

PART I - ELIGIBILITY CERTIFICATION

11TX22

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

11TX22

All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 1 Elementary schools
 (per district designation) 1 Middle/Junior high schools
1 High schools
0 K-12 schools
3 Total schools in district
2. District per-pupil expenditure: 6019

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Rural
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	36	24	60		6	0	0	0
K	28	35	63		7	0	0	0
1	20	31	51		8	0	0	0
2	24	28	52		9	0	0	0
3	19	19	38		10	0	0	0
4	25	23	48		11	0	0	0
5	24	16	40		12	0	0	0
Total in Applying School:								352

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
0 % Asian
10 % Black or African American
54 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
33 % 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: 23%

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.	33
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	45
(3)	Total of all transferred students [sum of rows (1) and (2)].	78
(4)	Total number of students in the school as of October 1, 2009	335
(5)	Total transferred students in row (3) divided by total students in row (4).	0.23
(6)	Amount in row (5) multiplied by 100.	23

8. Percent limited English proficient students in the school: 16%

Total number of limited English proficient students in the school: 5

Number of languages represented, not including English: 1

Specify languages:

Spanish

9. Percent of students eligible for free/reduced-priced meals: 82%
 Total number of students who qualify: 288

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: 33%
 Total number of students served: 9

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>2</u> Autism	<u>2</u> Orthopedic Impairment
<u>1</u> Deafness	<u>5</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>12</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>9</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>1</u>
Classroom teachers	<u>19</u>	<u>0</u>
Special resource teachers/specialists	<u>5</u>	<u>0</u>
Paraprofessionals	<u>12</u>	<u>0</u>
Support staff	<u>8</u>	<u>1</u>
Total number	<u>45</u>	<u>2</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: 19:1

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	96%	97%	96%	97%	97%
Daily teacher attendance	95%	96%	96%	97%	97%
Teacher turnover rate	21%	8%	0%	16%	19%
High school graduation rate	0%	0%	0%	0%	0%

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

09-10 Turnover rate: 2 teachers relocated because of husband's job, 1 teacher retired, 2 teachers lived in another district and accepted positions in those districts.

06-07 Turnover rate: 1 teacher retired, 2 teachers lived in another district and accepted positions there, 1 teacher had a baby and stayed home with her child.

05-06 Turnover rate: 3 teachers retired, 2 teachers relocated due to husband's job.

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

Education is too important to be left solely to the educators. ~Francis Keppe

Nestled in the southern edge of the rolling plains of West Texas, Stamford is an agricultural and ranching community known as home of “The World’s Largest Amateur Rodeo” the Texas Cowboy Reunion. Oliver Elementary proudly stands in this community of 3,052 not only as an educational institution, but as a safe and stable family environment for our 352 students, over eighty percent of which are economically disadvantaged.

The Stamford community wholeheartedly supports our students as evidenced by local organizations’ projects. The Ministerial Alliance (comprised of community churches) provides backpacks filled with non-perishable food items that can be prepared by children, who otherwise might not have nutritional needs met during the weekend. The Lions Club provides students with eyeglasses. The Kiwanis Club distributes toothbrushes and toothpaste to promote better oral hygiene. Wal-Mart donates school supplies to teachers and students. In addition, community members provide many students with school supplies, backpacks, and warm coats. During Christmas holidays, various community groups offer hope and encouragement to families in the form of food and gifts.

Our Parent Teacher Organization (PTO) plays an integral role in providing educational opportunities for our students. Field trips funded by the PTO enable students to experience activities beyond the walls of Oliver. Students have visited the Abilene Zoo, Morgan Jones Planetarium, Frontier Texas, Safety City, Fort Griffin State Park, and Buffalo Gap Historic Village. To ensure safety of our students on field trips, the PTO has also provided special Oliver Elementary t-shirts for every child. They pay for outside presenters to provide programs that enrich the education of students. Each student at Oliver is allowed to choose a new book from the book fair, thanks to our PTO.

We believe involvement is vital to the success of our students, and therefore open our doors to parents and community members to foster relationships in an effort to assist students in reaching their educational goals. These involvement opportunities include:

- Meet the Teacher Night enables parents and students to become acquainted with their teacher, grade level, and expectations for the coming year.
- Open House is an invitation for students to display and share their work. It also gives parents and teachers an opportunity to discuss any concerns following the first six-weeks.
- Fantastic Friday is held twice during the year. These days give elementary students an occasion to interact with positive role models from our high school. Parents are also welcome to enjoy the festivities.
- Peer Assistance and Leadership (PAL) is a high school program implemented daily on our campus. It trains students to mentor and encourage young students make positive choices that they will carry throughout their lives.
- Donuts for Dads and Muffins for Moms invite parents to focus on their child in a positive environment while simultaneously providing an opportunity to communicate with their child’s teacher.
- Career Day allows us to cultivate relationships between school and community members. Students are given the chance to explore different career options.
- Parent Partnership Night is held to promote the on-going relationship between parents and teachers as partners in their child’s education.

