

**U.S. Department of Education**  
**2011 - Blue Ribbon Schools Program**  
**A Public School**

School Type (Public Schools):     Charter     Title 1     Magnet     Choice  
(Check all that apply, if any)

Name of Principal: Mrs. Vickie Gentile

Official School Name: Lomax Elementary School

School Mailing Address:    1002 San Jacinto  
   La Porte, TX 77571-6496

County: Harris                      State School Code Number: 101916106

Telephone: (281) 604-4300    E-mail: gentilev@lpisd.org

Fax: (281) 604-4355              Web URL: http://sc.lpisd.org/

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. Lloyd Graham    Superintendent e-mail: lwgraham@lpisd.org

District Name: La Porte Independent School District    District Phone: (281) 604-7000

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. Bill Snead

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

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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 2010-2011 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 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
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

11TX16

All data are the most recent year available.

## DISTRICT

1. Number of schools in the district: 7 Elementary schools  
 (per district designation) 3 Middle/Junior high schools  
2 High schools  
0 K-12 schools  
12 Total schools in district
2. District per-pupil expenditure: 6040

## SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 3
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		<b>6</b>	0	0	0
K	30	40	70		<b>7</b>	0	0	0
1	46	55	101		<b>8</b>	0	0	0
2	44	35	79		<b>9</b>	0	0	0
3	47	50	97		<b>10</b>	0	0	0
4	58	51	109		<b>11</b>	0	0	0
5	39	37	76		<b>12</b>	0	0	0
<b>Total in Applying School:</b>								<b>532</b>

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native  
1 % Asian  
2 % Black or African American  
36 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
57 % White  
3 % 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 2009-2010 school year: 20%

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, 2009 until the end of the school year.	49
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	70
(3)	Total of all transferred students [sum of rows (1) and (2)].	119
(4)	Total number of students in the school as of October 1, 2009	590
(5)	Total transferred students in row (3) divided by total students in row (4).	0.20
(6)	Amount in row (5) multiplied by 100.	20

8. Percent limited English proficient students in the school: 2%

Total number of limited English proficient students in the school: 13

Number of languages represented, not including English: 1

Specify languages:

Spanish

9. Percent of students eligible for free/reduced-priced meals: 40%  
 Total number of students who qualify: 214

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-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 9%  
 Total number of students served: 47

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>4</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>4</u> Other Health Impaired
<u>1</u> Deaf-Blindness	<u>13</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>20</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>5</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>2</u>	<u>0</u>
Classroom teachers	<u>27</u>	<u>0</u>
Special resource teachers/specialists	<u>4</u>	<u>2</u>
Paraprofessionals	<u>10</u>	<u>1</u>
Support staff	<u>18</u>	<u>2</u>
Total number	<u>61</u>	<u>5</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: 20:1

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

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	97%	97%	97%	97%	97%
Daily teacher attendance	96%	94%	93%	92%	90%
Teacher turnover rate	6%	6%	15%	15%	16%
High school graduation rate	%	%	%	%	%

If these data are not available, explain and provide reasonable estimates.

Attendance rates fell below 95% in the following years because of teachers taking FMLA:

05-06 5 teachers

06-07 2 teachers

07-08 3 teachers

08-09 2 teachers

At the end of 2006 Lomax had five teachers leave the district. One moved out of the area and the other four left for personal reasons. In 2007, three teachers moved out of the area, one retired, and one found a teaching position closer to home. In 2008, two teachers decided to stay home with newborn children, two moved out of the area, and one found a teaching position closer to home.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
<b>Total</b>	<b>_____ 0%</b>

Lomax Elementary has an unwavering tradition of success and excellence. Our students live up to our vision “Excellence is the Expectation” which is a core value that our community upholds. Faculty and staff help students to achieve their personal best, become responsible and productive citizens, and embrace lifelong learning in a safe and positive environment. We incorporate La Porte Independent School District’s improvement goals by strengthening educational programs and opportunities for all individuals in our school. The Lomax Elementary family-like atmosphere promotes a “one for all and all for one” philosophy whereby we meet children where they are and expect them to go above and beyond expectations.

Located in the small city of La Porte, our building is home to 535 students, grades K to 5. This neighborhood school is a mixture of many ethnicities, languages, and economic levels. Of 535 students, 40% are economically disadvantaged, 9% are designated as special education, and 10% are identified gifted and talented. Our changing demographics require us to emphasize the academic needs of our low socioeconomic students.

Community involvement is an integral part of meeting the goals of Lomax Elementary. All students complete a service project annually including reading to senior citizens, collecting pull tabs from aluminum cans to raise funds for the Ronald McDonald House, corresponding with military, and collecting food items and toiletries for local shelters. Other school-wide community involvement activities include Pennies for Patients on behalf of The Lymphoma Society and The Juvenile Diabetes Research Foundation Walk. We offer a variety of parent/student interactive academic events, such as Math and Literacy Nights, during which teachers share knowledge and activities to enhance each child’s education, and Texas Assessment of Knowledge and Skills (TAKS) Picnic with Parents, in which parents join their child during the instructional day.

Our campus maintains science labs to enhance hands-on learning, math labs where students can connect school and the real world, and computer labs equipped with advanced technology. The extensive library accommodates the needs of our diverse learners. Educators using labs have helped Lomax Elementary achieve exemplary TAKS recognition for the last consecutive four years. In addition, Lomax Elementary received Gold Performance Acknowledgments the last four years for commended performance in TAKS reading, writing, math, and science. Targeted Title I designation was granted to our school last year. With the change in socioeconomic status, our economically disadvantaged population has been more successful than ever, achieving a 13% increase in students meeting the standard in the past five years in math and a 12% increase in reading on the TAKS test. At the 3rd and 4th grade levels, students have consistently met the standard at 95% or above in reading and math. Fifth grade students achieved a 95% average in meeting the standard in reading and a 90% average in math in the last five years. Fifty-seven percent of 3rd-5th graders achieved a commended score on math TAKS, and 48% achieved a commended score on reading TAKS in 2009-2010.

Lomax Elementary has long been acknowledged as a dedicated home of learners where expectations are set high. Our highly professional faculty works tirelessly at keeping up with new teaching and learning techniques by attending and presenting workshops at conferences and applying time-tested educational theories while focusing on each child. The ongoing, personal relationships that the faculty has fostered with the students are a direct correlation with our low teacher turnover rate. These relationships are strengthened by teachers practicing Capturing Kids’ Hearts, a training all faculty and staff received to meet the emotional needs of learners while providing a safe, secure, and respectful environment. The teachers at Lomax Elementary also go above and beyond by tutoring before and after school to ensure each student is successful. Along with individual and small group tutoring, students are also given opportunities for individualized instruction, with teachers meeting students where they are and advancing their academics through technology applications such as PLATO, i-station Reading, Renzulli Learning, and STAR Testing provided by Accelerated Reader.

The long-standing tradition of excellence and achievement at Lomax Elementary is one that evokes pride from the students, their families, faculty and staff, and the community. We are honored to be a part of a school district that supports what we know our children need, provides for these needs, and respects the traditions and accomplishments that make Lomax Elementary worthy of Blue Ribbon status.

## 1. Assessment Results:

The state of Texas uses the Texas Assessment of Knowledge and Skills (TAKS) to assess whether students are learning the Texas Essential Knowledge and Skills (TEKS). It is a yearly evaluation that begins when students enter grade three and continues until graduation standards are met. At the elementary level, standards are assessed in math, reading, science, and writing. Based on meeting the state performance standards, schools are rated by the following categories: Exemplary, Recognized, Academically Acceptable, and Academically Unacceptable.

Students at Lomax Elementary are high performing as indicated by our “Exemplary” rating awarded to our school by the Texas Education Agency for the last four years. Our overall TAKS met standard and commended scores continue to remain high. Our goal is to maintain high passing rates in all subject areas, while improving our commended rates in all student sub-populations. We are proud that our math passing rate, previously at 91%, has improved to 98% for all students. In addition, over the past five years, our reading passing rate improved by six percentage points to 99%. These increases occurred simultaneously as our economically disadvantaged population grew. Lomax Elementary was a Title I Targeted Assisted School for two years and became a Title I School-wide campus in 2010. The passing rate of economically disadvantaged students has increased from 85% to 97% in reading and 85% to 98% in math over the last five years.

Our commended rates are a reflection of our vision which is excellence for all students. This is attained by teaching all students at a high cognitive level. Commended scores are high across all sub-populations. Our reading commended scores increased from 40% five years ago to 48% in 2010, and math commended scores increased from 41% in 2008 to 57% in 2010. Furthermore, our economically disadvantaged sub-population commended scores in reading increased from 32% five years ago to 40% in 2010, and math commended scores increased from 36% to 46%.

Third grade students have performed at or above 95% for the last five years. In 2009-2010, all students were at 100% in reading and 98% in math. Our Hispanic and economically disadvantaged students have historically performed above the 90th percentile. Third grade students’ reading commended scores have consistently been in the 60th percentile in four of the last five years. Commended scores for math have been in the 50th percentile for four of the last five years. Students receive a strong base in math and reading in the primary grades to prepare them for the rigor of the TAKS test in 3rd grade. Those students continue to excel in 4th grade in reading and math with scores historically above the 95th percentile for all students. Lomax Elementary has seen the most improvement in fifth grade, with an increase in reading from 89% to 97% and math scores from 84% to 98%.

The number of special education students taking the state assessment has significantly increased over the last five years. Not only are more special education students taking the TAKS/TAKS Accommodated, but also the passing rate has increased. From 2006-2007 to 2009-2010, Lomax Elementary experienced a 54% increase in the number of special education students taking the math portion of the TAKS test, with 92% meeting standard in 2009-2010. From 2006-2007 to 2009-2010, Lomax Elementary experienced a 58% increase in the number of special education students taking the reading portion of the TAKS test. In 2009-2010, the student passing rate in reading for special education students was 100%.

Lomax Elementary remains committed to continually meeting the needs of all students. Our results have been exemplary and we intend to continue that trend. A complete review of our campus’s accountability ratings and our school’s performance according to the Academic Excellence Indicator System (AEIS) are available at <http://www.tea.state.tx.us/>.

## **2. Using Assessment Results:**

Assessment data is used to inform instruction and target intervention. Benchmark testing is administered to 3rd, 4th, and 5th graders to gauge progress on TAKS objectives. Kindergarten, 1st, and 2nd grade students take the SAT10 at the end of the school year. The results provide valuable information to begin interventions immediately at the beginning of the next school year. In the primary grades, the Developmental Reading Assessment 2 (DRA2) and the Observational Survey (OS) are used to evaluate student progress in reading and writing. CSCOPE Unit Assessments are used to determine if students are learning at the expected level.

Collectively, data is used for grouping students to differentiate instruction based on needs, and to drive instruction for reading and math in all grades. Objective and item analysis data are used to form tutoring groups for students who need skill remediation in 3rd, 4th and 5th grades.

We are proud of the processes we have in place to assist Lomax Elementary students. Our goal is to close academic gaps and maximize learning. We immediately target returning and new students who need interventions at the beginning of each school year. Through Response to Intervention (RTI) and tutoring by classroom teachers, we work diligently to assure the success of every student. Our RTI team convenes to discuss and suggest appropriate interventions when students meet the criteria for Tier II. These interventions are put in place and tracked for a period of at least six weeks. If students do not make significant progress and additional interventions are needed, the RTI team will reconvene to review data and determine if the students need further screening and/or assessment. That data is used to drive instruction, interventions, and acceleration.

Grade level teachers have a Teacher Time each week to share student learning and use the expertise of their colleagues to determine interventions for their students. Grade level teachers are a part of a Professional Learning Team (PLT) that sets goals for their students at the beginning of the year, tracks progress, and shares their students' success level at the mid-term meeting. Data is used to determine Individual Educational Plans (IEPs) for our special education students. Data from the IEP's drive instruction for individual and small group lessons.

Lomax teachers and administrators keep extensive data records on all students. This enables us to intervene or accelerate instruction as needed, and assist all students to reach their full potential.

## **3. Communicating Assessment Results:**

Communication of student performance is essential to academic success and encourages a positive relationship among home, school, and community. Feedback from our faculty, staff, parents, and stakeholders is fundamental to student success. At the beginning of each school year, we have an Open House assembly to provide and explain the previous year's data from the Texas Assessment of Knowledge and Skills and Stanford 10 assessments. Parents receive information about various Lomax Elementary awards including Title I Distinguished School, Just for the Kids, and Gold Performance Acknowledgements in reading, writing, math, and science, as well as an Exemplary rating for four consecutive years. Teachers also take this opportunity to explain the year's goals and expectations.

Various strategies are used for school-home communication. District-wide parent conferences are held twice a year. Parents are informed of their child's academic performance including results of various assessments as well as classroom work. They also receive weekly updates on their child's grades, conduct, and important upcoming events. Another method of communication is through La Porte ISD progress reports and report cards. To communicate student performance, progress reports are sent home mid-way through the nine weeks and report cards are issued at the end of each nine-week period. These reports are signed by parents and returned to school. Grades below 75 are reported to parents on a weekly basis.

Student performance is communicated to the community via the Internet, newspapers, public school board meetings, and our school marquee. Our campus Web site provides information on test results, with

a link to our School Report Card, NCLB Report Card (AYP), and current AEIS Report. The district Web site provides a link to the Home Access Center, a Web-based snapshot for parents to access their student's current grades on specific assignments in each subject. The Home Access Center also includes each child's daily attendance.

These communication tools are grounded in making Lomax Elementary the hub of the district's broader professional learning community.

#### **4. Sharing Lessons Learned:**

Lomax has received an Exemplary rating for the previous four years and was named a Distinguished Title I Campus for the year 2010. We share our strategies for success in many ways.

Our reading intervention specialist and special education teacher have conducted several workshops including Balanced Literacy, Response to Intervention, and Differentiated Instruction. These workshops have been attended by teachers from a number of other LPISD schools.

Lomax reaches teachers throughout the county through our relationship with the Harris County Department of Education. For example, our principal is on the board of the Harris County Early Childhood Conference. Several teachers present at this conference yearly to share successful strategies used in the classroom. In addition, an experienced and highly successful Lomax teacher is on the staff of the Harris County Department of Education, helping to prepare students seeking alternative certification.

Another teacher presents at the Texas Association of Gifted and Talented (TAGT) and at the National Association of Gifted/Talented conferences. She shares her skills for individualizing instruction and helps all elementary teachers acquire G/T hours by offering training throughout the school year.

The principal and faculty members have attended the National Staff Development Conference (NSDC) for the last two years. Based on knowledge acquired from the conference, Lomax has developed and initiated Professional Learning Teams. Another important benefit of attending NSDC was that it inspired us to establish our own process for Response to Intervention. Our unique model has been replicated by several other schools.

Lomax faculty and staff share strategies on a regular basis. We share successful classroom activities and instructional strategies during faculty meetings. Additionally, teachers visit colleagues to learn from peers and see successful methods in action. This enables teachers to observe the outstanding and diverse teaching occurring all around them. Debriefing sessions follow each visit for discussion and reflections.

In collaboration with the University of Houston-Clear Lake Teacher Internship Program, our campus has served as a training ground for several successful future teachers.

## 1. Curriculum:

At Lomax Elementary, three district initiatives have played a key role in our students' success--a fully aligned and articulated curriculum (CSCOPE); administration of Stanford Achievement Test (SAT10), a national norm-referenced test; and the implementation of the INOVA Process which is designed to increase TAKS scores, match appropriate interventions with students' needs, and enhance long-term instructional effectiveness.

The administration, faculty, and staff at Lomax Elementary recognize the importance of integrating different delivery methods and academic methodologies in order to reach each individual student. Our reading/ELA curriculum principles of Guided Reading, Balanced Literacy and Harcourt's Journeys are integrated to ensure all students receive developmentally appropriate and cognitively enriching instruction. The district curriculum, CSCOPE, provides the scope and sequence for the Texas Essential Knowledge and Skills (TEKS). Resources such as the Literacy Library, cross grade-level tutoring for Tier 2 interventions, and i-station Reading help secure our student's academic achievement and success. In addition, we are pleased with our Students Taking Active Roles (STAR) program for our fifth graders as it promotes responsibility, self-confidence, and self-discipline.

The teachers at Lomax Elementary have attended The Writing Academy to help our students develop a solid foundation in writing. Through this process, teachers at all grade levels are able to build upon the skills students have learned from year to year. Teachers also implement skills from the 6+1 Traits of Writing, an analytic model for writing instruction. Using different techniques allows teachers to differentiate instruction so that all students develop into proficient writers.

Lomax Elementary school's fine arts program stresses the importance of experiences and opportunities that enrich the lives of students through personal and cultural performances. The students experience such events as the Houston Symphony and Main Street Theater and participate in group and individual performances at school and in the community. Examples of community performances include the Lomax's Winter Wonderland and the City of La Porte's Christmas on Main Street. Additionally, students have been exposed to a professional mime, a ballet company, and a singing puppeteer. The physical education teacher works with the music teacher to integrate the curriculum and provide the kinesthetic component needed to develop the whole child. Also included in the fine arts program at Lomax Elementary is a school-wide Spanish language program taught by the music teacher.

By seamlessly integrating social studies into core content areas, the curriculum at Lomax Elementary incorporates reading comprehension, math, and science skills in order to educate the whole child. Providing students the opportunities to experience events and traditions from other cultures fosters character building and citizenship. Activities such as first grade's Christmas around the World, community service projects, and a school-wide food drive, allows the student to apply classroom knowledge into real world situations. A program we are especially proud of is our fifth grade Asian studies program, sponsored by DuPont, one of our Partners in Education, which allows our students to learn about Chinese culture and geography, writing with Chinese characters, and creating origami.

Science is a very hands-on and lab based core subject area at Lomax Elementary. We are fortunate that one of our teachers was selected to participate in the Conoco Phillips Rice Elementary Model Science Lab. This is a yearlong professional development program that focuses on learning science content, new classroom technology, and fully understanding the Texas Essential Knowledge and Skills for science. Teachers and students benefit from her participation: she returns to campus and becomes the science leader, teaching colleagues many new and effective ways to teach science, ultimately, enriching the school-wide science program.

Another resource for actively engaging students in learning through various hands-on activities is by using the 5-E Instructional Model. This model encourages spiraling of the science curriculum throughout the grade levels. A facilitator guides the students through a discussion explaining a new concept based on previous instruction and shared experiences. Student activities are developed and based on previously learned concepts.

## **2. Reading/English:**

To advance the process of learning to read, the teachers, staff, and administrators at Lomax Elementary recognize the importance of instilling the characteristics and behaviors of good readers and fostering them in all of our students.

Our primary students are in the process of learning to read and respond to increasingly more complex texts. We use a scaffolding process that incorporates researched methodologies that are based on what good readers do for our primary students as they move through the various stages of learning to read. By focusing on the components of reading; phonemic awareness, phonics, fluency, vocabulary, and comprehension the foundation for a lifelong reader is built.

Our kindergarten, 1st and 2nd grades foster appropriate reading behaviors through balanced literacy, small group instruction and the use of literary work stations. Our extensive literacy library contains leveled trade books for teachers to use within the classroom and for students to take home for practice and fluency building.

Assessment is an important part of our effective reading program. Students are screened at various times of the year using Marie Clay's Observation Survey, Pearson's Developmental Reading Assessment 2, and I-Station's Indicators of Progress for Early Reading, a computer adaptive assessment program. Progress monitoring is used to support the ongoing instruction of these students in order to gain pertinent information to help all of our students become more proficient readers. Read Naturally, DIBELS, and Lakeshore Learning are a few of the tools we use to progress monitor our kindergarten, 1st and 2nd grade students. First grade through 5th grade uses STAR/Accelerated Reading and 3rd through 5th grades gain insight through data from benchmark testing.

Teachers in grades 3, 4, and 5 use good literature with students to incorporate skills in order to advance from learning to read to reading to learn. Skills are introduced in whole group, small groups, and by differentiating teaching for students with specific needs. CSCOPE, the district's scope and sequence, provides a framework for the teachers to ensure all applicable skills are introduced, reviewed, and spiraled through the grade levels.

We at Lomax Elementary realize that success in reading is the key to success throughout a child's school career and life. Each and every day we strive to provide the best possible reading program to achieve the high standards and goals we have put in place.

## **3. Mathematics:**

Lomax Elementary school's strong math program is the result of a combination of research-based curriculum and best teaching practices. Professional development is the key to keeping our teachers abreast of the latest trends and curriculum updates. We adopted a school wide problem solving model known as UPS  $\sqrt$  (understand, picture or plan, solve and check). Our math curriculum is aligned so that vocabulary remains consistent through the grades and skill areas increase in rigor appropriately. Our teachers can be observed using a variety of instructional techniques with an emphasis on small group instruction and one-on-one instruction as needed. Manipulatives are available in each classroom in addition to a well-stocked math lab for discovery and investigation. We use every opportunity to emphasize math reasoning across the curriculum.

In the primary grades math is very hands-on and the use of manipulatives can be seen in every classroom. Children learn to investigate and problem solve early through such activities as Calendar Math, UPS  $\sqrt$

(understand, picture or plan, solve and check), Touch Math, Table Stations and strategies from Marilyn Burns, Kim Sutton and Marcy Cook. Lessons are extended and enhanced by using Math Journals and Mimio lessons to analyze and apply new skills and learned practices. Skills and concepts are continually spiraled throughout the curriculum.

Lomax Elementary offers constant re-teaching opportunities. PLATO tutorial software is used in a before-school tutoring program in our computer lab. Students are recommended to the program by classroom teachers. It is also used in the classroom for struggling students. Our students develop math fact fluency using Fluency and Automaticity through Systematic Teaching with Technology (FASTT Math). Lomax has a math pull-out program based on Navigator, a program that focuses on skills needed by those significantly behind mathematically. Some students get double instruction-- math classroom instruction as well as 20 minutes of intense small group instruction on previously taught objectives. This builds skills and closes learning gaps.

We encourage, teach, and build special relationships with students through a formal mentoring program with two local industries where employees bring their knowledge of math and engineering. Lomax Elementary provides opportunities for math enrichment for students who demonstrate increased math aptitude. These include investigative projects, computer projects, and innovative individual and small group instruction. It is the goal of Lomax Elementary for every student to have the confidence and ability to think mathematically, to problem solve, and to face his/her future with excitement.

#### **4. Additional Curriculum Area:**

A goal of Lomax Elementary is to maximize each student's growth and individual success in science by providing a variety of research-based experiences that allow him/her to explore the curriculum content successfully. Instruction in science is vertically aligned to maintain consistency throughout the educational experience in grades K-5. In the primary grades, while learning the fundamentals, science is integrated into all subjects throughout the day. Building on the foundations taught in the primary grades, science has taken a focus in our school. Hands-on experiences and science labs make up more than 60% of the curriculum in all grades. The 5-E Instructional Model is used to improve science instruction. Students are engaged in activities that build on previous instruction. They have the opportunity to explore a new concept. The facilitator guides the students through a discussion explaining the new concept based on their shared experiences. The students develop activities by elaborating on the previously learned concept. Students are evaluated on their overall knowledge and real life application of the concepts.

Lomax Elementary has a highly trained and qualified staff of teachers who are committed to the excellence of all students. Science has become a focus over the past five years. Teachers attend professional development on and off campus to gain knowledge about science. All science teachers are encouraged to attend the Conference for the Advancement of Science Teaching (CAST), the National Science Teachers Association's conference, and the Texas Association for the Gifted and Talented Professional Development conference (TAGT). Our science coach develops weekly, in-depth labs with quality hands-on experiences for our science students. The teachers utilize CSCOPE, the district curriculum, along with TAK Scope lessons, to supply students with varied instructional experiences. In addition, our school is highly committed to giving students an opportunity to attend educational science field trips. The students visit the Houston Museum of Natural Science, Moody Gardens in Galveston, Houston Aquarium, Space Center Houston, and the Houston Children's Museum to enhance learning. Through the years, Lomax students have participated in Sally Ride Science TOY challenge, advancing twice to the national competition in San Diego, California, Odyssey of the Mind competitions at the local and state levels, and the district-wide Creative Problem Solving Bowl.

What our students learn in grades kindergarten through five will provide them with the foundation to become responsible and productive members of our community.

## **5. Instructional Methods:**

Teachers at Lomax Elementary address the needs of all students by incorporating Bloom's Taxonomy into lesson planning to encourage higher level thinking. Our utilization of the Reading Renaissance Program tremendously impacts all students by targeting independent reading levels. Teachers at Lomax Elementary support the program by monitoring student growth and offering motivation and encouragement. Students in need of additional support receive accelerated instruction through i-station Reading. In the area of math, students work at their own pace on a variety of math objectives utilizing the PLATO computer program. These programs have proven to be most valuable to the student's success.

In addition, our special education students receive direct services from a certified teacher and/or inclusion support within the classroom. Individual Education Plans (IEPs) are provided and followed by the classroom teachers and support personnel. Mentors, PALS, and TAKS buddies provide invaluable support to our students emotionally as well as academically. Classroom teachers work beyond the required school hours to offer tutoring to foster their students' success. Additionally, students who have achieved two commended TAKS scores participate in Talent Pool classes to extend their critical and creative thinking skills. Our GT pull-out program offers a variety of enriching activities for our gifted students in keeping with their need for individualized differentiation. For example, all GT learners participate in the Texas Performance Standards Project, a system to motivate and document high levels of academic achievement. These tasks help to meet the requirements of the Texas State Plan for the Education of Gifted/Talented Students.

Emotional support for our students is a priority for Lomax Elementary. Ruby Payne training has enlightened our faculty and staff regarding the diverse needs of our students. Our faculty is strongly committed to the total welfare of each child entrusted to us. Capturing Kids' Hearts, a character building program, has enabled us to meet the commitment to effectively support our children. To further differentiate for our students, Lomax Elementary subscribes to Renzulli Learning which incorporates research and curriculum through technology. Joseph Renzulli's School Wide Enrichment Model offers all students a means to research their passions on an appropriate level. This model enables the teachers to foster connections for the students among their classroom, their lives and the world. Enrichment clusters are held twice a year to encourage students to learn about new things, expanding their world and exposing them to new ideas.

## **6. Professional Development:**

One of Lomax Elementary school's goals is to keep educators abreast of creative and innovative techniques to improve student learning. Our campus goal supports the district goal of recruiting, developing, and retaining excellent staff. Lomax Elementary is committed to providing teachers with the educational support they need to be highly effective teachers. To continue the high student achievement of our economically disadvantaged students, all staff members attended Ruby Payne training. This professional development opportunity gave teachers the skills to meet the needs of this growing population. By aligning professional development needs to student needs, we have maintained high student achievement.

Professional development days are built into our school calendar to give teachers an opportunity to collaborate and share new ideas with other district teachers. Campus training takes place during monthly faculty meetings. Professional development topics are decided by reviewing data and recognizing student deficiencies, along with teacher evaluations. Teachers with expertise in certain objectives are asked to develop trainings and present to their peers. The media specialist, reading intervention specialist, and the G/T specialist provide trainings throughout the year.

Professional development is crucial to improving student achievement. Teachers seek out opportunities off campus that support our mission statement and improve student achievement. The needs of our students are constantly changing; therefore, the need of differentiated professional development changes in accordance. Five years ago, math was the focus of our campus and our professional development. Kay Frantz, math consultant, was brought to LPISD to train math teachers and model lessons in the classroom.

In addition, teachers on our campus attended math fluency training, and then presented the new ideas with their peers.

As aforementioned, Lomax's current focus has been on science. The focus on science is driven by the changes in the TEKS, and our school-wide TAKS data. Teachers use TAK Scope, which provides hands-on science lessons for our students. Professional development methodologies learned off campus are expected to be brought back to Lomax Elementary and shared with the faculty. Together, our school and the district offer outstanding professional development that has enabled Lomax Elementary to maintain an exemplary status for numerous years.

## **7. School Leadership:**

The leadership philosophy at Lomax Elementary is multi-faceted. The principal has an open-door policy and truly believes that she is not only there to lead, but to serve teachers and students in any capacity that supports the vision of the school and the district. She leads by example, providing support and feedback to teachers in a safe and positive environment.

Our leadership team consists of the principal, assistant principal, counselor, reading specialist, special education teacher, enrichment specialist/science coach, and media specialist. The team meets as needed to discuss campus needs and concerns brought to their attention by grade-level team meetings, as noted in the minutes by the grade-level chair each week. Together, the leadership team discusses ways to improve upon practices and procedures at Lomax.

The principal uses data gathered from various sources such as grade-level meetings, Teacher Time meetings, Response to Intervention meetings, and Professional Learning Teams to make decisions regarding student success. Grade-level and Teacher Time meetings are held weekly to discuss struggling students. The minutes from these meetings may lead to Response to Intervention meetings, which are discussed in Professional Learning Teams. Professional Learning Teams provide a time for the principal to meet with teachers on a grade-level, three times per year, to review data, discuss struggling students, and prepare for the following year.

The Site-Based Decision Making Team is chaired by the principal and includes teachers, administrators, parents, and community members. This committee reviews the Campus Improvement Plan goals, including student expectations, school climate, professional development and/curriculum, community involvement, and school budget. Involvement by many contributors forms a cohesive group of leaders.

The principal is passionate about developing relationships. She has implemented Capturing Kids Hearts, a school-wide discipline program based on relationship-building between students, their peers, and teachers. Each grade-level completes an annual community service project, which creates a bond between our school and our community. Furthermore, a monthly school newsletter provides parental communication for upcoming events and activities. TAKS Buddies, Lion of the Month, Principal's Pride, and Woo-Hoo Wednesdays are all programs for positive reinforcement and confidence-building. Building relationships with teachers is also an important part of her philosophy as a school leader, which includes honoring a Faculty and Staff Member of the month and recognizing efforts that go beyond expectations.

Ultimately, the principal of Lomax Elementary is focused on meeting the needs of our students and growing future leaders.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics                      Grade: 3 Test: Texas Assessment of Knowledge & Skills  
Edition/Publication Year: 2005 Publisher: Pearson/TEA

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Met Standard	98	100	96	95	97
Commended	54	59	56	49	53
Number of students tested	104	86	112	98	79
Percent of total students tested	95	97	100	95	94
Number of students alternatively assessed	4	3	0	5	5
Percent of students alternatively assessed	4	3	0	5	6
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met Standard	98	100	100	94	96
Commended	46	62	46	45	42
Number of students tested	48	26	35	31	24
<b>2. African American Students</b>					
Met Standard					
Commended					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Met Standard	97	100	96	92	100
Commended	38	46	46	50	57
Number of students tested	34	26	28	24	21
<b>4. Special Education Students</b>					
Met Standard		100			
Commended		46			
Number of students tested		13			
<b>5. English Language Learner Students</b>					
Met Standard					
Commended					
Number of students tested					
<b>6. White</b>					
Met Standard	98	100	96	95	98
Commended	60	65	60	49	55
Number of students tested	65	57	73	65	53
<b>NOTES:</b>					

11TX16

## STATE CRITERION-REFERENCED TESTS

Subject: Reading                      Grade: 3 Test: Texas Assessment of Knowledge & Skills  
Edition/Publication Year: 2005 Publisher: Pearson/TEA

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Mar	Mar	Feb	Feb
<b>SCHOOL SCORES</b>					
Met Standard	100	98	97	98	95
Commended	61	68	49	60	66
Number of students tested	105	85	116	99	80
Percent of total students tested	96	96	100	96	93
Number of students alternatively assessed	3	4	0	3	5
Percent of students alternatively assessed	3	4	0	3	5
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met Standard	100	100	92	97	84
Commended	56	60	45	40	52
Number of students tested	48	25	38	30	25
<b>2. African American Students</b>					
Met Standard					
Commended					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Met Standard	100	96	100	96	91
Commended	37	54	48	69	68
Number of students tested	35	24	29	26	22
<b>4. Special Education Students</b>					
Met Standard		91			
Commended		36			
Number of students tested		11			
<b>5. English Language Learner Students</b>					
Met Standard					
Commended					
Number of students tested					
<b>6. White</b>					
Met Standard	100	98	97	98	100
Commended	72	74	54	59	68
Number of students tested	65	58	76	63	53
<b>NOTES:</b>					

11TX16

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics                      Grade: 4 Test: Texas Assessment of Knowledge & Skills  
Edition/Publication Year: 2005 Publisher: Pearson/TEA

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Met Standard	98	100	96	95	97
Commended	52	67	32	41	56
Number of students tested	83	106	103	80	78
Percent of total students tested	99	97	97	95	93
Number of students alternatively assessed	1	2	3	4	4
Percent of students alternatively assessed	1	2	3	5	5
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met Standard	100	90	86	100	83
Commended	50	59	22	31	42
Number of students tested	26	39	36	26	24
<b>2. African American Students</b>					
Met Standard					
Commended					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Met Standard	100	94	87	100	86
Commended	42	57	26	32	43
Number of students tested	26	35	31	25	14
<b>4. Special Education Students</b>					
Met Standard	100				
Commended	27				
Number of students tested	11				
<b>5. English Language Learner Students</b>					
Met Standard					
Commended					
Number of students tested					
<b>6. White</b>					
Met Standard	96	97	95	98	95
Commended	56	74	37	48	60
Number of students tested	54	61	63	50	58
<b>NOTES:</b>					

11TX16

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Texas Assessment of Knowledge & Skills

Edition/Publication Year: 2005 Publisher: Pearson/TEA

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Met Standard	100	95	95	96	96
Commended	31	47	27	51	25
Number of students tested	81	105	104	79	76
Percent of total students tested	96	96	98	94	90
Number of students alternatively assessed	3	3	2	5	6
Percent of students alternatively assessed	4	3	2	6	7
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met Standard	100	89	94	92	96
Commended	16	34	25	31	13
Number of students tested	25	38	36	26	23
<b>2. African American Students</b>					
Met Standard					
Commended					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Met Standard	100	94	91	92	86
Commended	33	37	25	48	7
Number of students tested	24	35	32	25	14
<b>4. Special Education Students</b>					
Met Standard			60		
Commended			20		
Number of students tested			10		
<b>5. English Language Learner Students</b>					
Met Standard					
Commended					
Number of students tested					
<b>6. White</b>					
Met Standard	100	98	97	98	98
Commended	31	55	29	57	30
Number of students tested	54	60	63	49	56
<b>NOTES:</b>					

11TX16

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics                      Grade: 5 Test: Texas Assessment of Knowledge & Skills  
Edition/Publication Year: 2005 Publisher: Pearson/TEA

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Met Standard	98	95	84	89	84
Commended	64	63	33	39	40
Number of students tested	102	104	85	80	107
Percent of total students tested	95	95	94	94	90
Number of students alternatively assessed	2	5	3	5	9
Percent of students alternatively assessed	2	5	3	6	8
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met Standard	98	94	75	76	77
Commended	43	55	17	19	27
Number of students tested	40	33	24	21	26
<b>2. African American Students</b>					
Met Standard					90
Commended					30
Number of students tested					10
<b>3. Hispanic or Latino Students</b>					
Met Standard	100	97	93	85	62
Commended	56	73	33	25	19
Number of students tested	34	30	27	20	26
<b>4. Special Education Students</b>					
Met Standard					
Commended					
Number of students tested					
<b>5. English Language Learner Students</b>					
Met Standard					
Commended					
Number of students tested					
<b>6. White</b>					
Met Standard	98	95	87	89	91
Commended	68	61	36	43	50
Number of students tested	59	64	53	54	68
<b>NOTES:</b>					

11TX16

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Texas Assessment of Knowledge & Skills

Edition/Publication Year: 2005 Publisher: Pearson/TEA

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Mar	Mar	Feb	Feb
<b>SCHOOL SCORES</b>					
Met Standard	97	93	95	91	89
Commended	48	35	42	26	31
Number of students tested	102	103	88	81	107
Percent of total students tested	95	94	96	93	90
Number of students alternatively assessed	1	6	4	5	9
Percent of students alternatively assessed	1	6	4	6	8
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met Standard	93	85	88	76	74
Commended	35	12	27	19	30
Number of students tested	40	33	26	21	23
<b>2. African American Students</b>					
Met Standard					70
Commended					30
Number of students tested					10
<b>3. Hispanic or Latino Students</b>					
Met Standard	100	93	96	85	85
Commended	47	23	35	15	19
Number of students tested	34	30	26	20	26
<b>4. Special Education Students</b>					
Met Standard					
Commended					
Number of students tested					
<b>5. English Language Learner Students</b>					
Met Standard					
Commended					
Number of students tested					
<b>6. White</b>					
Met Standard	97	92	98	93	93
Commended	51	43	49	29	37
Number of students tested	59	63	57	55	68
<b>NOTES:</b>					

11TX16

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Met Standard	98	96	91	94	91
Commended	57	63	41	43	49
Number of students tested	289	296	300	258	264
Percent of total students tested	96	96	97	95	92
Number of students alternatively assessed	7	10	6	14	18
Percent of students alternatively assessed	2	3	2	5	6
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met Standard	98	94	88	91	85
Commended	46	58	29	33	36
Number of students tested	114	98	95	78	74
<b>2. African American Students</b>					
Met Standard	93	89	75	100	83
Commended	73	53	30	25	22
Number of students tested	15	19	20	12	18
<b>3. Hispanic or Latino Students</b>					
Met Standard	99	97	92	93	80
Commended	46	59	35	36	38
Number of students tested	94	91	86	69	61
<b>4. Special Education Students</b>					
Met Standard	92	93	81	91	
Commended	33	34	19	27	
Number of students tested	24	29	21	11	
<b>5. English Language Learner Students</b>					
Met Standard					
Commended					
Number of students tested					
<b>6. White</b>					
Met Standard	98	97	93	94	94
Commended	61	66	46	47	55
Number of students tested	178	182	189	169	179
<b>NOTES:</b>					

11TX16

# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Mar	Apr	Apr	Feb
<b>SCHOOL SCORES</b>					
Met Standard	99	95	96	95	93
Commended	48	49	40	46	40
Number of students tested	288	293	308	259	263
Percent of total students tested	96	95	98	95	91
Number of students alternatively assessed	7	13	6	13	20
Percent of students alternatively assessed	2	4	2	5	7
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met Standard	97	91	92	90	85
Commended	40	33	33	31	32
Number of students tested	113	96	100	77	71
<b>2. African American Students</b>					
Met Standard	100	95	85	100	72
Commended	40	32	15	23	28
Number of students tested	15	19	20	13	18
<b>3. Hispanic or Latino Students</b>					
Met Standard	100	94	95	92	87
Commended	40	37	36	46	34
Number of students tested	93	89	87	71	62
<b>4. Special Education Students</b>					
Met Standard	100	88	81	100	
Commended	13	21	24	20	
Number of students tested	24	24	21	10	
<b>5. English Language Learner Students</b>					
Met Standard					
Commended					
Number of students tested					
<b>6. White</b>					
Met Standard	99	96	97	96	97
Commended	53	57	44	49	44
Number of students tested	178	181	196	167	177
<b>NOTES:</b>					

11TX16