

PART I - ELIGIBILITY CERTIFICATION

12TX5

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 2011-2012 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 foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
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 10 Elementary schools (includes K-8)
 (per district designation): 0 Middle/Junior high schools
3 High schools
0 K-12 schools
13 Total schools in district
2. District per-pupil expenditure: 4542

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban with characteristics typical of an urban area
4. Number of years the principal has been in her/his position at this school: 5
5. Number of students as of October 1, 2011 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	24	24	48		6	0	0	0
K	27	17	44		7	0	0	0
1	26	39	65		8	0	0	0
2	30	29	59		9	0	0	0
3	28	39	67		10	0	0	0
4	21	25	46		11	0	0	0
5	0	0	0		12	0	0	0
Total in Applying School:								329

6. Racial/ethnic composition of the school: 3 % American Indian or Alaska Native
2 % Asian
46 % Black or African American
25 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
21 % 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 2010-2011 school year: 14%
 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, 2010 until the end of the school year.	21
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	25
(3)	Total of all transferred students [sum of rows (1) and (2)].	46
(4)	Total number of students in the school as of October 1, 2010	340
(5)	Total transferred students in row (3) divided by total students in row (4).	0.14
(6)	Amount in row (5) multiplied by 100.	14

8. Percent of English Language Learners in the school: 3%
 Total number of ELL students in the school: 10
 Number of non-English languages represented: 3
 Specify non-English languages:

Spanish, Arabic, and Vietnamese

9. Percent of students eligible for free/reduced-priced meals: 63%
 Total number of students who qualify: 206

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

10. Percent of students receiving special education services: 5%
 Total number of students served: 15

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

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>5</u> Specific Learning Disability
<u>3</u> Emotional Disturbance	<u>6</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</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>3</u>	<u>0</u>
Classroom teachers	<u>14</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>4</u>	<u>0</u>
Paraprofessionals	<u>6</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>6</u>	<u>0</u>
Total number	<u>33</u>	<u>0</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 22:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	97%	97%	97%	97%	97%
High school graduation rate	%	%	%	%	%

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

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

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

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

- No
- Yes

If yes, what was the year of the award?

Bray Elementary is a Title I public school in the city of Cedar Hill, Texas. The school was dedicated to Floy Bray who was a first grade elementary teacher in Cedar Hill for over forty years. Built around 1901, Cedar Hill School, as it was known then, was a large brick two-story building with massive white columns in front. It was the only school in Cedar Hill until the 1950's. A large bell would ring every school morning at 8:00 A.M. to alert students that they had one-half hour to get to school on time. The bell now sits in front of Fire Station #1 on Beltline Road. The gym was constructed in 1936, and when the brick, two-story school was demolished in the early 1950s, the current first grade wing was built. The school added additional wings throughout the years. Many of our current Bray Elementary students are the children or grandchildren of Bray alumni, including at least one four-generation family of Bray students featured in a photo on campus. Though Bray has witnessed many changes over the years, our focus has remained on providing quality education to all of our students.

Bray Elementary is a Title I school with over 60% of its students being classified as economically disadvantaged. Bray's population of 300 to 350 has remained consistent the past five years. This past year Bray had 329 students, of whom 45% were African American, 25% were Hispanic, 21% were Caucasian, and 8% were in the subgroups of two or more races, American Indian, or Asian descent. The mission of Bray Elementary is to ignite greater leadership to develop individual global contributors. The school's vision statement is "By exploring possibilities, we create and enhance opportunities for individual pursuits toward greatness." The culture of our school is supported by the Bray Way: We live by striving to be the best we can be. We love by caring for others. We learn by working hard in school and always doing our best. We leave a legacy by sharing our school with others and try to make a difference in the world. As students, parents, and staff venture into the community and the world around us, we will be successful at representing great character and great leadership. We will be character ambassadors to the community and around the world as we represent Cedar Hill ISD's Bray Elementary.

In 1996 and 2000, Bray received a "Recognized" accountability rating from the Texas Education Agency (TEA). For the years 1997, 1998, 1999, 2001, and 2002, Bray earned "Exemplary" TEA accountability ratings. During the 2002-2003 school year, the Texas Education Agency adopted a new accountability system called the Texas Assessment of Knowledge and Skills (TAKS). Because the 2003 TAKS reflected a new accountability system, no Texas schools were rated under the more rigorous system. In 2004 and 2005, Bray was rated "Exemplary" and received Gold Performance Acknowledgements for commended performances in Reading, Writing, and Math. For the 2006 school year, Bray received a "Recognized" accountability rating with Gold Performance Acknowledgements for commended performances in Reading, Writing, Math, and for comparable improvement in Math.

