. The team was built "one conversation at a time," and its strong trust, values, talents and commitment have propelled Baker forward. Powerful teacher-leaders and active community members work in unison with administrators to create a campus culture in which 100% success with *no* child left behind can be a realistic goal. Improved student achievement is the basis for every professional conversation that takes place, and holistic instructional approaches and data-driven decision making are modeled and expected. As the principal reminds teachers, the data that they examine serves as an additional representation of student voice and it must be considered when planning action steps toward achievement.

School leadership empowers teachers to make decisions about what is best to increase student learning. Job-embedded professional development and BLC's help to ensure that collaborative opportunities, outside networking and quality training are made available for all Baker staff on a daily basis. Regular opportunities to analyze student data are built in to teachers' schedules, and they are provided with resources and support in order to implement their plans to address continuing gaps and areas of concern. Teachers are encouraged to take risks and share their strengths. They explore new ideas and areas of interest by attending workshops and professional conferences and often return to share their knowledge with colleagues during BLC or department meetings. Administrators, the campus staff developer and teacher leaders all provide individual support and coaching experiences as needed. The principal leads by example, seeking innovative practices that are compelling, exciting, and mentally stimulating. When teachers truly imagine how they can change their practices in order to reach every child, it instills a renewed faith in learning that energizes both teacher and student.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: TAKS

Edition/Publication Year: 2003

Publisher: Texas Education Agency/Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met	79	81	83	82	73
Commended	46	40	30	39	28
Number of students tested	274	274	259	263	280
Percent of total students tested	100	100	100	100	95
Number of students alternatively assessed	19	17	22	27	17
Percent of students alternatively assessed	1	1	1	1	1
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Met	68	66	74	73	60
Commended	29	25	22	26	19
Number of students tested	153	146	154	132	128
2. African American Students					
Met	83	100	0	100	0
Commended	33	45	0	45	0
Number of students tested	12	11	0	11	0
3. Hispanic or Latino Students					
Met	72	72	77	76	69
Commended	35	31	24	29	24
Number of students tested	196	191	186	166	201
4. Special Education Students					
Met	0	0	0	0	50
Commended	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. Limited English Proficient Students					
Met	0	0	0	0	0
Commended	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Largest Other Subgroup					
Met	99	98	97	98	96
Commended	81	58	49	64	41
Number of students tested	117	117	111	121	112

Notes:

Data in question 6 reflects Gifted/Talented subgroup.

Subject: Reading
Edition/Publication Year: 2003

Grade: 6
Publisher: Texas Education Agency/Pearson

Test: TAKS

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met	92	94	92	97	88
Commended	57	59	56	53	48
Number of students tested	273	273	253	263	280
Percent of total students tested	100	100	100	100	95
Number of students alternatively assessed	19	18	19	27	17
Percent of students alternatively assessed	1	1	1	1	1
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Met	86	88	88	95	80
Commended	42	37	41	35	29
Number of students tested	152	146	156	131	128
2. African American Students					
Met	83	100	0	100	0
Commended	42	73	0	64	0
Number of students tested	12	11	0	11	0
3. Hispanic or Latino Students					
Met	90	90	91	95	86
Commended	45	47	48	39	39
Number of students tested	195	191	188	166	201
4. Special Education Students					
Met	0	0	0	0	0
Commended	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. Limited English Proficient Students					
Met	0	0	0	0	0
Commended	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Largest Other Subgroup					
Met	100	99	100	100	100
Commended	90	92	89	83	84
Number of students tested	117	117	111	121	112

Notes:

Data in question 6 reflects GT subgroup.