- A Science Fair is held that allows students to showcase learning and make presentations to a panel of judges from within the community.
- Monthly meetings are held with parents of Head Start students to help lay the foundation for success in education.
- Motivational speakers are brought in to inform and inspire both parents and teachers alike.

Our journey towards academic excellence began in 2006, when we received an Academically Acceptable rating by the Texas Education Agency (TEA). We determined adjustments needed to be made to bolster student performance. Curriculum changes were made that assisted us in making gains toward our goal; however, in 2007 we once again received an Academically Acceptable rating. The following year we reassigned teachers, provided instructional support to teachers who needed assistance, revised our curriculum and offered targeted interventions to students based on data analysis. With these modifications, Oliver began its ascent to an Exemplary status. We earned a Recognized rating in 2008 and an Exemplary rating in 2009 and 2010. In 2010, Oliver Elementary received the Title I, Part A Distinguished Progress Award from TEA. Thus, our road was paved to become a Blue Ribbon School Nominee.

The outstanding performance of our students is attributed not only to tremendous efforts by the parents and school personnel, but also the dedication of a caring and committed community. It is the daily demonstration of heart and passion by all parties that is the driving force of our success.

1. Assessment Results:

High achievement always takes place in the framework of high expectation. ~ Jack Kinder

The state of Texas requires all public schools to administer a criterion-referenced assessment called the Texas Assessment of Knowledge and Skills (TAKS). This test measures students' success in learning the Texas Essential Knowledge and Skills (TEKS), which is the statewide curriculum. In grades 3 through 5 all students test in reading and math, also grade 4 takes a writing test, and grade 5 adds science. The performance levels for meeting the standards are set by the state. In addition, the state sets a standard for commended performance, to acknowledge students who perform at a level of excellence. All students must take a state assessment; TAKS now includes Accommodated, Modified and Alternative tests that are designed for special education students who meet specific eligibility criteria. An Admission, Review and Dismissal (ARD) committee determines which is appropriate for the special education student. Schools are ranked based on their students' assessment results on the TAKS. This ranking is divided into Exemplary (90% passing), Recognized (80% passing), Academically Acceptable (70% passing), and Academically Unacceptable (<70% passing). In addition to overall passing rates, test results are disaggregated by student groups, including ethnic subgroups, Economically Disadvantaged, Special Education, and Limited English Proficient. These results are also used to determine each campus's Adequate Yearly Progress (AYP) status.

In 2006, Oliver received an Academically Acceptable rating from TEA. The following year, we had a change in administration, narrowly missing a Recognized rating. In 2008, changes in teaching assignments and the implementation of many intervention programs and diagnostic tests were necessary. Changes led to a Recognized rating by TEA, strengthening our resolve to attain an Exemplary rating. In 2009, student achievement mirrored our newly adopted motto of "Good, Better, Best..." and we attained our first Exemplary rating as a Pre-Kindergarten through fifth grade campus. In 2010, we continued our quest for excellence by maintaining our Exemplary status.

Comparing math trends the past five years, Oliver shows to be outperforming the state. While the state shows continual progress, increasing passing performance by 9% overall; Oliver's yearly performance soared, culminating in a 22% increase. The state's commended performance rose by 1% during that time, with Oliver showing gains of 12%.

Looking at the reading trends, the state raised passing performance 3% from 2006-2010. Oliver's overall performance started below the state, but with a 13% increase, finished above the state. Oliver's commended performance advanced by 9%, while the state showed only a 6% growth. During this time, our Hispanic subgroup made gains of 18% passing and 11% commended, and the economically disadvantaged subgroup showed increases of 15% passing performance and 11% commended.

As part of a Student Success Initiative (SSI), the state requires fifth grade students to pass both reading and math TAKS to qualify for promotion to the next grade level. Overall, state performance for fifth grade math increased 4%, while reading increased 5% from 2006-2010. Oliver had the following gains:

Math:

- Overall performance increased by 22%, 36% commended
- Hispanic subgroup increased by 26% passing, 36% commended
- White subgroup performance increased by 7%, 36% commended
- Economically disadvantaged subgroup increased by 29% passing, 38% commended

Reading:

- Overall reading performance increased by 18%, 29% commended
- Hispanic subgroup increased by 28% passing, 28% commended
- White subgroup commended performance increased by 25%
- Economically disadvantaged subgroup increased by 20% passing, 28% commended

Looking at grade level trends, the data reflects that implemented changes are proving successful and performance is increasing at a high rate. A significant drop in math commended rates between 2009 and 2010 is found at fourth grade. Yet when you track those students from third to fourth grade, you find their rates increased 14%, which is a significant gain.

Often whenever you focus on improving one area, another suffers. Changes made in August 2007 which led to significant improvement in fourth and fifth grade performance, were detrimental to our lower grades. Reading and math specialists were then assigned to mentor and team teach in order to offer support for the teachers and ensure student success.

The state also awards Gold Performance Acknowledgements to districts and campuses for high performance on indicators other than those used to determine accountability ratings. Oliver Elementary earned the Gold Performance Acknowledgements in these areas:

- Commended Science – 2007-2010
- Commended Math – 2008-2010
- Comparable Improvement Math – 2008, 2010
- Comparable Improvement Reading – 2009-2010

This data shows Oliver's high expectations for students' performance has resulted in high levels of achievement.

Additional information can be viewed at TEA's website:
http://www.tea.state.tx.us/index3.aspx?id=3318&menu_id=793

2. Using Assessment Results:

Let us not be content to wait and see what will happen, but give us the determination to make the right things happen.
~Peter Marshall

Based on our philosophy that "All Children Can Learn", we encourage all students to achieve their fullest potential. Therefore, our assessment data is the driving force behind all that we do at Oliver Elementary.

The key to our success is the individualization of instruction. We do this through our Response to Intervention (RTI) team meetings. Our RTI team is designed to gather and disaggregate data, support our teachers, understand each individual student and intervene early to ensure opportunities for their success. RTI meetings are held three times per year to determine the educational needs of each and every Kindergarten through fifth grade student. Data evaluated includes: formal assessments, benchmarks, prior state assessments, past and current interventions, grades and teacher input. In addition to examining our students individually, we also look at the data as grade levels, sub-groups, and as a campus to make projections to maintain our exemplary status.

We use a variety of assessments to measure student performance. TPRI (Texas Primary Reading Inventory) tests reading skills in grades K-3. mCLASS assesses numerical fluency in grades K-1. AIMSweb evaluates reading fluency and comprehension, as well as numerical fluency and

mathematical concepts in grades 1-5. All of these assessments are administered three times per year with all students. Every child is assigned a tier level based upon the discussion of the RTI team and classroom teachers. Tier 2 and Tier 3 students receive progress monitoring continually throughout the year.

The assessment data enables teachers to adjust their instruction and schedules to better meet the needs of their particular students. Teachers target areas of concern through small group instruction during and after school, in summer programs and in our Optional Flexible Year Program (OFYP). Teachers go above and beyond their grade level assignment by assisting other grade levels. They provide instruction, knowledge and support in their area of expertise, both during and after school.

We have a variety of intervention programs to enhance educational needs. These programs include instruction by Reading and Math specialists; computerized software for math and reading that focus on intervention and enrichment; fluency training programs, gifted and talented classes, and special education services, including physical, occupational and speech therapy.

While we are a data driven campus, teachers are aware testing itself does not improve learning unless data is analyzed and used as a tool to modify instruction; aiding our mission to assure that no child is left behind.

3. Communicating Assessment Results:

Coming together, sharing together, working together, succeeding together. ~Source Unknown

Oliver Elementary uses a variety of means to communicate student performance. Before the first day of instruction, a “Meet the Teacher Night” is held. At this time, a parent is given and asked to sign a copy of the Title 1 Parent-Student Compact. The purpose of this compact is to establish a common understanding of home and school responsibilities to assure that every child meets the state’s high standards and receives a quality education. This lays a foundation for a solid base of communication and partnership between teachers and parents.

Teachers continue to build this foundation by corresponding with parents on a regular basis through weekly folders, phone calls, emails, notes, conferences, and student daily agendas. Our local newspapers inform the community of our students’ successes including honor rolls, pictures of student activities, and state assessment information. Our school website provides opportunities for parents and community members to access the student handbook and upcoming events. Parents can also access their child’s grades through a link on the school website. A “Parent Partnership Night” is held to explain the standards for testing, the instruments used to test those standards, and the reports received from those assessments. It also serves as an opportunity for teachers to partner with parents to help each child be successful. The district-wide report card is distributed annually in conjunction with student report cards.

Individual student performance is relayed to parents through several channels:

- Open House is held at the end of the first six-week period in order to distribute report cards and schedule conferences if necessary.
- Each student receives a three-week progress report and a six-week report card. RTI letters are sent home after each testing period. These letters include data from TPRI, AIMSweb, mCLASS, and benchmarks.
- Parent conferences are requested with all Tier 3 students and lower-performing Tier 2 students based upon RTI data. Oliver distributes a SSI letter as required by the state.
- Each student’s TAKS scores are distributed along with an explanation of the results.

- Parents are invited to attend personal goal setting meetings for at-risk students in grades 3-5.

Oliver Elementary believes that regular, meaningful communication with students, parents and community members is a key factor in the continued success of our students.

4. Sharing Lessons Learned:

Good, better, best; never let it rest; until your good is better and your better is your best!"
~ Saint Jerome

The above quote, adopted by our campus in 2008-2009, rings true in all we do at Oliver. As a Blue Ribbon School nominee, we take pride in our success and welcome the opportunity to share our story with other educators.

Our principal serves on committees for educational organizations and attends sessions at the Region XIV Service Center, collaborating with area professionals. Through this collaboration process, accomplishments are shared and new ideas are found.

Various area schools have contacted Oliver for assistance in areas of technology, reading and math programs, RTI, assessment tools and scheduling. We have earned a number of high academic ratings and awards, and due to that success have been asked by the Region XIV Service Center to identify some of our "best practices".