During the 2007, 2008, and 2009 school years, Bray received an "Exemplary" accountability rating and a Gold Performance Acknowledgement for 4th grade TAKS Writing Test. In 2010, Bray received an "Exemplary" rating with Gold Performance Acknowledgements for commended in Reading, Math, and Writing, and Gold Performance Acknowledgements for comparable improvements in Reading and Math. In 2011, Bray received the "Exemplary" status from TEA. 2011 was the first year that 100% of Bray's students passed both TAKS Reading and Math. The commended rates for the school were 60% in TAKS Reading and 72% in TAKS Math. The Texas Business and Education Coalition 2011 Honor Roll Award was presented to Bray for its commended levels on all tests. The honor was earned because for the past three years commended levels had placed Bray among the top 4% of Texas schools. Bray Elementary was ranked 13th in the state based on TAKS scores.

1. Assessment Results:

A. The Texas accountability system uses TAKS scores to determine the school's academic progress and the federal government's Adequate Yearly Progress (AYP). Bray could receive an unacceptable rating, acceptable rating, recognized rating or an exemplary rating based on the overall student scores on the test. TAKS scores are used by the campus as a summative evaluation to measure students' academic progress and to assist with the development of growth plans for the students' continued success.

The state uses the cumulative scores of the tested students to rate the campus. Unacceptable and acceptable make up the lower spectrum of the rating system, while recognized and exemplary are in the upper spectrum. Bray Elementary has received an "Exemplary" rating from the state for five consecutive years. This past year 100% of our tested students met expectations on the state TAKS test.

While Bray Elementary is focused on the use of all relevant data, it is the commended level of performance that is the primary focus for our staff. The "Exemplary" rating represents the result of meeting minimum required levels; however, students must demonstrate higher achievement to be awarded a commended performance on the TAKS test. Bray's staff is dedicated to the belief that students should always exceed the highest standards set.

B. Bray received a state rating of "Recognized" for the 2005-2006 testing year after unifying campus goals and maintaining the passion for student achievement in the classroom. Bray then earned "Exemplary" status for the next five years.

Beginning with the 2006-2007 school year, over 90% of Bray's students met the state's minimum expectations. The subgroups reported scores ranging from 93% to 99% (the state usually reports 100% as 99%). Additionally our Special Education students met AYP and have continued to do so in subsequent years. Although Bray Elementary had 47% and 48% commended in reading and math respectively, the African American, Hispanic, and Economically Disadvantaged subgroups demonstrated the largest achievement gaps.

Based on identified achievement gaps, the campus began to target the commended performance of our students while monitoring expectations to maintain our "Exemplary" status. This meant high quality teaching had to become the norm. With a few organizational changes, our third and fourth grades were able to departmentalize in order for teachers to capitalize on their instructional strengths as they focused on closing achievement gaps. Additionally, a teacher turnover in the general music department and a district goal to begin a Strings Program enabled Bray to hire an orchestra teacher in order to foster creative and logical thought processing.

During the 2007-2008 school year, the average met standard percentages in reading and math were 97% and 95% respectively, with all subgroups achieving exemplary status. The commended scores decreased from the previous year to an overall 39% in reading and 30% in math. Bray implemented a departmentalized system for the third and fourth grades to address the decrease in the commended percentages. Additionally, grade levels began to meet weekly to monitor data for subgroups and to discuss student progress. The purpose was to stop the downward trend as well as close gaps.

With a strong reading intervention program, we were able to continue to provide needed services to struggling readers. In the classroom we utilized systems that were effective in promoting student achievement. The objective was to present reading in smaller pieces so that abstract reading would become more concrete in the students' minds. The methodology allows students to focus on comprehension, vocabulary, sentence structure, main idea, analysis, and relevancy. Using these systems

in reading, the commended scores increased to 62% in 2010 and 59% in 2011 with the subgroup gaps decreasing to an 8% range.

Bray's desire to increase student achievement in math would require a change in both the pedagogy and content of the information presented. To provide critical thinking skills, the teachers incorporated manipulatives and focused on hands-on activities throughout their day. Because the data also revealed a need to increase students' math fluency, daily activities and games were incorporated at all grade levels. The culmination of improving problem solving processes with increased fact fluency led Bray to raise its math commended performance level to 70% in the 2010-2011 school year.

Although all subgroups have made significant gains the last four years, the gap still continues in the commended percentages of the African American students. Bray teachers utilize systems that assist students with taking the abstract idea, breaking it down into concrete parts, and then solving it a piece at a time. The implementation of additional hands on activities for math and the installation of interactive technologies have assisted in increasing student achievement and closing the gap.

2. Using Assessment Results:

With the state increasing the level of rigor with each revision to the Texas Essential Knowledge and Skills, and campus budgets constantly under attack, it is important that a campus make informed, targeted decisions to help students be successful. Bray Elementary has committed itself to utilizing and sharing data to drive instructional choices. Budgets, systems, campus initiatives, programmatic choices and classroom structures are designed to meet the needs that are evidenced by the data, and changes are frequently monitored to determine effectiveness.

