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

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

Name of Principal: Ms. Martha Fowler

Official School Name: Martin Elementary School

School Mailing Address: 3500 Pine Street
Beaumont, TX 77703-3698

County: Jefferson State School Code Number: 123910128

Telephone: (409) 617-6425 E-mail: mfowler@beaumont.k12.tx.us

Fax: (409) 617-6448 Web URL: http://www.bmtisd.com/martin/

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*: Dr. Carrol Thomas Superintendent e-mail: cthomas@beaumont.k12.tx.us

District Name: Beaumont Independent School District District Phone: (409) 617-5000

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. Woodrow Reece

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

All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 17 Elementary schools
   (per district designation) 7 Middle/Junior high schools
   3 High schools
   0 K-12 schools
   27 Total schools in district
2. District per-pupil expenditure: 4443

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Urban or large central city

4. Number of years the principal has been in her/his position at this school: 5

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	3	2	5		6	0	0	0
K	82	63	145		7	0	0	0
1	58	59	117		8	0	0	0
2	82	56	138		9	0	0	0
3	63	56	119		10	0	0	0
4	50	59	109		11	0	0	0
5	58	52	110		12	0	0	0
					Total in Applying School:			743

6. Racial/ethnic composition of the school:

0 %	American Indian or Alaska Native
0 %	Asian
91 %	Black or African American
7 %	Hispanic or Latino
0 %	Native Hawaiian or Other Pacific Islander
1 %	White
1 %	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: 16%

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

(1)	Number of students who transferred ***to*** the school after October 1, 2009 until the end of the school year.	71
(2)	Number of students who transferred ***from*** the school after October 1, 2009 until the end of the school year.	47
(3)	Total of all transferred students [sum of rows (1) and (2)].	118
(4)	Total number of students in the school as of October 1, 2009	743
(5)	Total transferred students in row (3) divided by total students in row (4).	0.16
(6)	Amount in row (5) multiplied by 100.	16

8. Percent limited English proficient students in the school: 4%

Total number of limited English proficient students in the school: 32

Number of languages represented, not including English: 1

Specify languages:

Spanish

9. Percent of students eligible for free/reduced-priced meals: 97%

   Total number of students who qualify: 728

   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: 5%

    Total number of students served: 34

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

9	Autism	0	Orthopedic Impairment
0	Deafness	3	Other Health Impaired
0	Deaf-Blindness	7	Specific Learning Disability
2	Emotional Disturbance	10	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
5	Mental Retardation	0	Visual Impairment Including Blindness
5	Multiple Disabilities	0	Developmentally Delayed

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

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	2	0
Classroom teachers	20	0
Special resource teachers/specialists	7	0
Paraprofessionals	6	0
Support staff	6	0
Total number	41	0

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 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	97%	97%	96%	97%	96%
Teacher turnover rate	2%	3%	0%	2%	3%
High school graduation rate	0%	0%	0%	0%	0%

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

Anthony F. Lucas Elementary (now Martin Elementary) has always had a relatively low teacher turnover rate. The district would reallocate teachers to other campuses because of increase/decrease of student population.

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:	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	0%
Total	**0**%

PART III - SUMMARY

Anthony F. Lucas Elementary School, a K-5 campus, was established in 1958, in Beaumont, Texas. It was located at 1750 East Lucas Drive in Beaumont, Texas. As the result of a recent district-wide bond issue, Lucas Elementary has merged with Martin Elementary School, a neighboring elementary school in the Beaumont Independent School District (BISD). The old Martin campus was torn down and rebuilt and, on January 3, 2011, the school was moved to a brand new facility on Martin's original site. The combined school is now functioning as Martin Elementary School. However, the data for the Blue Ribbon Award Nomination is based on five years of Anthony F. Lucas Elementary School data. Hereafter, Lucas Elementary School will be referred to as Martin Elementary.

Our school's mission is to guide every student in achieving academic success in a supportive environment. That environment would encourage regular attendance, increase self-esteem and foster a climate in which teaching and learning are emphasized. This is to ensure that our school is an effective model of quality education where students become equipped to live not only with dignity and purpose, but are able to compete globally.

Our instructional programs are designed to provide an intellectual environment for each student. All teaching materials incorporate quality lessons structured for quality learning. Instructional programs help to enhance other programs as an extension of the core curriculum. They provide students with an active, meaningful, authentic and fun approach to curriculum delivery. Our district-adopted curriculum is used in each subject area to ensure the success of all students. Additional resources are used to provide a well-balanced educational program that includes Language Arts, Mathematics, Science, Social Studies, Physical Education, Art, Music, Computer/Technology and Theater Arts.

In addition to the core instructional programs, our school also has several extracurricular academic and extended day programs and activities that keep the students challenged and motivated to excel. They include: UIL (storytelling, spelling, maps/charts/graphs/, and number sense competition), the Reading Club, Science Club, and Book Club; the Young Gentlemen's and Young Ladies' Clubs; Basketball, and Drill/Dance Team.

Over the past five years, Martin Elementary has proven that we can successfully educate our students. Our students come from a variety of backgrounds, socio-economic groups and ethnicities. Our students are proving that they can be productive in all subject areas. We are working hard to close the achievement gaps between the majority and the minority learner. Our school's vision statement states that we will emerge as a quality, dynamic school where it's valued customers – the students, its key suppliers - the parents and community, all benefit from exceptional educational services. Therefore, our students receive an academically challenging program with textbook selections that incorporate the best curriculum available with integrated teaching methods. Student growth and achievement are measured through formative and summative assessments.

Martin Elementary received an Exemplary rating from the Texas Education Agency (TEA) in 2010. In addition, Martin Elementary was awarded several Gold Performance Acknowledgements in the following areas: Commended Math, Commended Reading, Commended Science, and Comparable Improvement in Reading and Math. These accomplishments are directly contributed to the hard work of the students, staff members, parents, and volunteers.

The Martin Elementary staff is committed to working individually and personally with each child to provide challenging classes that accelerate learning for all students.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The state of Texas requires all public schools to administer a criterion-referenced assessment called the Texas Assessment of Knowledge and Skills (TAKS) for students in grades three through twelve. Students in third grade are tested in reading and math while fourth grade students are tested in reading, math, and writing. Fifth grade students are tested in reading, math, and science. This test measures students' success in learning the Texas Essential Knowledge and Skills (TEKS), our framework for instruction. Schools are rated as Academically Acceptable, Recognized, or Exemplary. In order to receive a Recognized rating, at least 75% of all test takers and subgroups must pass the test. To receive an Exemplary rating, at least 90% of all tests takers and subgroups must pass the test. Students can also receive commended performance on the TAKS by achieving at a very high level (generally missing two or fewer questions). Commended performance requires students to earn a scale score of 2400. Additional information may be found at the Texas Education website at www.tea.state.tx.us/.

Anthony F. Lucas Elementary (hereafter referred to as Martin Elementary) was an elementary campus with approximately three hundred forty kindergarten through fifth grade students. The campus was predominantly African American with 97% of the students coded as Economically Disadvantaged. In 2005-2006 and 2006 -2007, Martin Elementary was ranked as Academically Acceptable, but has made excellent gains. After two years as a Recognized campus, Martin became an Exemplary campus in 2009 - 2010. Reading for the first two years was at the acceptable level - decreasing from 78% to 75%. However, after making reading a focus for our campus, the scores began to increase steadily from 84% to 98%. After 2007, the percentage of students who were commended on the test increased. In 2007 only 15% of the reading test takers were commended; however, by 2010 38% were commended.

Mathematics has continuously been an area that needed improvement. The scores were at the Acceptable level in 2006 and 2007, but increased to the Recognized level in 2008 and 2009. In 2010 the math scores were at the Exemplary level. After making math an area that needed our immediate attention and developing a formative plan to improve the scores, math scores increased each year. The number of students who were commended on the test increased from 17% to 43%.

Commended Performance:

	'10	' 09	'08	'07	'06
Reading	38%	30%	30%	15%	17%
Math	43%	34%	33%	17%	17%

Another area that required immediate attention was our fifth grade science. Martin was placed on the PEG (public education grant) list by the state because of its low test scores. Campuses are placed on the PEG list when 50% or more of the students do not pass a TAKS test and remain on the list for up to three years. Martin was placed on the PEG list in 2005. With teacher staff development, revised district curriculum, hands on activities, and creative teaching, by 2010 science scores soared to 98% with 81% of the students being commended.

The State of Texas also honors schools with Gold Performance Awards for high achievement in attendance, reading, math, science, writing, and comparable improvement in reading and mathematics. Martin Elementary received Gold Performance in 2007 for attendance (97.4% compared to the state standard of 97%) and in 2008 for reading, mathematics, science, attendance, and comparable

improvement in reading. Five Gold Performance Awards were given in 2009 for reading, math, science, writing, and comparable improvement in reading. Five out of the seven Gold Performance Awards were also given in 2010 for reading, mathematics, science, and comparable improvement in reading and math.

2. Using Assessment Results:

Assessment results were used by Martin Elementary to monitor, evaluate, and improve both teacher instruction and student performance. The administrative team analyzed the previous year's testing data as well as the six weeks and weekly test data. Teachers have common grade level conference periods so they have the opportunity to meet to analyze student data (Texas Primary Reading Inventory, TAKS test, Iowa Test of Basic Skills, six weeks tests, and iStation) and develop individual instruction strategies for their students. Both groups then meet on a weekly basis to discuss, share, encourage, motivate, and support the academic team. Data from the Item Analysis (the district data disaggregating system) may indicate that one teacher is stronger at teaching fractions than others on her grade level. She would then demonstrate to her team how she teaches that concept. That is one example of how data drives staff development on the campus.

Teachers at Martin Elementary also used the "reteach" strategy to ensure student academic success. If a student did not meet mastery the first time the objective was taught, that concept was taught again using a different strategy and/or modality, or by a different teacher or peer tutor. The learning can also take place in extended day tutorials or the ACE program (Afterschool Centers on Education). By identifying the objective that was weak, that objective could be taught by the fine art teachers as well as the physical education teachers who could address the objective using different modalities. The student may be taught again as many times as necessary for them to master the concept.