Our teachers actively engage in mentoring and modeling best practices. We welcome student teachers from area universities, and several have joined our teaching staff. We collaborate with Region XIV to mentor new teachers who have received their teaching certification through an Alternative Certification Program.

In order to continue to maintain high academic success, the faculty meets in reading and math committees to align curriculum vertically to teach to the depth and complexity needed at each grade level. Our faculty members have presented their best practices at regional conferences. We have also had the opportunity to collaborate with area professionals through grants offered through area universities.

We have not been content to wait to see what will happen. We have taken positive action. We will continue to pursue the responsibility of developing our students into lifelong, independent learners. The staff of Oliver Elementary recognizes the honor and responsibility that the Blue Ribbon school status provides the district, and we look forward to extending the opportunity to share with other school districts the path that has led to our success.

1. Curriculum:

To accomplish great things, we must not only act, but also dream; not only plan, but also believe.
~Anatole France

Texas public schools are provided a grade-level, content-specific framework of learning standards called the TEKS. At Oliver Elementary this framework is used to guide our instruction and build a curriculum that spirals and is vertically aligned. Our desire is to create a curriculum that empowers our students, not just with skills to meet “passing standards” set by the state, but with lifelong academic and social skills that allow them to reach their full potential. It is for this reason that our curriculum is embedded with other resources so that our teachers may choose accordingly to address individual student needs.

English Language Arts: Our curriculum encompasses reading, grammar, writing, phonics and spelling. Reading is vital to success in everyday life. Therefore, at Oliver Elementary we believe that children must have a solid foundation in reading. In grades Pre-K through 2, using a phonics-based approach, the emphasis is placed on learning to read. From 3rd grade and beyond, we focus on reading to learn through a variety of instructional methods and reading materials. Whole and small group instruction provides an avenue to engage all students to become independent readers who have a lifelong love of reading. Students’ writing is enhanced through grammar lessons, spelling, and various writing activities.

Math: Over the past five years, Oliver has realized the importance of having an aligned curriculum in developing a successful math program. We currently use Scott Foresman’s enVision MATH to provide a solid foundation for students K-5. Skills are first taught at the concrete level using manipulatives to give the students a visual and kinesthetic view of number concepts which prepares them for abstract thinking and implementation of higher level skills. The incorporated digital curriculum allows students to be actively engaged in the learning process.

Science: Oliver uses a focused, coherent curriculum that develops science concepts within each grade level and vertically spirals through the grades. These concepts are taught in strands, rather than in isolation, in order for students to better understand the relationships and connections between life, physical, and earth science. Inquiry-based learning and concept development is built around the 5E model, ensuring opportunities to engage, explore, explain, elaborate and evaluate concepts being taught. Student-centered discussions, “hands on” lessons, multimedia presentations, and journaling are an essential part of the everyday classroom. Lessons are taught at a level, rigor, and specificity that led our fifth graders to have 58% commended on the state mandated science test last year.

Social Studies: Through social studies, we equip our students with the necessary tools to become productive citizens. In the lower grades we focus on the value of community and citizenship, and in the upper grades our focus shifts to the study of Texas and American History. We accomplish this through our curriculum, reading materials and field trips to places like Frontier Texas, Living History Days at Fort Griffin State Park, and Hardin Simmons University’s Western Heritage Days.

Health and PE: To promote wellness and support the healthy lifestyle of our students, Oliver Elementary implements a CATCH (Coordinated Approach To Child Health) Wellness Program. The CATCH program focuses on coordinating four components: the Eat Smart school nutrition program, K-5 classroom curriculums, a PE program and a Family program. This curriculum engages students, teachers and parents in making lifelong health-conscious decisions regarding diet, nutrition, exercise, drug and alcohol prevention, social development and responsible citizenship. In addition, we provide opportunities for parental and community involvement with activities such as: Walking the Nation, Jump Rope for Heart, and Hoops for Heart.

Technology: To ensure that Texas students are prepared for the 21st century, Texas has added technology TEKS for grades K-5. Oliver uses the SRA TechKnowledge program which is an interactive program for grades Pre-K through 5 to develop computer and technology literacy. Engaging, animated lessons help students meet grade level expectations. Practice to reinforce skills is provided through classroom assignments and projects.

Fine Arts: Music and art awareness and appreciation is taught across the grade levels at Oliver. Students attend music class using a state adopted music curriculum, in addition to supplemental materials. Children are taught music theory and have an opportunity to apply their knowledge by playing a variety of instruments. Students are allowed to showcase their learning at parent and community performances. Visual arts are incorporated through classroom reading, writing and research projects. Some of these include making life-sized penguins, creating vegetable sculptures and numerous craft projects. We are also engaged in producing a video which enables students to plan, produce, perform and share their completed project through video conferencing.

Act, dream, plan, believe; these are the components which create experiences and opportunities that help build a well-rounded student. Our vision is to educate the whole child to become a contributing member of society.

2. Reading/English:

Reading is a basic tool in the living of a good life. ~Joseph Addison

Encouraging students to love reading is important for success in life. The purpose of reading instruction is to expand students' vocabulary, build their comprehension and fluency and provide higher-level thinking skills not only in reading but in all subject areas. Oliver Elementary begins building reading foundations in Pre-Kindergarten. We continue to provide instruction and a network of support for each child through fifth grade. We use a variety of research-based methods that follow the TEKS objectives with emphasis on meeting individual student needs.

The Houghton Mifflin reading series (K-5) and Saxon Phonics (K-2) are the foundation of our reading program. Additionally, our fourth and fifth grade classes teach reading skills using books and novels which inspire independent reading and strengthen vocabulary. Due to the fact that we have many economically disadvantaged students with limited experiences, we have determined that we need to concentrate heavily on vocabulary skills.

Our reading curriculum provides research-based instruction and monitors progress using whole and small group instruction, and independent work time. Whole group instruction features teacher-guided lessons. During small groups, struggling students are instructed in their areas of need. Independent work and SRC allow students to strengthen their individual reading skills. Also, there is additional time during the day and after school for students who need remediation.

At Oliver, we are privileged to have an abundance of technology resources to supplement our reading program. Three computer labs and a portable lab are available to enhance student achievement. We open two computer labs daily at 7:30 a.m. for students to work toward their individual SRC goals. After school, many of our computer programs are also used during tutorials. Other technology programs include:

- SRC
- Promethean boards in every classroom
- Think Central (reading series supplement)
- Lexia (beginning reading skills, K-2)*
- Reading Eggs (pre-K-2; Tier 3 2nd/3rd)*

- My Reading Coach*
- FLRT*
- Read Naturally*
- Study Island Reading (3-5)

*programs used with struggling readers

Oliver teachers believe in setting high expectations for all students. We continuously monitor students and provide them with instruction for their specific needs. We meet regularly in RTI and vertical team meetings to discuss student performance and methods of improving our teaching. Our highly qualified teachers and paraprofessionals strive to ensure that our students become independent readers and develop a lifelong love of reading to enhance their quality of life.

3. Mathematics:

Only the inquiring mind solves problems. ~ Edward Hodnett

Our goal at Oliver Elementary is to enable all learners to successfully utilize math skills and provide the necessary tools to be productive in society. District reorganization in 2003-2004 left Oliver without a unified curriculum for mathematics. In 2006-2007, the campus chose to purchase and implement Saxon Math in an effort to align instruction and spiral teaching. A solid foundation was essential to move beyond being an acceptable campus. Saxon provided that necessary foundation and bridge. With teaching aligned, students began developing stronger math skills. When adopting math textbooks for 2007-2008, once again our focus needed to change. We adopted enVision MATH, because it provided opportunities to develop critical thinking and problem-solving skills that enable students to make real world connections and engage them in the use of mathematical skills that involve numeric reasoning, algebraic thinking, measurement, geometry, probability and problem solving.

enVision curriculum provides the tools teachers need to improve the mathematical skills of students performing below grade level while simultaneously enriching students that are at or above grade level. Our team of highly qualified teachers and paraprofessionals take a collaborative approach to provide constructive feedback and instructional diversity to accelerate student success and learning. We provide leveled activities, differentiated instruction, opportunities to develop critical problem-solving skills, enhance math vocabulary, frequent progress monitoring and the ability to make real world connections. Every classroom is equipped with a Promethean board enabling students to be interactively engaged through digital resources provided by enVision. We also offer three computer labs and one portable lab that allow our curriculum to be convenient and easily accessible.

Ongoing changes in student enrollment pose significant achievement gaps. We currently use Assessment and Learning in Knowledge Spaces (ALEKS) as a web-based, diagnostic assessment and learning system. This program, correlated with state standards, helps fill the learning gaps of students, while continuing to challenge others. Teachers use TEKSas Target Practice daily as part of instruction. Aligned to the TEKS, it provides constant review for TEKS-Based Assessment (TAKS). Study Island, another web-based computer program which provides practice in TAKS format, is another link to our proven success.

Oliver Elementary seeks to develop inquiring minds by creating an active learning environment that emphasizes discussion and interpretation by students working together. The question is not merely how and what to teach, but more an awareness that we all learn in different ways and failure is not an option on our campus.

4. Additional Curriculum Area:

Tell me and I'll forget. Show me, and I may not remember. Involve me, and I'll understand.
~Native American Saying

Our mission at Oliver Elementary is to help all students achieve their fullest potential. When only 66% of the fifth graders passed the science TAKS test in 2005, it was obvious changes were needed. During 2005-2006, science TEKS were “blown apart,” and vertically aligned scope and sequences, focusing on rigor and specificity, were created and implemented. Then, a highly qualified fifth grade teacher was assigned to teach grades three through five. This not only provided consistency, but as the lead teacher, she modeled effective program implementation and teaching strategies for other teachers. Since then, scheduling has allowed the fifth grade teacher to teach third and fifth grade science.

Science instruction at Oliver Elementary includes direct instruction, journaling, cooperative learning through labs and hands-on activities. In 2009, CSCOPE, a comprehensive, customizable, user-friendly curriculum management system built on the most current research-based practices in the field was implemented. CSCOPE is aligned to the TEKS framework. It is the source for an all-in-one approach based on the 5E model. Students Engage, Explore, Explain, Extend, and Evaluate each topic of study. Students engage in inductive and deductive thinking, learning strategies, and move from concrete to abstract with emphasis on scientific thinking and the scientific process. CSCOPE is designed to teach to the commended level. It is unified from grade level to grade level and students continue to build on what they have learned in previous grades.

Curriculum is supplemented with FOSS kits (Field Option Science System). These kits enrich student learning with hands-on lab activities targeting science concepts. Technology is incorporated to address science vocabulary, provide multimedia presentations, virtual labs and furnish practice and assessment of learning through a web-based, TAKS formatted computer program, aligned to science TEKS.

Along with preparing students for the fifth grade state assessment, these changes help build the solid foundation that our students will need for middle school, high school and college science classes. Aligning our curriculum with state standards and providing a tool to see how these standards reach across grade levels ensures that our students have the knowledge and skills to be successful now and in the future.

By fully involving students in the learning process, we have seen dramatic improvement in our Science TAKS scores. In 2006, our scores were at 81% passing and 27% commended. In 2010, 97% of our fifth graders passed the Science TAKS test, with 58% being commended.

5. Instructional Methods:

Children come to us already differentiated. It just makes sense that we would differentiate our instruction in response to them.
~Carol Tomlinson

At Oliver we strive to reach all students by using multiple strategies and resources. We believe the most important step is to make a connection with each child. If you don't first have their hearts, you cannot reach their heads.

Instruction at Oliver is designed around the 3-Tier Model of RTI. As a data-driven campus we strive to ensure that all students reach their full capability. Our first line of defense begins in the classroom which is staffed by highly qualified teachers and paraprofessionals. Teachers use data from various assessments to drive their instruction and place students in small groups based upon individual needs. Digital lessons are often used to introduce concepts during formal instruction. Web-based computer programs allow us to evaluate, remediate and enhance student performance.

Next, we meet the needs of our diverse student population through a variety of instructional methods. Classroom lessons are delivered through whole groups, small flexible groups, learning centers and one-on-one instruction. This instruction engages all learners by using auditory, visual and kinesthetic approaches. Effective modeling and questioning techniques are employed to teach students to think critically. Hands-on guided instruction also enables students to develop higher level critical thinking skills. Lessons combine textbook knowledge with practical life experiences to promote students' interest and understanding, which help make learning meaningful and relevant.

Finally, a variety of programs are offered to help differentiate instruction. Our gifted and talented students are engaged in thought provoking projects that inspire them to use their intellectual abilities and creativity. LEP (Limited English Proficient) students are served in the classroom and in pull-out programs. For students who require more intensive instruction, we provide tutorials both during and after school. We also deliver supplemental instruction through reading and math pull-out programs, additional computer based programs, fluency programs, dyslexic programs, Special Education inclusion and a limited number of pull-out Special Education programs. In addition to these programs, mentoring by high school students in the PAL program is provided for at-risk students.

Oliver's administrators, teachers and paraprofessionals work closely together to find the best way possible to meet our students' diverse needs. We strive to make instruction appropriate and meaningful for ALL students on our campus. We truly believe our district mission statement which ends with the phrase "We have the philosophy that **All Children Can Learn** and that each child has the potential to benefit our future."

6. Professional Development:

Who dares to teach must never cease to learn. ~ John Cotton Dana

Oliver Elementary is committed not only to student success, but also to teacher success. Our teachers are dedicated to their profession and constantly seek ways to enhance their knowledge. Using our Campus Improvement Plan as a guide, our principal and site-based committee work collaboratively to determine appropriate trainings based on recent research, technology developments, curriculum adoptions, student assessment analysis and needs, and current best practices.

Teachers are given the opportunity to attend state, regional and local trainings that are aligned with campus instructional goals. Several of our math teachers regularly attend CAMT (Conference for the Advancement of Mathematics Teaching) and our Pre-K teachers attend CIRCLE (Center for Improving the Readiness of Children for Learning and Education). Stamford ISD contracts with our regional service center for ten on-site training days targeting specific needs. Teachers also have the option to attend workshops to expand their expertise. Independent consultants have been provided by the district to demonstrate and model alternate teaching methods.

In the past, we have applied for state approved waiver days for professional development which were used for vertical and horizontal curriculum alignment, technology training, content specific training and data analysis training. Our focus has shifted in the last two years. We now participate in the Texas OFYP, allowing us to work only with students who are in danger of not meeting state or local standards. The previous years of training are being implemented during OFYP to assist struggling students in small group settings.

Some of our most effective and valuable professional development comes from within our own staff. Math and reading specialists mentor teachers, model lessons and provide content specific trainings. Beginning teachers are provided tremendous support and professional development through on-site teacher mentoring and observations. Grade level and departmental meetings are held regularly to plan for instruction, review student assessment data, vertically and horizontally align curriculum and share effective teaching strategies.

Teachers were recently trained in the use of Eduphoria, a computer based program which allows teachers and administrators to have instant access to disaggregated student data based upon benchmark testing. This program enables teachers to design lessons targeting student needs. Eduphoria reports, which show students' strengths and weaknesses, are valuable tools when conferencing with students and parents.

We know that to maximize student achievement we must keep ourselves well educated and informed.

7. School Leadership:

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

You've probably heard the saying "Behind every great man is a great woman". You can also say "Behind every exceptional school is an exceptional leadership team". Our campus leadership team is composed of principal, counselor, and Site Based Decision Making committee (SBDM). One of our principal's philosophies is "If you're going to play, play to win!" When she came to our campus we were a good school with some fine characteristics. In her five years as Oliver's principal she has inspired us to become an exceptional school, receiving TEA's highest rating for the past two years.

Mrs. Mueller has been associated with Stamford ISD for 26 years as teacher, assistant high school principal, middle school principal and elementary principal. As a teacher, she set high expectations for all her students. This philosophy is exhibited in our school chant, which she introduced during our ascent to excellence. "Good, better, best, never let it rest, until your good is better and your better is your best." She sets the tone and climate of our school by setting high expectations for everyone. Typically, she is the first one on campus and the last one to leave. Superintendent Brad Lewis says, "She may be the hardest working principal I've known in my life."

Mrs. Mueller is a very "hands-on" principal. She continually monitors student achievement and attendance, supports teachers and staff, implements staffing and/or program changes when needed, interacts with parents and students, dispenses firm but fair discipline, and even tutors students. She is willing to listen and discuss suggestions and/or concerns of teachers. She has a passion for her job and works tirelessly (well beyond school hours) to unlock the potential in each child. She sets an excellent example for others by investigating every possible resource available to help students be successful.

Our counselor is important to our leadership team providing support and motivation to our staff and students. She assists teachers with programs that monitor student progress, including benchmark testing and state assessments. She facilitates guidance lessons that emphasize character education and career awareness.

An integral part of our leadership team is our SBDM committee; which includes teachers, support staff, administrators, parents, business and community members. They are involved in decisions concerning planning, budgeting, curriculum, staffing patterns, staff development, and school organization. Their input and collective wisdom is vital to our principal when making decisions to ensure student achievement.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2009-2010 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	93	87	85	90	72
Commended	16	21	26	23	19
Number of students tested	44	39	34	39	43
Percent of total students tested	94	95	100	89	93
Number of students alternatively assessed	3	2	0	5	3
Percent of students alternatively assessed	6	5	0	11	7
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard	91	80	82	89	68
Commended	15	20	32	18	13
Number of students tested	34	25	22	28	31
2. African American Students					
Met Standard					
Commended					
Number of students tested					
3. Hispanic or Latino Students					
Met Standard	88	83	90	87	68
Commended	18	28	40	20	23
Number of students tested	17	18	10	15	22
4. Special Education Students					
Met Standard					
Commended					
Number of students tested					
5. English Language Learner Students					
Met Standard					
Commended					
Number of students tested					
6. White					
Met Standard	95	89	89	88	81
Commended	10	16	21	25	19
Number of students tested	20	19	19	16	16
NOTES:					

11TX22

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2009-2010 Publisher: Texas Education Agency

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Met Standard	98	87	91	92	95
Commended	31	26	46	31	42
Number of students tested	45	39	35	39	42
Percent of total students tested	96	93	100	89	93
Number of students alternatively assessed	2	3	0	5	3
Percent of students alternatively assessed	4	7	0	11	7
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard	97	84	87	89	93
Commended	26	28	30	25	27
Number of students tested	35	25	23	28	30
2. African American Students					
Met Standard					
Commended					
Number of students tested					
3. Hispanic or Latino Students					
Met Standard	100	83	83	81	95
Commended	17	22	33	6	29
Number of students tested	18	18	12	16	21
4. Special Education Students					
Met Standard					
Commended					
Number of students tested					
5. English Language Learner Students					
Met Standard					
Commended					
Number of students tested					
6. White					
Met Standard	95	89	95	100	94
Commended	45	32	18	8	42
Number of students tested	20	19	19	15	16
NOTES:					

11TX22

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2009-2010 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	97	97	100	76	75
Commended	35	61	48	34	40
Number of students tested	37	36	40	34	40
Percent of total students tested	88	97	89	89	89
Number of students alternatively assessed	5	1	5	4	5
Percent of students alternatively assessed	12	3	11	11	11
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard	96	96	100	71	70
Commended	29	56	43	13	22
Number of students tested	24	25	30	24	23
2. African American Students					
Met Standard					
Commended					
Number of students tested					
3. Hispanic or Latino Students					
Met Standard	95	92	100	71	59
Commended	40	54	29	18	6
Number of students tested	20	13	17	17	17
4. Special Education Students					
Met Standard					
Commended					
Number of students tested					
5. English Language Learner Students					
Met Standard					
Commended					
Number of students tested					
6. White					
Met Standard	100	100	100	92	90
Commended	27	67	65	31	45
Number of students tested	15	18	17	13	20
NOTES:					

11TX22

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2009-2010 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	95	97	75	71	82
Commended	24	31	13	12	21
Number of students tested	37	36	40	34	38
Percent of total students tested	88	97	89	89	84
Number of students alternatively assessed	5	1	5	4	7
Percent of students alternatively assessed	12	3	11	11	16
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard	92	96	73	58	82
Commended	17	29	10	13	9
Number of students tested	24	24	30	24	22
2. African American Students					
Met Standard					
Commended					
Number of students tested					
3. Hispanic or Latino Students					
Met Standard	90	92	59	53	69
Commended	25	23	6	12	0
Number of students tested	20	13	17	17	16
4. Special Education Students					
Met Standard					
Commended					
Number of students tested					
5. English Language Learner Students					
Met Standard					
Commended					
Number of students tested					
6. White					
Met Standard	100	100	88	92	89
Commended	27	39	18	8	42
Number of students tested	15	18	17	13	19
NOTES:					

11TX22

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2009-2010 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	97	98	83	83	75
Commended	61	43	36	30	25
Number of students tested	33	40	36	40	56
Percent of total students tested	97	91	92	93	92
Number of students alternatively assessed	1	4	3	3	5
Percent of students alternatively assessed	3	9	8	7	8
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard	96	100	78	76	67
Commended	57	32	22	20	19
Number of students tested	23	28	27	25	42
2. African American Students					
Met Standard					
Commended					
Number of students tested					
3. Hispanic or Latino Students					
Met Standard	93	94	78	71	67
Commended	50	35	22	12	14
Number of students tested	14	17	18	17	21
4. Special Education Students					
Met Standard					
Commended					
Number of students tested					
5. English Language Learner Students					
Met Standard					
Commended					
Number of students tested					
6. White					
Met Standard	100	100	86	95	93
Commended	73	47	57	53	37
Number of students tested	15	17	14	19	30
NOTES:					

11TX22

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2009-2010 Publisher: Texas Education Agency

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Met Standard	91	93	81	72	73
Commended	47	25	16	23	18
Number of students tested	32	40	37	39	55
Percent of total students tested	94	91	93	89	92
Number of students alternatively assessed	2	4	3	4	5
Percent of students alternatively assessed	6	9	8	9	8
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard	86	89	79	63	66
Commended	38	18	14	13	10
Number of students tested	21	28	28	24	41
2. African American Students					
Met Standard					
Commended					
Number of students tested					
3. Hispanic or Latino Students					
Met Standard	85	88	79	56	57
Commended	38	18	11	0	10
Number of students tested	13	17	19	16	21
4. Special Education Students					
Met Standard					
Commended					
Number of students tested					
5. English Language Learner Students					
Met Standard					
Commended					
Number of students tested					
6. White					
Met Standard	93	100	86	85	93
Commended	53	41	29	45	28
Number of students tested	15	17	14	20	29
NOTES:					

11TX22

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: School Average

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	96	94	90	83	74
Commended	35	41	37	25	23
Number of students tested	114	115	110	113	139
Percent of total students tested	93	94	93	90	91
Number of students alternatively assessed	9	7	8	12	13
Percent of students alternatively assessed	7	6	7	10	9
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard	94	92	87	79	68
Commended	31	36	33	17	18
Number of students tested	81	78	79	77	96
2. African American Students					
Met Standard	100	100	87	81	42
Commended	33	46	33	13	0
Number of students tested	12	13	15	16	12
3. Hispanic or Latino Students					
Met Standard	92	90	89	76	65
Commended	35	38	29	16	15
Number of students tested	51	48	45	49	60
4. Special Education Students					
Met Standard					
Commended					
Number of students tested					
5. English Language Learner Students					
Met Standard					
Commended					
Number of students tested					
6. White					
Met Standard	98	96	89	76	65
Commended	34	43	46	38	35
Number of students tested	50	54	50	49	66
NOTES:					

11TX22

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: School Average

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	95	92	82	79	82
Commended	33	27	24	22	24
Number of students tested	114	115	112	112	135
Percent of total students tested	93	93	93	89	90
Number of students alternatively assessed	9	8	8	13	15
Percent of students alternatively assessed	7	7	7	10	10
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard	93	90	79	71	78
Commended	26	25	17	17	15
Number of students tested	80	77	81	76	93
2. African American Students					
Met Standard	100	92	86	87	75
Commended	33	8	14	13	17
Number of students tested	12	13	14	15	12
3. Hispanic or Latino Students					
Met Standard	92	88	73	63	74
Commended	25	21	15	6	1
Number of students tested	51	48	48	49	58
4. Special Education Students					
Met Standard					
Commended					
Number of students tested					
5. English Language Learner Students					
Met Standard					
Commended					
Number of students tested					
6. White					
Met Standard	96	96	90	92	92
Commended	42	37	36	42	36
Number of students tested	50	54	50	48	64
NOTES:					

11TX22