Subject: Mathematics
Edition/Publication Year: 2003

Grade: 7
Publisher: Texas Education Agency/Pearson

Test: TAKS

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met	85	86	81	79	65
Commended	36	32	32	23	16
Number of students tested	273	273	271	286	282
Percent of total students tested	100	100	100	100	94
Number of students alternatively assessed	22	26	20	23	16
Percent of students alternatively assessed	1	1	1	1	1
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Met	71	81	73	68	50
Commended	17	20	17	12	6
Number of students tested	112	166	111	137	137
2. African American Students					
Met	90	0	100	0	64
Commended	30	0	55	0	9
Number of students tested	10	0	11	0	11
3. Hispanic or Latino Students					
Met	79	83	74	74	54
Commended	27	25	21	16	10
Number of students tested	193	206	187	209	202
4. Special Education Students					
Met	0	80	0	0	45
Commended	0	0	0	0	9
Number of students tested	0	10	0	0	11
5. Limited English Proficient Students					
Met	0	0	0	0	0
Commended	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Largest Other Subgroup					
Met	100	100	99	100	97
Commended	62	59	63	40	34
Number of students tested	112	116	109	120	111

Notes:

Data in number 6 reflects GT subpopulation.

Subject: Reading
Edition/Publication Year: 2003

Grade: 7
Publisher: Texas Education Agency/Pearson

Test: TAKS

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met	93	89	88	86	78
Commended	40	41	42	32	35
Number of students tested	273	276	271	287	283
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	22	23	23	22	16
Percent of students alternatively assessed	1	1	1	1	1
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Met	88	83	81	75	69
Commended	22	27	21	20	19
Number of students tested	112	168	111	137	139
2. African American Students					
Met	100	0	100	0	70
Commended	70	0	55	0	50
Number of students tested	10	0	11	0	10
3. Hispanic or Latino Students					
Met	90	86	83	83	72
Commended	29	33	26	29	24
Number of students tested	194	209	186	210	204
4. Special Education Students					
Met	0	62	0	0	67
Commended	0	0	0	0	17
Number of students tested	0	13	0	0	12
5. Limited English Proficient Students					
Met	0	0	0	0	0
Commended	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Largest Other Subgroup					
Met	100	100	100	100	99
Commended	67	73	83	50	68
Number of students tested	111	116	109	120	113

Notes:

Data in question 6 reflects GT subpopulation.

Subject: Mathematics
Edition/Publication Year: 2003

Grade: 8
Publisher: Texas Education Agency/Pearson

Test: TAKS

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
met	92	85	81	70	59
commended	43	37	30	24	27
Number of students tested	263	272	275	257	241
Percent of total students tested	99	98	93	91	94
Number of students alternatively assessed	32	24	21	27	16
Percent of students alternatively assessed	1	1	1	1	1
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
met	88	80	64	60	39
commended	28	20	14	11	14
Number of students tested	152	153	96	120	122
2. African American Students					
met		100	0	0	0
commended		50	0	0	0
Number of students tested		10	0	0	0
3. Hispanic or Latino Students					
met	91	79	77	62	45
commended	37	25	22	15	15
Number of students tested	199	190	202	183	145
4. Special Education Students					
met	0	0	0	0	0
commended	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. Limited English Proficient Students					
met	0	0	0	0	0
commended	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Largest Other Subgroup					
met	100	100	100	94	97
commended	71	74	56	50	57
Number of students tested	111	104	111	108	92

Notes:

Data in question 6 reflects GT subgroup.

Subject: Reading
Edition/Publication Year: 2003

Grade: 8
Publisher: Texas Education Agency/Pearson

Test: TAKS

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Apr	Apr	Apr
SCHOOL SCORES					
Met	98	90	93	88	81
Commended	56	55	53	51	46
Number of students tested	260	276	275	259	242
Percent of total students tested	99	100	93	91	94
Number of students alternatively assessed	3	22	21	25	16
Percent of students alternatively assessed	1	1	1	1	1
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Met	97	85	87	82	70
Commended	40	44	32	36	28
Number of students tested	148	156	94	122	122
2. African American Students					
Met	0	90	0	0	0
Commended	0	80	0	0	0
Number of students tested	0	10	0	0	0
3. Hispanic or Latino Students					
Met	97	87	92	84	75
Commended	50	44	46	39	32
Number of students tested	195	193	202	185	176
4. Special Education Students					
Met	0	0	0	0	0
Commended	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. Limited English Proficient Students					
Met	0	0	0	0	0
Commended	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Largest Other Subgroup					
Met	100	100	100	100	100
Commended	92	89	84	86	86
Number of students tested	111	105	111	107	92

Notes: