

PART I - ELIGIBILITY CERTIFICATION

11TX23

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: 39 Elementary schools
 (per district designation) 12 Middle/Junior high schools
7 High schools
1 K-12 schools
59 Total schools in district
2. District per-pupil expenditure: 8240

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: 4
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	30	19	49		6	0	0	0
K	63	52	115		7	0	0	0
1	47	47	94		8	0	0	0
2	37	55	92		9	0	0	0
3	54	36	90		10	0	0	0
4	47	38	85		11	0	0	0
5	40	41	81		12	0	0	0
Total in Applying School:								606

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
1 % Asian
8 % Black or African American
82 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
9 % White
0 % 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: 46%

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.	126
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	147
(3)	Total of all transferred students [sum of rows (1) and (2)].	273
(4)	Total number of students in the school as of October 1, 2009	588
(5)	Total transferred students in row (3) divided by total students in row (4).	0.46
(6)	Amount in row (5) multiplied by 100.	46

8. Percent limited English proficient students in the school: 5%

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

Number of languages represented, not including English: 4

Specify languages:

Spanish, Vietnamese, and Philippine (Tagalog)

9. Percent of students eligible for free/reduced-priced meals: 76%
 Total number of students who qualify: 463

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 9%
 Total number of students served: 56

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>3</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>10</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>9</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>28</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>4</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>29</u>	<u>0</u>
Special resource teachers/specialists	<u>10</u>	<u>1</u>
Paraprofessionals	<u>9</u>	<u>0</u>
Support staff	<u>11</u>	<u>0</u>
Total number	<u>61</u>	<u>1</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: 21:1

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	94%	95%	96%	96%	96%
Daily teacher attendance	95%	94%	92%	93%	96%
Teacher turnover rate	11%	9%	2%	22%	3%
High school graduation rate	0%	0%	0%	0%	0%

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

Data on teacher attendance is an estimation. Data on teacher attendance is not kept at the school or district level for these date ranges because it is not a part of PEIMS data. The district will begin to track teacher attendance using the Business Plus beginning with the 2011-2012 school year. Student attendance for the year 2009-2010 was 94% due to the illness of many students during the swine flu epidemic. The school was closed down several days due to the epidemic in the area. The 22% teacher turnover rate showing for the 2006-2007 school year has been identified as a problem with the administration of the school. The previous administrator was removed from the district and many teachers transferred to other schools within the district. The data for the teacher turnover rate for 2005-2006 was not available, therefore an estimate is given.

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>

The staff at Blanche Moore Elementary School (Moore ES) educates students in an environment that facilitates and maintains constant learning so that all students are inspired to meet their highest academic potential. Part of the Corpus Christi Independent School District, Moore ES is an urban Title I school located in Corpus Christi, Texas. It serves 606 students from the surrounding neighborhood in grades prekindergarten through five, 76% of whom are on free or reduced lunch. The learning environment is a safe, nurturing and positive setting in which students are challenged and supported to meet high expectations, to communicate effectively, and to become problem solvers.

At Moore ES, data drives instructional decision making to meet the needs of students and ensure that no child is left behind. Teachers are able to monitor, assess and report progress to parents in a timely manner based on campus and district benchmark assessments which are administered often to ascertain readiness to move forward. The instructional focus deliberately addresses every student, including special populations and subgroups, and the Campus Action Plan guides the delivery of instruction and solidifies all efforts of staff. Teachers maintain positive and enthusiastic attitudes toward student learning and success by exercising their creativity on a daily basis. The talents and genuine dedication of the staff are truly capitalized.

Students at Moore ES thrive on a combination of strong instructional delivery from highly qualified teachers in every setting and the personal attention given to their individual success. Student performance is systematically assessed and adjustments in instructional strategies and settings are made accordingly. Data is gathered from weekly campus assessments, periodic district benchmarks, and yearly state tests so that there is a continuous flow of information to report student progress toward goals. From the curricular frameworks provided by the Texas Essential Knowledge and Skills (TEKS) and the district's grade level specific scope and sequence, the campus Instructional Design Team (IDT) made up of the principal and assistant principal, the instructional teacher adviser and three curriculum design specialists strategically plan the weekly assessments along with professional development and assistance to support teachers as they carry out their work in the classroom. The IDT gives teachers immediate feedback regarding student performance and adjustments follow. With the goal of success for all in mind, teachers show great flexibility and cooperation in their willingness to differentiate instructional strategies, regroup classes, teach as a team, and tutor and mentor individuals and small groups. The IDT also aids by modeling in the classroom and mentoring and coaching teachers as needed. The team has trusting relationships with the staff and makes every effort to best utilize teacher talents. The familiarity of the IDT with student data trends allows quick and specific intervention when it shows that students need remediation or greater challenge.

Moore ES creates a web of support for student success that extends beyond the school. Families and community partners attend celebrations to highlight success and achievement. Throughout the year, assemblies recognize achievement and improvement, and informal recognition takes place constantly in the cafeteria and hallways. Student work is proudly displayed and staff members know the students and congratulate them on accomplishments. The school reaches out to families to educate them about the school's mission and how to help their children succeed. Parents have the opportunity to attend weekly educational meetings and fathers figures are recruited to patrol the halls and serve as role models on campus. The faculty hosts family nights for reading, math and science each semester, and each grade level presents an annual thematic showcase with student displays and activities. The school also partners with an assisted living facility, a food bank, the American Cancer Society and the March of Dimes to help students learn a sense of responsibility toward their community and the personal rewards of involvement. Moore ES has been the recipient of numerous awards demonstrating outstanding student achievement. The Texas Education Agency has awarded Gold Performance recognition to the school for Comparative Improvement in Math for the past five years and Comparative Improvement in Reading in two of the last five. The campus earned recognition for Commended Reading, Writing, Math, Science in 2007-2008 and 2009-2010 and Commended Reading, Writing, Math in 2008-2009. Its TEA ratings have improved from Academically Acceptable in 2005-2006 to Recognized in 2007-2008 to Exemplary in 2008-2009 and 2009-2010. The school earned the Title I Distinguished Progress Award for 2009-2010. Moore ES has received recognition from the National Center for Educational Achievement Just for the Kids.

1. Assessment Results:

Moore ES monitors student progress through weekly assessments, campus and district benchmark assessments and various other diagnostic tools. STAR Reading from Renaissance Learning and Texas Primary Reading Inventory (TPRI) testing is done at the beginning, middle and end of each school year to provide additional information about the students to better design instruction to meet their needs. Results of all extracurricular and co-curricular school activities are reviewed, including fine arts. This data is examined thoroughly by the Moore ES Instructional Design Team (IDT) comprised of the principal, assistant principal, instructional teacher advisor and three curriculum design specialists to develop appropriate strategies for consistent rigor and relevance in teaching and learning for the students.

Moore ES students are administered the Texas Assessment of Knowledge and Skills (TAKS) as mandated by state law and the Texas Education Agency (TEA). The TAKS measures student achievement in math, reading, writing and science. Students in grades three through five are tested in reading and math. In addition, 4th graders are tested in writing and 5th graders are tested in science.

In grades three through five, gains in math show consistent growth over the past five years. The number meeting standard and earning commended status shows steady increase. Specifically, a 31 point increase in students meeting standard and a 32 point increase in students earning the commended status in math was shown over the five year period. In the Hispanic and the economically disadvantaged subgroups, students showed 33 and 38 points growth in commended status respectively from 2006 to 2010. This growth in math serves as a point of pride for the campus.

On the reading assessment, the number of students meeting the standard and being commended steadily increased in grades three through five as well. Over the same five year time period, reading scores showed an increase of 17 points for students meeting standard and 18 points increase for students achieving commended status. Students in the economically disadvantaged subgroup also showed gains across the five year period averaging an 18 point increase.

As a result of our high achievement the school has earned Gold Performance Acknowledgement from the Texas Education Agency in the areas of Math, Reading, Science and Writing. To achieve this recognition, at least 25% of all students must score at the commended level. The standard must be met both at the overall level and in each subgroup (African American, Hispanic, White, and Economically Disadvantaged). In reading for 2010 the commended average overall was 38%. In math the overall commended average was 50 % which accounts for the additional Comparable Improvement distinction in math for the year. We have continuously been successful meeting the Annual Yearly Progress (AYP) goals for the past five years. Additionally, the TEA's accountability rating of Exemplary, the highest rating a Texas school can achieve, has been bestowed on Moore ES for the past two years. This achievement is a result of our commitment to maintain a superior academic focus from prekindergarten through grade five.

The staff works tirelessly with students to ensure success, and students diligently strive to show improvement with the aid of individualized academic interventions and extended day tutoring classes. The trends that are depicted in the assessment data show that students continue to excel despite their socioeconomic circumstances. Befittingly, the Moore ES theme "Eagles never go through storms, they rise above them!" reflects the philosophy of staff that effective educators prepare and motivate students to attain commendable status in all areas.

Additionally, a complete record of the campus accountability ratings and the school's performance according to the Academic Excellence Indicator System (AEIS) is provided on the Texas Education Agency website at: www.tea.state.tx.us/studentassessment.

2. Using Assessment Results:

Data drives instructional decision making at Moore ES, and the process of gathering, examining and acting on data is cyclical and ongoing throughout the school year. The Instructional Design Team (IDT) examines end-of-year data to plan staff development for the following year. Teachers meet twice weekly for job-embedded staff development, using time to examine data, reflect on results, and design plans of action for student success. All of the information gathered is documented in the Moore ES Campus Action Plan which delineates initiatives and responsibilities for carrying out the plan. The staff examines test results for each incoming student from the previous year and administers a pretest to gather additional data. Analysis of the data allows teachers to target specific areas of need for the students in their classes. To gauge progress toward achievement of objectives, weekly assessments are administered to students throughout the year. The IDT examines these results immediately, looking for strengths and weaknesses and deciding where to make adjustments. The continuous flow of information allows for swift intervention when needed, and staff members are willing and able to regroup and try different strategies when the data dictates a need. Additionally, periodic district benchmark assessments are administered leading up to the state assessment. Analyzing this benchmark data provides a broader picture of student performance than targeted weekly assessments and allows another opportunity to make instructional adjustments. Extended day tutorials after school, Saturday school and pull-outs are among the options assigned to students who need additional support to be successful. Communicating assessment results to students and working together to create a plan of action toward individualized goals builds understanding, motivation and accountability. Students are able to take a vested interest in their academic performance. They confer regularly with teachers, staff and administrators about their improvements, both formally and informally, providing a system for both support and accountability.

3. Communicating Assessment Results:

Assessment data drives the work at Moore ES. Since it is at the center of the school's plan for success for all students, communicating student data and its implications to all stakeholders is critically important. Students confer with teachers and administrators at the beginning of the school year to review their test results from the previous grade and have a hand in developing a plan of progress for the current year. Parents are informed of the student plan at conferences with teachers and administrators at the beginning of the year and progress is monitored regularly through conferences and communication structures. A Title I parent facilitator holds weekly informational meetings so that parents can be made aware of student progress and how they can support their children's academics at home. Students receive report cards every six weeks, and an additional three week progress report is distributed to parents in the interim. If the student is in need of assistance, the parent is notified and tutorials are assigned. A two-way communication system is in place allowing teachers to send home a daily folder to be reviewed and returned with parent comments or questions. Also, a weekly grade level newsletter is distributed to apprise the parents of upcoming events and areas of academic study for the week, along with resources for the students and their families. A school-wide meeting is held annually to review the school report card. Notices for all meetings held at the school are placed throughout the community to invite all stakeholders to attend. Both the district website <http://ccisd.us> and the campus website <http://moore.ccisd.us> provide information regarding student assessment data for TPRI, DRA II, NOVA, and TAKS. After each of these testing events, individual student data is disseminated to parents and opportunities are established for conferences and questions. PTA meetings are additional venues at which assessment data is shared with parents and explanations are given to ensure understanding. Special events, classroom recognition ceremonies, and incentives bring attention to students who show improvement and regular celebrations of success communicate that the school values student achievement.

4. Sharing Lessons Learned:

A strong record of meeting challenges with success has brought visitors from around the district and the state to Moore ES to learn about how the school implements curriculum. In addition, visitors see how the Instructional Design Team (IDT) is utilized and how the Instructional Teacher Advisor concept operates. Principals from other schools regularly contact the instructional leaders to inquire about instructional

practices and seek coaching on the effective use of the IDT model for monitoring and adjustment of instruction. Administrators and teachers identify demographically similar schools using the TEA Campus Comparison Group Report, schools in the highest performance ranking in Just for the Kids, and exemplary schools in our area with like data and seek ideas, advice and assistance with implementing best practices. Moore ES administrators have made presentations sharing new initiatives and successful strategies district –wide and at the regional Education Service Center. Within Moore ES’s vertical learning community of schools that feed into the same high school, administrators and teachers have led presentations and discussions focused on the high expectations that the staff sets and supports for its students. Student success is shared with parents in various ways including weekly grade level newsletters, individual student conferences, classroom webpages, bulletin boards, the school marquee, and the school website which is updated weekly. Grade level parent meetings are held each week on various topics based on the needs assessment distributed at the beginning of the school year. The school employs a Title I parent facilitator who works weekly with parents to help them with academics and how best to assist their children at home. This time is also spent explaining the instructional program of the school. Parents learn about the grading guidelines and the importance of campus and district assessments which provides a positively informed community. Recognition as a Ribbon School will allow Moore ES staff to share its instructional strategies with a nationwide audience and provide an unparalleled opportunity to learn from other campuses’ practices as well.

1. Curriculum:

Moore ES follows the Texas Essential Knowledge and Skills (TEKS) in conjunction with a scope and sequence as aligned by the district's curriculum guides. The curriculum is learner-centered as well as horizontally and vertically aligned. Teachers work weekly with the Instructional Design Team (IDT) made up of the principal, assistant principal, instructional teacher advisor and instructional design specialists to determine effective ways in which to present specific objectives. During this weekly staff development, the IDT works with teachers to design lessons that include rigor along with aspects of depth and complexity of content in order to challenge students. Teachers are mindful of using differentiated instruction every day in every subject to meet the needs of all students. In all subject areas, focus of lesson design also includes higher order thinking skills and questioning strategies to ensure that students are allowed to achieve at the highest level and are able to think creatively and independently.

Since research indicates that fluent readers are successful in all subject areas, reading is a major focal point at the school. The English language arts curriculum is designed around research-based curriculum to include Balanced Literacy, Open Court Phonics, Reading Renaissance, Gourmet Press, and McGraw Hill's Reading Street basal. Teachers use a variety of strategies to teach specific reading and writing skills. Students are provided with hands on opportunities to apply what they have learned by manipulating letters and sounds to build words, reading independently for a purpose, and participating in interactive writing and writer's workshop. Critical thinking and problem solving are built into the language arts curriculum as students participate in classroom discussions that require them to make predictions, identify character feelings, emotions and motivations, develop original ideas, compare and contrast different stories, make connections between the subject matter and their own lives, analyze the author's purpose and form opinions about what they have learned.

The math curriculum at Moore ES is vertically aligned, allowing students to transition from the concrete to the abstract and ensure that skills, vocabulary, and problem solving strategies are consistently taught from one grade level to the next. Mathematics instruction is focused primarily on teaching the TEKS, by spiraling those concepts for repeated review, and daily review and reinforcement of mathematics facts. Teachers provide instruction using hands-on activities that increase motivation and ensure student engagement by using manipulatives, games, and technology. Text resources to support the math curriculum include Lone Star Math-Target Math, Pearson/Envision math, and Gourmet Press. The math curriculum allows teachers to stretch student capacity for higher level thinking and allows students to see the importance of math concepts and applications in solving everyday problems.

Science and social studies curricula are integrated into reading, writing and math studies at all levels. Teachers in pre-kindergarten and kindergarten develop thematic units that allow students to develop a deep understanding of science and social studies content through focused study of children's literature, hands-on activities and the use of technology that brings the outside world into the classroom. For students in the upper grades, classroom instruction and inquiry activities with a strong focus on vocabulary development is used to present science and social studies concepts, and students participate in weekly scientific investigations through the campus science lab.

Students in grades 3 through 5 rotate weekly through Fine Arts instruction in art and music. The music curriculum focuses on history and composers, musical note reading, rhythm, instrumentation and choral reading/singing. Students in all grades have opportunities for musical, choral and dramatic performance throughout the year. Art classes integrate TEKS/TAKS objectives from the core areas in lessons and help to enrich and extend student learning experiences. Students have opportunities to exhibit work in various PTA and district competitions and showcases.

Technology TEKS are addressed through core subject areas and all classes utilize the computer lab at least one time per week which allows for whole group instruction and practice on a variety of technological applications. Moore ES utilizes SpellingCity, Study Island, Pearson/Envision math, Starfall, Cool Math, and FunBrain to reinforce and enrich content. Teachers also have computers in their classrooms to facilitate student inquiry and learning.

Daily physical education (PE) classes for all students focus on fitness and conditioning and taking responsibility for living healthy lifestyles. Teachers emphasize healthy habits, lifelong sports and provide opportunities for students to learn sportsmanship through game-playing. The campus supports a running club and many students represent Moore ES in run and walk events around the city benefitting various organizations.

2. Reading/English:

Each day, the staff at Moore ES strives to equip students with the tools necessary to become successful, lifelong readers through authentic learning. Reading and language arts instruction are driven by results from ongoing assessments including state- and district-adopted reading inventories, ongoing fluency checks, and other reading programs such as Open Court and Reading Street. Teachers provide instruction that is supported by the five components of reading: fluency, comprehension, vocabulary, phonemic awareness, and phonics. Beginning on the first day of school, every student from pre-kindergarten through third grade is engaged in a rigorous phonics program. Once a student has mastered reading in this format, the focus is shifted toward building fluency and comprehension skills. In upper grades, supplements such as Motivation Reading, Gourmet Press and other resources are used to help foster the development of each student. The use of interactive writing in the primary grades and writers' workshop in every grade has increased reading comprehension for all students. Students in first through fifth grades have specific reading fluency goals and are progress-monitored frequently. The primary grades focus on early literacy skills such as letter naming fluency, phoneme segmentation, nonsense word fluency and sight words. By fifth grade, students not only meet the standard on the state exam, but a majority achieve commended status because of the consistency by which teachers and staff have provided academic experiences in all curriculum areas from prekindergarten through fifth grade. The IDT observes and monitors classroom instruction, provides modeling and coaching for new teachers, develops lessons, closely monitors student data, and evaluates and readjusts the reading curriculum as needed. Teachers, administrators, and paraprofessionals work daily with small flexible groups that are focused on meeting the individual needs of each student. Moore ES creates a positive and encouraging environment for readers through the use of the Reading Renaissance Program which increases student motivation to read independently while improving reading levels through daily practice. The campus library operates on a flexible schedule so students have access to a variety of print resources at the point of need. Through wide reading, students have opportunities to apply new skills in authentic contexts. Each student is given a reading goal each six weeks and is rewarded for meeting the predetermined goal. Science and social studies are integrated throughout the reading curriculum as students use informational texts to increase their knowledge of the world.

3. Mathematics:

Every student at Moore ES receives approximately 90 minutes of mathematics instruction and practice every day. The mathematics curriculum in prekindergarten and kindergarten requires each teacher to begin the day with a routine that includes real-world math. For example, the youngest students are involved with activities centered on the daily calendar, charting the weather on a bar graph, checking student attendance or identifying shapes and their attributes. Teachers introduce new skills and vocabulary, conduct authentic assessment through observation and questioning, and re-teach skills and objectives to individuals as needed. These daily practices allow students to grasp the objectives in a meaningful way and make authentic connections between math and their daily lives. They also build a strong foundation for continued learning. At more advanced levels, problem solving is a daily focus, and complexity builds as students progress through the grades. An important part of the problem solving process for students is journaling or verbally explaining how they reached a conclusion. By utilizing these

strategies, students take ownership and responsibility for their own learning in math class and in everyday life. Teachers utilize Study Island, a computer based program for mathematics in which skills are aligned with the Texas Assessment of Knowledge and Skills. Those students who continue to struggle to master specific objectives receive targeted interventions, either individually or in small groups, provided by a member of the IDT. Teachers and students have access to a variety of mathematical resources, including manipulatives and technology such as Study Island. Text resources include Motivation Math, Countdown to Math, Math Minute, Gourmet Press and TARGET Math.

The Instructional Design Team plays an important role in improving student math skills. Teachers meet weekly with the IDT to discuss specific instructional strategies and tools that will be used to introduce new math objectives. Weekly assessment data is reviewed in a timely manner to determine if instructional adjustments are necessary and to best address the needs of each student. The IDT observes and monitors classroom instruction, provides modeling and coaching for new teachers, and works with teachers individually to ensure quality instruction in mathematics. Success is due to strategic planning using the district's scope and sequence, ongoing program evaluation, and timely modification.

4. Additional Curriculum Area:

All staff members at Moore ES involve themselves in the science curriculum, from the classroom teachers who deliver the core instruction, to the cafeteria workers who create the science-themed bulletin boards that line the lunchroom walls, to the school nurse who helps make science real for the students who visit her office. Students have multiple and varied opportunities to make science connections, especially since the weekly science TEKS are also integrated into math, reading, and writing. Over the past two years, Moore ES has created and outfitted two labs in which students approach science in an inquiry-based, authentic learning environment. Science lab investigations are designed and facilitated by the teacher to reinforce what is taught in the classroom. Since technology plays a significant role in the application of science in the real world, classrooms are equipped with interactive white boards that allow students to participate in hands-on math/science activities using up-to-date equipment. Technology, including visual media through Discovery Education, is used to expose students to a wide variety of scientific thought and allow students to reach valid conclusions about the world in which they live. Additionally, students and staff have access to a large selection of current print and electronic media through the school library. Teachers use these resources to integrate science and reading and also to encourage students to investigate various topics of study independently. Each spring, students in kindergarten through fifth grade participate in a school-wide science fair in which students demonstrate comprehension of the science process, an ability to perform repeated science experiments collaboratively, and share an enthusiasm for science by performing their own investigations. Participation in science fair concerns all curricular areas and provides an opportunity to involve parents and community in the process. To maintain accountability for science content, students are assessed with benchmarks in grades one through five on science TEKS that are vertically aligned with the fifth grade state assessment. Science teachers participate in professional development offered by the campus instructional teacher advisor, district science coaches, and regional Education Service Center personnel. Regular horizontal and vertical team planning provide for students who are prepared for the next grade level.

5. Instructional Methods:

Significant increases in student achievement are the result of all staff working together as a team to provide differentiated instruction and create an instructional environment that best meets the educational needs of each student. The campus begins the focus for the next school year in June. Every teacher evaluates incoming students by truly dissecting each child's specific strengths and weaknesses based on the standardized test record. Throughout the course of the year, the Instructional Design Team (IDT) uses data to assess how students are progressing toward goals and follows through with continual monitoring and adjustment. Student needs are met through an arsenal of research-based instructional methods, including cooperative learning, student inquiry, and small group instruction. Effective teaching starts with focused, purposeful planning, and teachers' lesson plans are comprehensive, including an emphasis on real world connections, vocabulary, and large and small group instruction. Teachers collaborate weekly

with the IDT and base discussions about instructional practices, including scaffolding knowledge and differentiation, on careful examination of lesson plans and student assessment data. Student achievement is monitored weekly by teachers and administrators to determine the effectiveness of instructional methods and to identify specific students who struggle. Individual and small group instruction is provided in the classroom by teachers and instructional aides, during after-school tutorials, and outside of the classroom by the instructional teacher advisor and certified tutors. Specific student needs are always considered. In the area of reading, for example, students are placed in groups based on more than one indicator. Students receive instruction after teachers consider all indicators: reading fluency, comprehension, initial sound fluency, and phonemic awareness. Since the needs of the reading groups vary greatly when all of these indicators are considered, all available teaching staff are utilized to assist with small group reading instruction, including the librarian and instructional teacher advisor. Computer technology is also used to provide targeted intervention for students who struggle through laboratory use and classroom computer assignments. Every teacher is involved in encouraging and supporting students to take risks in their learning, resulting in confident, motivated students.

6. Professional Development:

Moore ES strives to be a true Professional Learning Community (PLC). The success of Moore ES is due in large part of the commitment of personnel to engage in lifelong learning. Administrators, teachers and staff consistently engage in professional reading, study new programs and curricular materials, attend conferences, network with other educational professionals, and collaborate with co-workers to ensure that programs and practices are continually evaluated and improved upon to provide students with the best possible educational materials and learning environment. In order to recognize gaps in student performance, data for each Moore ES student is examined on a weekly basis throughout the year by the IDT to identify areas of weakness and areas of strength. When gaps in performance are identified, trainings are developed to develop staff skills and competencies. Through the years, the Moore ES staff has accumulated an abundance of innovative best practices for the classroom. The school has vertically aligned teacher groups who form a learning community to study and implement research-based methods to teach all skills and concepts. These groups of teachers discuss ways to implement best practices and concepts that allow for each student to seamlessly transition from grade level to grade level. These practices are discussed and improved upon a weekly basis. Training on these methodologies occurs annually. In addition, teachers meet weekly in professional learning communities as a grade level with the IDT and campus administrators to discuss student assessment results, plan instructional activities, select appropriate curricular materials and share ideas for how to increase student achievement in each classroom. Many professional development activities take the form of small group or individualized training sessions that provide information focused on the specific curricular and/or instructional needs identified during student data analysis. Teachers are held accountable for utilizing the knowledge they have learned by presenting to the group what they have learned. Teachers invite their professional learning community and administrators to come and view the implementation of new concepts in the classroom. The administration and IDT at Moore ES believes that teachers learn best from each other. Teachers who have mastered key areas provide training during weekly staff meetings for their colleagues. Teachers also are afforded the opportunity to visit other classrooms to help improve their practice and instructional delivery. All new teachers are assigned a mentor who is responsible to answer questions and provide support as needed.

7. School Leadership:

The leadership team at Moore ES bases its work on the belief that all students can and will learn. Effective instructional delivery comes from maximizing instructional time within a flexible daily schedule. The ability of leadership to make changes in a school in order for these basic beliefs to become a reality is evident at Moore ES. There are several systems in place which serve as the framework for the instructional collaboration on campus, including weekly planning sessions with the Instructional Design Team (IDT) and scheduled section leader meetings. The IDT serves as mentors and coaches to teachers. Through constant collaboration, modeling and discussion, teachers are provided with an ongoing level of support. The IDT encourages teachers to take leadership roles on the campus and empowers them to be creative thinkers, risk takers and life-long learners. Teacher leaders play a vital role on the campus as they

guide each grade level in their daily teaching activities. They are the glue that holds the school together, and these teacher-leaders provide in great part for the seamless transition of students from grade level to grade level. While instructional leadership is collaborative, the principal ultimately is responsible for the decisions of the IDT and the shared collaboration of staff. Moore ES has been under the leadership of the current principal since 2007. There was a smooth transition in leadership and a continuation of sound instructional practices, high expectations for achievement, and support systems have all brought Moore ES consistent success. The principal ensures that there is a continuous focus on providing a safe and clean learning environment, data-driven instruction and a commitment to a high level of student growth. The principal also takes responsibility for ensuring that staff members adhere to district and state policies and sets a positive example. The principal holds the highest of expectations for herself, and her commitment as a leader who makes every decision based on the best interest of students is seen, heard and deeply felt as she walks the halls of the campus each day. The principal provides encouragement, support and a helping hand to meet the needs of students, parents, and staff.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: Texas Assessment of Knowledge and Skills
 Edition/Publication Year: 2003 Publisher: Texas Education Agency/ Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	95	95	82	75	64
Commended	30	38	22	18	10
Number of students tested	81	66	85	73	86
Percent of total students tested	94	86	94	91	90
Number of students alternatively assessed	5	10	5	7	9
Percent of students alternatively assessed	6	13	6	9	9
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard	94	94	83	72	59
Commended	29	37	23	17	4
Number of students tested	68	51	71	58	69
2. African American Students					
Met Standard	0	0	0	0	73
Commended	0	0	0	0	9
Number of students tested	0	0	0	0	11
3. Hispanic or Latino Students					
Met Standard	96	96	81	71	62
Commended	28	35	23	18	9
Number of students tested	72	54	70	62	66
4. Special Education Students					
Met Standard	0	0	0	0	0
Commended	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Met Standard	0	0	93	86	0
Commended	0	0	14	36	0
Number of students tested	0	0	14	14	0
6. White					
Met Standard	0	90	90	0	0
Commended	0	60	20	0	0
Number of students tested	0	10	10	0	0
NOTES:					

11TX23

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Texas Assessment of Academic Knowledge and Skills

Edition/Publication Year: 2003 Publisher: Texas Education Agency/Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	98	92	88	82	86
Commended	49	44	37	22	33
Number of students tested	81	66	83	74	84
Percent of total students tested	98	88	97	93	88
Number of students alternatively assessed	5	9	3	5	8
Percent of students alternatively assessed	6	12	3	6	8
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard	97	91	87	81	83
Commended	47	38	34	21	29
Number of students tested	68	53	70	58	66
2. African American Students					
Met Standard	0	0	0	0	91
Commended	0	0	0	0	36
Number of students tested	0	0	0	0	11
3. Hispanic or Latino Students					
Met Standard	99	93	87	80	86
Commended	49	45	34	20	33
Number of students tested	72	55	70	64	64
4. Special Education Students					
Met Standard	0	0	0	0	0
Commended	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Met Standard	0	0	100	85	0
Commended	0	0	38	23	0
Number of students tested	0	0	13	13	0
6. White					
Met Standard	0	0	0	0	0
Commended	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

11TX23

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 4 Test: Texas Assessment of Academic Skills
Edition/Publication Year: 2003 Publisher: Texas Education Agency/Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	99	88	87	80	68
Commended	52	43	35	14	8
Number of students tested	71	65	62	79	66
Percent of total students tested	88	90	91	86	81
Number of students alternatively assessed	9	7	5	12	11
Percent of students alternatively assessed	11	10	7	13	14
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard	98	86	87	75	64
Commended	53	51	38	10	8
Number of students tested	62	49	53	59	50
2. African American Students					
Met Standard	0	0	0	0	0
Commended	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Met Standard	98	89	86	80	67
Commended	52	42	37	13	9
Number of students tested	56	55	51	64	46
4. Special Education Students					
Met Standard	0	0	0	0	0
Commended	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Met Standard	0	0	0	0	0
Commended	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. White					
Met Standard	0	0	0	0	100
Commended	0	0	0	0	9
Number of students tested	0	0	0	0	11
NOTES:					

11TX23

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 4 Test: Texas Assessment of Knowledge and Skills
 Edition/Publication Year: 2003 Publisher: Texas Education Agency/Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	95	93	94	78	81
Commended	26	34	24	25	7
Number of students tested	73	67	63	80	67
Percent of total students tested	90	93	93	87	83
Number of students alternatively assessed	8	5	4	12	12
Percent of students alternatively assessed	10	7	6	13	15
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard	94	92	93	77	78
Commended	22	32	22	20	6
Number of students tested	64	50	54	60	50
2. African American Students					
Met Standard	0	0	0	0	0
Commended	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Met Standard	95	91	94	78	83
Commended	30	37	25	28	9
Number of students tested	57	57	52	65	47
4. Special Education Students					
Met Standard	0	0	0	0	0
Commended	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Met Standard	0	92	0	0	0
Commended	0	31	0	0	0
Number of students tested	0	13	0	0	0
6. White					
Met Standard	0	0	0	0	91
Commended	0	0	0	0	9
Number of students tested	0	0	0	0	11
NOTES:					

11TX23

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 5 Test: Texas Assessment of Academic Knowledge and Skills
Edition/Publication Year: 2003 Publisher: Texas Education Agency/Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	95	90	90	68	63
Commended	54	51	41	27	17
Number of students tested	65	68	63	60	81
Percent of total students tested	87	88	93	80	84
Number of students alternatively assessed	10	9	5	14	14
Percent of students alternatively assessed	13	12	7	19	15
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard	96	88	90	64	59
Commended	57	51	31	18	11
Number of students tested	56	59	49	44	64
2. African American Students					
Met Standard	0	0	0	0	0
Commended	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Met Standard	95	90	91	70	61
Commended	56	47	43	28	15
Number of students tested	55	59	54	43	71
4. Special Education Students					
Met Standard	0	0	0	0	0
Commended	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Met Standard	0	0	0	0	0
Commended	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. White					
Met Standard	0	0	0	0	0
Commended	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

11TX23

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 5 Test: Texas Assessment of Knowledge and Skills
 Edition/Publication Year: 2003 Publisher: Texas Education Agency/Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	92	89	95	83	69
Commended	34	24	36	15	15
Number of students tested	65	70	64	59	81
Percent of total students tested	87	91	96	80	84
Number of students alternatively assessed	10	7	3	14	14
Percent of students alternatively assessed	13	9	4	19	14
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard	91	90	94	88	66
Commended	32	20	32	12	6
Number of students tested	56	60	50	42	64
2. African American Students					
Met Standard	0	0	0	0	0
Commended	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Met Standard	93	89	96	86	67
Commended	33	23	38	14	14
Number of students tested	55	61	55	42	72
4. Special Education Students					
Met Standard	0	0	0	0	0
Commended	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Met Standard	0	0	0	0	0
Commended	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. White					
Met Standard	0	0	0	60	0
Commended	0	0	0	30	0
Number of students tested	0	0	0	10	0
NOTES:					

11TX23

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	96	91	86	75	65
Commended	44	44	32	19	12
Number of students tested	217	199	210	212	233
Percent of total students tested	90	88	93	86	85
Number of students alternatively assessed	24	26	15	33	34
Percent of students alternatively assessed	10	12	7	13	12
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard	96	89	86	71	61
Commended	46	47	29	15	8
Number of students tested	186	159	173	161	183
2. African American Students					
Met Standard	100	83	75	68	57
Commended	29	50	17	5	5
Number of students tested	14	12	12	19	21
3. Hispanic or Latino Students					
Met Standard	96	92	86	74	63
Commended	44	42	33	18	11
Number of students tested	183	168	175	169	183
4. Special Education Students					
Met Standard	0	0	80	57	76
Commended	0	0	20	14	0
Number of students tested	0	0	10	14	17
5. English Language Learner Students					
Met Standard	93	85	94	84	50
Commended	53	54	19	26	7
Number of students tested	15	13	16	19	14
6. White					
Met Standard	94	87	94	89	85
Commended	56	53	33	42	23
Number of students tested	18	15	18	19	26
NOTES:					

11TX23

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	95	91	92	81	78
Commended	37	34	33	21	19
Number of students tested	219	203	210	213	232
Percent of total students tested	90	91	95	87	85
Number of students alternatively assessed	23	21	10	31	34
Percent of students alternatively assessed	10	9	5	13	12
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard	94	91	91	81	76
Commended	34	29	30	18	14
Number of students tested	188	163	174	160	180
2. African American Students					
Met Standard	93	92	82	94	75
Commended	21	25	18	13	20
Number of students tested	14	12	11	16	20
3. Hispanic or Latino Students					
Met Standard	96	91	92	81	78
Commended	38	35	33	22	19
Number of students tested	184	173	177	171	183
4. Special Education Students					
Met Standard	0	91	92	81	75
Commended	0	9	8	6	5
Number of students tested	0	11	12	16	20
5. English Language Learner Students					
Met Standard	88	93	100	83	64
Commended	25	29	33	22	29
Number of students tested	16	14	15	18	14
6. White					
Met Standard	89	100	94	71	88
Commended	32	31	47	24	23
Number of students tested	19	13	17	21	26
NOTES:					

11TX23