By monitoring tests and weekly quizzes as well as benchmark data, response to intervention could be initiated when a child is struggling. Response to intervention includes peer tutoring, Saturday tutoring, extended day tutoring (before and after school), working with one of the Foster Grandparents or Experience Corp personnel (retired professionals), co-teachers, technology, small group instruction, or working with student teachers.

Because so many different people with a wide spectrum of experience assisted with response to intervention, children were clearly able to understand the objective. This allowed an academic, social, and emotional bond to grow between the student and the assistant. That student knew that there was one person on campus who cared about them and would help guide their academic and social success.

3. Communicating Assessment Results:

Martin Elementary regularly communicated student performance, including assessment data, to students, parents, and the community. In the spring parents received a copy of the School Report Card that is provided by the Texas Education Agency and outlined student achievement, attendance, staffing, and budget. Students were informed of their scores after an assessment so they could be actively engaged in achieving their individually established goals. These results were also used to improve instruction and the district curriculum. The information was disseminated in a variety of ways.

Report cards were issued once every six weeks and interim reports were issued every three weeks. The interim reports were used to assist parents and teachers to strengthen areas where the students may have been struggling. Teachers were able to share ideas and/or strategies that parents could use at home to assist parents in helping their child.

Agenda books were used on a daily basis to communicate with parents about their child's academic as well as social progress. Parents were able to respond with immediate feedback to the child's teacher by writing in the child's agenda book or contacting the teacher. Monthly newsletters were also used to share information with parents and the community.

Parent/Teacher conferences were used to share information in a one-on-one session with our parents. Students also participated in these sessions. The district mandated one parent/teacher conference in the fall and spring in which students were released early from school on those days. Teachers at Martin Elementary were encouraged to meet with parents as many times as necessary to inform, explain, and motivate parents to become involved in their child's education. Informal communications such as phone calls or brief meetings at school were also utilized to maintain positive communication between all stakeholders. Home visits were another method used to share information with parents.

The **media and technology** were also used to share student information with parents and the community. The district and campus websites also disseminated information as well as the district's educational channel on our local television station. Parents also had access to their child's grades via the online grading program on the BISD network. The district technology communication tool, the Alert Now system, as well as the regular district generated newspaper that is published throughout the year were also used to communicate result to parents and the community.

The **Urban Summit,** hosted annually by our district at one of the high schools, gives each school an opportunity to set up booths to display and share its success. This annual event has always been a huge success in our city. Parents, students, teachers, community members, businesses, and other educators from across our area are in attendance.

Regular family meetings such as TAKS Family Night, Goals Night, Dads and Doughnuts, Mother and Daughter Teas, and PTA meetings were hosted throughout the year. These scheduled meetings allowed parents to meet with teachers, other parents, and PTA members to share information about our school. Martin Elementary also had a parent facilitator on campus to assist parents and inform them about the school.

4. Sharing Lessons Learned:

The educators at Martin Elementary felt that it was important to share their experiences with other teachers, schools, and the community. Beaumont Independent School District has many opportunities for teachers to share and discuss instructional methods and strategies that have been successful. The district supervisor for each subject area has a liaison on each campus. These liaisons meet each six weeks at an assigned campus to discuss the curriculum, objectives and concepts, problems, successes, and to give "shout outs." Martin Elementary teachers were always ready to share their knowledge with their colleagues. These teachers have also presented at district staff development sessions and shared their best practices with their peers. Our science scores in 2006 and 2007 were very low. The plan we developed to increase our students' achievement has been shared with other teachers as well as other school districts.

Martin Elementary teachers have presented at faculty meetings on campus as well as vertical team meetings. We understood that all stakeholders on campus needed to be knowledgeable of the academic requirements for our students as well as the best way to teach them – including how vital emotional and social support can be in supporting academic success.

Martin teachers have also mentored teachers in the district as well as supervising aspiring teachers. These Martin teachers have been able to pass on best practices to the future generation of teachers. Principals in our district also meet to collaborate on strategies and ideas to increase our students' academic success. Our district principals also routinely participate in our local university's (Lamar University) Principals' Academy which invites principals from across the state to meet monthly and discuss/share relevant issues, common problems, and share best practices.

Martin Elementary has always been exceedingly proud to share it best practices with teachers, other schools, and districts.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Martin Elementary utilizes the Beaumont ISD curriculum that is created and developed by the districts' team of curriculum writers in each instructional subject area. The curriculum is directly aligned to the Texas Essential Knowledge and Skills (TEKS) and includes a pacing guide, lessons, websites, and activities. The curriculum is presented in the form of an online scope and sequence that maps out what should be taught throughout the school year in order to meet the needs of the students. Students receive instruction in language arts and writing, math, science, social studies, health, and technology.

Data drives the instruction at Martin Elementary. Each grade level meets weekly to develop plans to ensure students' needs are being addressed. During these meetings, highly qualified teachers analyze data, discuss strategies, share ideas, problem solve, and encourage one another. The curriculum coordinator and principal/assistant principal meet with each grade level weekly to collaborate on students' academic progress as well as to discuss/analyze data, curriculum updates, confer on individual targeted students' progress, learning styles, or discuss concerns or issues that may have arisen.

By using the lesson cycle for instruction, teachers ensure different modalities are used to drive student learning. Students are focused on the learning objective as the teacher introduces the objective, teaches/models it, provides guided practice and then independent work for the students. The teacher constantly monitors and gives immediate feedback. Some of the methods used to teach the students are technology, small group instruction, individual instruction, co-teachers, cooperative groups, hands-on activities, and research based activities from the Dana Center from the University of Texas and the Florida center. Teachers/teacher assistants use varied instruction methods to engage their students. The students can be challenged with different levels of math and reading software in their classroom and/or computer lab. The Reasoning Mind math program, for example, allows students to progress at their own pace for individualized instruction. This research based program is excellent for gifted/talented students as well as struggling students. The same is true for the researched based reading program Ticket to Read – both programs are student friendly programs that challenge as well as motivate students to learn. These software programs are TEKS based and correlate with classroom lessons.

Martin's math curriculum includes the district adopted textbook and is supplemented with technology support from that adoption as well as researched based technology programs such as Reasoning Mind and Quarter Mile math (for basic facts). A spiraling curriculum from the district allows for continuity from grade level to grade level. Through the use of manipulatives and problem solving techniques, students develop a concrete knowledge of math concepts. Critical thinking skills are incorporated using both technology and real world situations. TAKS Toppers, Step Up to TAKS, Professor Tutor, and Kamico are also used in our math program. A math consultant who has been utilized for staff development for the last three years focuses on both questioning skills and problem solving skills which leads to a higher level of critical thinking.

Reading and language arts are taught using the district's TEKS based reading curriculum that includes a variety of instructional techniques developed to meet the needs of students with different learning styles and interests. Teachers use leveled books in both guided and independent reading instruction that provides for individualized learning. The students are able to use the library and programs located there such as Accelerated Reader to increase their reading skills. Volunteers such as the Foster Grandparents and Experience Corps work with students in small groups. Programs such as Voyager, Study Island, TAKS Toppers, and Ticket to Read are also used to increase student fluency, phonic awareness, comprehension, vocabulary, and phonic awareness. Benchmark testing data is provided by weekly quizzes, six week testing, and TPRI (Texas Primary Reading Inventory) data. Teachers attended the Writing Academy which provided teachers with ideas, strategies, activities (both kinesthetic and visual), and skills to use when teaching writing. This program focuses on making writing more creative and fun for students.

Physical Education and Fine Arts follow the district curriculum (TEKS) and have a two week rotation for art and music and a weekly schedule for P.E. Music, art, and P.E. classes incorporate learning from the regular classroom setting. For example, P.E. may include multiplication facts during warm-up drills or practicing odd or even numbers during games for younger children. Art class may include science concepts such as drawing the life cycle of a butterfly or making foldables for math. Students could even make angles (right, obtuse, or acute) using different materials in art class. Music class could include songs about the weather cycle, math facts, or water cycle. These activities could also be incorporated in language arts classes by writing about what they made or how to make it. Everyone works towards helping students understand the concepts/objectives being taught so that students are successful.

Social Studies follows the district curriculum (TEKS) and uses a variety of methods including the textbook to instruct students. Teachers are encouraged to use inquiry-based investigations to explore world cultures, geography, historical events, civic duties, and our government. Students create projects that correspond with the lessons being taught, listen to speakers, and conduct research. Martin also participates in Junior Achievement which teaches students about our community, government, careers, and owning businesses.

Science instruction focuses on the TEKS mandated by the state and allows teachers to be creative when teaching students. Teachers are able to provide hands-on learning opportunities in our science lab. The lab has an interactive whiteboard, document camera, digital projector and updated equipment. The science kits provided by the district also provides more hand-on experiences. Teachers also extend lessons to make sure they are focusing on the most important information and making valuable connections with students. The lab assistant is able to be actively engaged with students as they conduct experiments. Students record their learning in their science journals. They use their science journal for data analysis, reflection, inquiry, and to study for tests. Many of the activities recorded in their notebook have been completed through cooperative learning and are shared with other students. Their critical thinking skills and problem solving acuity has improved greatly through the science program. Our science scores have soared to the Exemplary level.

2. Reading/English:

Reading is an essential component needed for over-all academic success. The reading teachers at Martin Elementary use research based strategies in implementing the TEKS objectives as provided by the state. Materials used to introduce reading concepts are the district adopted textbooks and supplemental workbooks such as TAKS Master and Professor's Tutor. The school and the district have implemented the Journey's Textbook adoption, which is a scientifically based adoption that includes the whole group, small group, and intervention components to teaching reading. Journey's was created to meet the needs of the struggling learner, the on-level learner, and the advanced learner. There is a weekly focus on the five components of reading: phonemic awareness (identifying the sounds of the letters), phonics (putting the sound to print), vocabulary, comprehension, and reading fluency (how words read per minute). These skills are vital in developing strong readers. In addition, the Journey's adoption also introduces a language component that directly coincides with the reading curriculum which focuses on spelling, grammar, and writing skills.

Prior to implementing the core reading program, students at Martin were given a benchmark diagnostic assessment using the Voyager reading program. After that data was disaggregated, students were placed in three tiers: Tier 1 – on grade level; Tier 2 – students needing an additional thirty minutes of reading; Tier 3 – students receiving an additional sixty minutes of reading with a reading interventionist. Students were process monitored every week and tested every four weeks. This data was then shared with the teachers, parents, reading interventionist, reading coach, and the principal. The reading coach assists the teachers in developing individualized instructional plans. Individual plans were then created using research based materials and activities to assist learning. The state of Texas also used the Texas Primary Reading Inventory (TPRI) to monitor student progress. Students were tested in a one-on-one situation by their teacher two to three times a year. This data was used to individualize student learning. The state adopted the iStation program this year. iStation is the acronym for Imagination Station and is an internet-based education network and integrated reading intervention program developed by the nation's leading

researchers and aligned to the federal No Child Left Behind Act. iStation individualizes instruction for each student, recommends individual and small group instruction, and provides accurate reports/data which enables the teachers and school to meet state and federal reporting and accountability requirements.

Teachers also use Marzano's instructional strategies such as summarizing and note taking to teach the concepts through the lesson cycle or the 5E Learning Cycle. Students practice with the teacher in a whole group setting then attempt an independent practice assessment. It is through this assessment that teachers first identify the students that require more instruction at the lower level of Bloom's Taxonomy. Based on the severity of the assessment, students may receive small group instruction with a co-teacher/tutor.

Tutors are college educated individuals who've been trained by the district and the teachers on campus to assist this caliber of student. Tutors observe and assist teachers in class while learning is taking place. They are then instructed by the teacher with additional strategies and manipulatives such as those promoted by Kagan Cooperative Learning as well as reading pipes and color overlays. Through programs such as Title One and Afterschool Centers on Education (ACE), students may receive additional instruction in tutoring sessions and enrichment activities such as educational bingo games and other hands-on reading activities. Based on the assessment administered, teachers also identify those students who are ready for the next step on Bloom's Taxonomy and begin extending the concepts taught by teaching students to read reading passages technically and how to create their own questions. If a student can create their own questions after reading a passage, it demonstrates that they understand the passage as well as the reading concepts. These students are then operating on the higher end of Bloom's Taxonomy. After multiple concepts are taught, students are assessed and the data is then analyzed to identify strengths and weaknesses. The weak areas are then taught again using TAKS blitz, the iStation computer program, and co-teachers. Re-enforcements may come in the form of warm-up activities, technology, and homework assignments. Ticket to Read is an excellent example of a researched based reading program that is fun and allows students to achieve at their own pace.

Volunteers also assist us in helping our struggling students increase their language arts and math proficiency. Two programs, Foster Grandparents and Experience Corps, work with kindergarten, first, second, and third grade students in groups of two or three children three to four times a week. These volunteers are retired professionals who not only teach our children, but also develop an emotional bond with our students. These students see them as someone who really cares about them and is willing to help them learn.

English Language Learner students are assisted by the ESL teacher in increasing their language arts skills. The ELL teacher takes them for additional time to work with her. She uses a variety of methods and strategies to increase their proficiency in language arts.

3. Mathematics:

Martin's math curriculum includes the district adopted textbook and is supplemented with various programs and activities. Math has been one of the targeted areas for our campus. We were able to develop a plan, provide professional staff development for our staff, and utilize our resources to reach our goal of Exemplary status for math. After analyzing the data, we realized we needed staff development for our staff – our teachers were working hard, but needed a better focus and/or method to present the information to the students. We contacted one of the top math experts in the state, Mrs. Beatrice Luchin, and began our staff development. Because a key component of our plan was for ongoing staff development, the consultant provided training for the math teachers five times a year for the next three years. We focused on certain areas each year based on test data – problem solving, vocabulary and concept development, technical reading, and summarizing. Each year our scores began to increase. Teachers felt empowered as they watched their students become more proficient in math. During this time, we also used data from the district six week benchmarks and weekly curriculum quizzes to individual student instruction. Peer tutoring, extended day tutorials, pair share, small group instruction, effective questioning strategies, math warm-ups, and Afterschool Centers on Education were some of the methods used with our students.

Technology also played a major role in student success in math. Quarter Mile Math, set up in a fun game format, was used to assist with learning basic facts. One of the district's business partners, ExxonMobil, brought an outstanding math program to us - Reasoning Mind. The research based program is an individualized child centered program that allows each student to work at his/her own pace. This program works for our special education students as well as regular education students. Students are excited about the program and can't wait to reach their goals so they can compete against each other in different games. These games, although fun for the students, are still teaching math skills. Teachers receive progress reports on each individual child's progress as well as her entire class. This allows her to give immediate feedback to the child. Martin Elementary has a computer lab dedicated to the Reasoning Mind program and students also have access to the program at home.

4. Additional Curriculum Area:

Martin Elementary is proud of its Exemplary level science scores. However, that has not always been the case. Martin was placed on the PEG (Public Education Grant) list in 2005 by the state for our low test scores in fifth grade science (fifth graders are tested in reading, math, & science for TAKS). Campuses are placed on the PEG list when 50% or more of the students do not pass a TAKS test and remain on the list for up to three years. We developed and put in place a plan to increase our science scores by increasing the students' knowledge of the TEKS and modifying the delivery method/instruction. The district revamped the science curriculum to closely align with the TEKS. Our teachers were given more staff development on hands-on science and relevant experiments to use with students. Students became problem solvers with their experiments. Liaison teachers from different campuses in the district met frequently to discuss problems/difficulties in teaching concepts and possible solutions. We began to use the 5E model of instruction (engage, explore, explain, elaborate, and evaluate). Martin joined our local university (Lamar University) and began to participate in the Jason Project for fourth and fifth grade students. Our teachers also attended science classes offered by Lamar University during the summer – hands-on activities and tours of our local habitats which could be incorporated in the classroom. Science vocabulary words were posted throughout the building and actively reviewed. Students used their science journals to record activities and experiments and to analyze data from those experiments. Vocabulary words were also illustrated in their journals. Students were given formative assessments to gage their understanding of the concepts. By analyzing the data and re-teaching when necessary, following the curriculum, using more relevant experiments, and small group instruction, our scores began to increase. By 2009, fifth grade science scores were at the Exemplary level at 92% with 83% of the students commended. The score in 2010 was 98% with 81% commended.

5. Instructional Methods:

Martin Elementary uses the lesson cycle which incorporates the 5E Learning Cycle model. This cycle consists of: Engagement, Exploration, Explanation, Elaboration, and Evaluation. Engagement is the object, event, or question used to engage students; Exploration is hands-on activities with guidance; Explanation is the new concepts and skills that are introduced as conceptual clarity and cohesion are sought; Elaboration is the activities that allow students to apply concepts in contexts, and build on or extend understanding and skill; and Evaluation is where the students' knowledge, skills, and abilities are assessed for effectiveness.

The daily instructional practices at Martin Elementary include: whole group instruction, guided practice, independent practice, and small group instruction. The whole group component focuses on the objectives and standards of the lesson. The guided practice introduces the concept and gives the student an opportunity to engage in the learning process which may involve hands-on activities and manipulatives. The independent stage of the process is where the students apply, explore, and explain the concepts being taught and eventually leads to the evaluation. The small group component is considered the intervention component and supplies the teachers with Response to Intervention (RtI) documentation. Small group instruction is also customized to meet each child's individual needs.

Some students participate in pull-out classes to further meet the students' individual needs. One pull-out class utilized at Martin is the class for English Language Learners (ELL). These students work in small

groups and focus on phonological awareness, language development and fluency, vocabulary development, and reading fluency and comprehension. The teacher uses the multi-sensory approach to teaching reading.

Another pull-out program used at Martin is the Dyslexia Intervention Program. This program serves students with special needs and who have been identified as dyslexic. These students received the same assistance as the ELL students. They are also taught using the multi-sensory approach to teaching reading, but in addition, the letter recognition, writing, and spelling component have been added.

Special education students are now being serviced in the regular classroom setting with the assistance of the inclusion teacher. The inclusion teacher comes into the classroom to help the regular education teacher meet the needs of these students during small group instruction, peer tutoring, and individual instruction. They serve as the support system that the teachers and the students need to make student learning successful. These students are identified through the ARD (annual review/dismissal of student data) process, and have been given an Individual Education Plan (IEP).

Martin Elementary strives to educate all students in a successful manner by identifying the diverse subgroups, disaggregating data for each group, and designing individualized instruction to support their academic needs.

6. Professional Development:

Professional development is a very important component of the success of Martin Elementary. Disaggregated data determines the staff development provided to our teachers. Our main goal is to meet the needs of the students and to prepare them to be successful members of society. Therefore, our mission is to address individual student needs by supplying an educational program that stimulates each student and encourages them to realize and strive toward their maximum potential. As a result, we base our instructional practices on research-based curriculum and instructional strategies that allow students opportunities to think critically, communicate clearly, problem solve, set and obtain goals, compete globally, and to become productive in our every changing world. In order to achieve these goals, we know that it is important that our staff continues to grow professionally. Therefore, we consistently and continually offer opportunities for training and professional development.

Our campus has participated in the many district staff development trainings as well as several in house trainings. With our desire to reach and maintain an Exemplary status and the knowledge that one of our focus areas would be on math instruction, the administrative team contacted and brought in math specialist, Mrs. Beatrice Luchin. She has been to our campus on many occasions in the past three years to present professional development training for our staff and visiting schools. She usually works with the third through fifth grade teachers on strategies and skills to help students find success in math. However, many of the strategies that she introduces can be inter-related across subject areas. Mrs. Luchin is usually on site for two consecutive school days. On day one she trains and on day two she visits classrooms, observes teachers, and supplies feedback. Her sessions have been influential in the success of our school and student performance.

Since our district is a data driven district, the district level trainings are based on data and student performance. One of the major professional development trainings presented by district personnel is the Curriculum Online Resources for Educators (C.O.R.E.). C.O.R.E. is a scientifically research-based online curriculum that provides learning resources for teachers to utilize math and science. It has many activities and lessons built in that focus on inquiry learning and that are directly related to the TEKS and preparing the students for TAKS. In addition to C.O.R.E., over the years our staff has attended some of the following trainings: Aligning for Exemplary Performance, Increasing Student Achievement in Mathematics and Science, Trainer of Trainer Session: Objective Development, Increasing Instructional Effectiveness, Phonemic Awareness (Grades K-2), TAKS for Elementary Reading (3-5), The Five Components of Reading, Technology: Imagine The Possibilities, Setting the Stage for College and Career Readiness, Using Technology to Teach Content Outrageously, and etc. We also conduct weekly grade level meetings and trainings presented by the administrative staff and/or lead teachers.

This school year Martin Elementary and Lucas Elementary merged as one campus. We knew staff development would be needed to make this transition a positive and supportive endeavor. We arranged a weekend retreat for our staff in Kemah, Texas (a resort town on the Texas coast) and secured an excellent motivational speaker, Dr. Adolph Brown of Virginia, to share his wisdom with us. He encouraged us, motivated us and spoke to us in "Real Talk." He shared his story with us and helped us to understand not to judge a student by his clothing or appearance, but rather to nurture the minds of all students.

7. School Leadership:

Martin Elementary leadership structure is a paradigm of accountability, ownership, and responsibility. We believe that all students can and will learn. The instructional leadership team is made up of the principal, assistant principal, curriculum coordinator, counselor, and grade level chair persons. Weekly grade level meetings and various other team meetings (response to intervention, site-based management, subject area liaison meetings) are utilized to ensure student academic success. Every six weeks the curriculum coordinator and the reading coach reviewed data with each grade level. This information was shared with parents by the classroom teacher. Benchmark parent letters were also sent home by the reading coach so parents would be aware of their child's reading progress.

The principal allocates time daily to work with a group of struggling students in reading and math. She conducts walkthroughs to ensure students are receiving the best instruction their teachers can provide for them. This also allows the principal to be visible for the students which has a side effect of decreasing inappropriate student behavior.

While instructional leadership is collaborative, the principal is ultimately responsible for the decisions of the instructional team and the shared collaboration of the staff. The principal has to make sure that there is a continuous focus on providing a safe, clean learning environment, data driven instruction, and a commitment to a high level of student achievement. Parents must feel welcomed as well as comfortable when they come to the campus or attend a school activity. Ronald Edmond's correlates of an effective school are as vital today as when he first developed them.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2005 - 2010 Publisher: Texas Education Agency

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	91	90	70	57	59
Commended Performance	32	29	28	6	21
Number of students tested	56	48	69	53	58
Percent of total students tested	100	96	100	96	98
Number of students alternatively assessed	0	2	2	2	1
Percent of students alternatively assessed	0	4	0	4	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard	90	89	69	57	59
Commended Performance	33	29	26	6	20
Number of students tested	52	45	65	49	54
2. African American Students					
Met Standard	91	89	69	56	57
Commended Performance	32	23	26	6	21
Number of students tested	56	44	68	52	56
3. Hispanic or Latino Students					
Met Standard					
Commended Performance					
Number of students tested					
4. Special Education Students					
Met Standard					
Commended Performance					
Number of students tested					
5. English Language Learner Students					
Met Standard					
Commended Performance					
Number of students tested					
6.					
Met Standard					
Commended Performance					
Number of students tested					
NOTES:					

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 3 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2005 - 2010 Publisher: Texas Education Agency

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Met Standard	95	85	79	59	80
Commended Performance	29	30	31	9	22
Number of students tested	56	46	70	54	59
Percent of total students tested	100	96	100	96	100
Number of students alternatively assessed	0	2	0	2	0
Percent of students alternatively assessed	0	4	0	4	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard	94	84	78	58	78
Commended Performance	27	30	31	8	22
Number of students tested	52	43	67	50	55
2. African American Students					
Met Standard	95	83	78	60	79
Commended Performance	29	29	30	9	23
Number of students tested	56	42	69	53	57
3. Hispanic or Latino Students					
Met Standard					
Commended Performance					
Number of students tested					
4. Special Education Students					
Met Standard					
Commended Performance					
Number of students tested					
5. English Language Learner Students					
Met Standard					
Commended Performance					
Number of students tested					
6.					
Met Standard					
Commended Performance					
Number of students tested					
NOTES:					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 4 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2005 - 2010 Publisher: Texas Education Agency

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	100	59	52	71	68
Commended Performance	20	24	11	16	13
Number of students tested	45	74	62	55	68
Percent of total students tested	98	100	93	96	99
Number of students alternatively assessed	1	0	5	2	1
Percent of students alternatively assessed	2	0	7	4	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard	100	57	49	73	67
Commended Performance	21	21	13	16	14
Number of students tested	43	70	55	51	66
2. African American Students					
Met Standard	100	59	52	70	67
Commended Performance	19	24	12	17	13
Number of students tested	42	74	58	54	67
3. Hispanic or Latino Students					
Met Standard					
Commended Performance					
Number of students tested					
4. Special Education Students					
Met Standard					
Commended Performance					
Number of students tested					
5. English Language Learner Students					
Met Standard					
Commended Performance					
Number of students tested					
6.					
Met Standard					
Commended Performance					
Number of students tested					
NOTES:					

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 4 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2005 - 2010 Publisher: Texas Education Agency

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	100	65	60	64	60
Commended Performance	22	9	6	11	10
Number of students tested	45	74	62	55	68
Percent of total students tested	98	100	93	96	99
Number of students alternatively assessed	1	0	5	2	1
Percent of students alternatively assessed	2	0	7	4	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard	100	63	56	63	61
Commended Performance	21	7	5	10	9
Number of students tested	43	70	55	51	66
2. African American Students					
Met Standard	100	65	60	63	60
Commended Performance	21	9	7	11	10
Number of students tested	42	74	58	54	67
3. Hispanic or Latino Students					
Met Standard					
Commended Performance					
Number of students tested					
4. Special Education Students					
Met Standard					
Commended Performance					
Number of students tested					
5. English Language Learner Students					
Met Standard					
Commended Performance					
Number of students tested					
6.					
Met Standard					
Commended Performance					
Number of students tested					
NOTES:					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 5 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2005 - 2010 Publisher: Texas Education Agency

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	100	89	79	61	61
Commended Performance	66	48	50	24	20
Number of students tested	64	54	58	72	56
Percent of total students tested	97	95	91	95	90
Number of students alternatively assessed	2	3	6	3	5
Percent of students alternatively assessed	3	5	9	4	8
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard	100	88	81	61	58
Commended Performance	65	47	53	23	20
Number of students tested	60	49	53	66	50
2. African American Students					
Met Standard	100	89	80	61	61
Commended Performance	67	48	53	24	19
Number of students tested	63	54	55	72	54
3. Hispanic or Latino Students					
Met Standard					
Commended Performance					
Number of students tested					
4. Special Education Students					
Met Standard					
Commended Performance					
Number of students tested					
5. English Language Learner Students					
Met Standard					
Commended Performance					
Number of students tested					
6.					
Met Standard					
Commended Performance					
Number of students tested					
NOTES:					

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 5 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2005 - 2010 Publisher: Texas Education Agency

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Feb	Feb	Feb	Feb	Feb
SCHOOL SCORES					
Met Standard	100	91	77	69	74
Commended Performance	55	58	40	23	14
Number of students tested	64	53	60	75	57
Percent of total students tested	97	95	91	97	93
Number of students alternatively assessed	2	3	6	2	4
Percent of students alternatively assessed	3	5	9	3	7
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard	100	90	80	70	71
Commended Performance	53	58	43	22	12
Number of students tested	60	48	54	69	51
2. African American Students					
Met Standard	100	91	75	69	73
Commended Performance	54	58	42	23	13
Number of students tested	63	53	57	75	55
3. Hispanic or Latino Students					
Met Standard					
Commended Performance					
Number of students tested					
4. Special Education Students					
Met Standard					
Commended Performance					
Number of students tested					
5. English Language Learner Students					
Met Standard					
Commended Performance					
Number of students tested					
6.					
Met Standard					
Commended Performance					
Number of students tested					
NOTES:					

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
SCHOOL SCORES					
Met Standard	97	77	67	63	63
Commended Performance	42	33	29	16	18
Number of students tested	165	176	189	180	182
Percent of total students tested	98	97	95	96	96
Number of students alternatively assessed	3	5	11	7	7
Percent of students alternatively assessed	2	3	6	4	4
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard	97	75	66	63	62
Commended Performance	42	31	30	16	18
Number of students tested	155	164	173	166	170
2. African American Students					
Met Standard	97	76	67	62	62
Commended Performance	42	31	30	16	18
Number of students tested	161	172	181	178	177
3. Hispanic or Latino Students					
Met Standard					
Commended Performance					
Number of students tested					
4. Special Education Students					
Met Standard					
Commended Performance					
Number of students tested					
5. English Language Learner Students					
Met Standard					
Commended Performance					
Number of students tested					
6.					
Met Standard					
Commended Performance					
Number of students tested					
NOTES:					

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Met Standard	98	78	72	65	71
Commended Performance	37	30	26	15	15
Number of students tested	165	173	192	183	184
Percent of total students tested	98	97	95	97	97
Number of students alternatively assessed	3	5	11	6	5
Percent of students alternatively assessed	2	3	5	3	3
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard	98	76	72	64	69
Commended Performance	35	29	27	14	14
Number of students tested	155	161	176	170	172
2. African American Students					
Met Standard	98	78	72	65	70
Commended Performance	37	30	27	15	15
Number of students tested	161	169	184	182	179
3. Hispanic or Latino Students					
Met Standard					
Commended Performance					
Number of students tested					
4. Special Education Students					
Met Standard					
Commended Performance					
Number of students tested					
5. English Language Learner Students					
Met Standard					
Commended Performance					
Number of students tested					
6.					
Met Standard					
Commended Performance					
Number of students tested					
NOTES:					