Bray Elementary relies on its Campus Improvement Planning Committee (CIP) to oversee the progress on the campus. Parents, community members, and staff make decisions that give guidance to campus activities, academics and the budget. Data analysis is instrumental in setting goals and initiatives. Two years ago, the commended performance rates in reading were significantly higher than in math. The members of the committee recommended strategies that targeted students who showed deficiencies in math. The campus purchased innovative technology and resources to make math more hands-on in the classroom and redesigned rooms to better facilitate small group instruction. The teachers monitored data and aligned the instruction to close achievement gaps. The results of the strategic interventions were an increase in math commended performance levels from 55% to 70%.

Bray Elementary utilizes vertical and horizontal Professional Learning Communities (PLC) to interpret data and discuss interventions designed to address areas of concern. The collaboration led to teacher-directed staff development and training, student interventions, and parent involvement. The PLC was charged with continuous data monitoring to evaluate success and implement changes as needed. As a result of successful planning, 100% of Bray's students passed last year's state testing and continued to show improvement in commended scores.

Bray is committed to working as a whole campus to implement changes and to identify systems that will have the greatest impact on student achievement. Grade levels meet during their common planning period to specifically address individual student's needs as they analyze individual data to target interventions. Subject areas groups meet to identify and address gaps in the curriculum and to develop campus wide strategies and systems, and to unify vocabulary development in all areas.

Curriculum decisions continue to be based on data from district assessments, ITBS, reading inventories, discipline reports, parent and teacher surveys. Relevant data are incorporated into campus literacy, math, science, and technology action plans. Quality staff development guides classroom rigor and expectations to establish goals while the 3-Minute Walk-Throughs monitor teacher effectiveness, student engagement and classroom climate to help achieve campus goals.

Communication is a vital component to ensure student success. Bray's teachers conference with students to assist them in taking control of their own academic progress and in setting personal goals. Students use the Bray STAR Plan to help them outline necessary steps for success. During Bray's first year of implementation of the STAR plan (2009-2010), student achievement and personal responsibility increased. The school celebrates the successes of students in the classroom and in assemblies.

Data is a crucial piece in Bray's commitment in keeping all of our stake holders informed and active in the education of the students. In addition to positive contact with parents, Bray holds frequent informational nights that allow the parents to understand and use the state and local data to identify and address their student's concerns. Parents are instructed in how to interpret any data information presented and guided through strategies that they can use at home to assist their students in becoming successful. Rather than just give parents the information, Bray is committed to using the information to promote meaningful dialogue that will have a positive impact on student performance.

3. Sharing Lessons Learned:

Bray Elementary is committed to collaborating with other educators. One area school recently visited our campus with a team of administrators and teachers. The visitors observed the print rich environment, character program posters, orderly hallways, and actively engaged students in the classrooms. The observations led to discussions focused around how Bray teachers were allowing students to experiment with recently learned concepts and applying them with Smart Board activities.

Bray Elementary has an established partnership in education with the Texas A&M Commerce/Midlothian campus. Campus administration has the privilege of serving on the university advisory board for the educational program and their education students have the opportunity to complete their internship and residency requirements at Bray. The collaboration allows Bray to share in shaping the future of education and keeps campus staff aware of changing pedagogy.

Partnership programs were established between Bray Elementary and schools in Cairo and Alexandria, Egypt in order to share best practices. Just days before the fall of the Egyptian president, we were able to take sixteen Bray students and their parents to Egypt. While there our students mirrored their colleagues in their schools, and had the opportunity to experience and exchange cultural traditions and society in general. Egyptian students were impressed that we could travel so freely. We were amazed at their command of the English and French languages. Bray students also performed at the Alexandria Library and visited the pyramids and antiquities. Egyptian families hosted us in their homes so we could experience family culture.

Based on the success of the Egypt exchange trip, Bray Elementary set its sights on creating a partnership with students and schools in Coast Rica. Bray staff and students interacted with Costa Rican students and shared ideas and experiences as they explored real world science in the rain forest, Pacific Ocean, and around the base of Arenal Volcano. Both experiences left staff and students with collaboration from across the world.

4. Engaging Families and Communities:

One of the most valuable resources that Bray Elementary possesses is its wealth of alumni and the support of the community. The over 100-year-old Bray Elementary was the only school until the population increased in the 1950's and 60's. The city retains many Bray graduates whose children and grandchildren have attended or are currently attending Bray Elementary. On display at the campus is a four-generation picture of Bray alumni. The campus remains an icon for the city.

The Bray PTA takes a leadership role in the activities on the campus. Parent members completely plan and implement the art program. They secure volunteers, provide training, and schedule the classes for the

entire school. The art program provides the students with experiences in clay, pencil drawing, chalk illustrating, and painting, as well as an appreciation for art eras, styles, history, and genres.

Another program that Bray parents enthusiastically participate in is the Booster Club which supports the Fine Arts program with instrumental purchases, bus transportation, costumes, and props. The parent-run organization supports school activities such as the Valentine Dance, Autumn Fair, and multiple Bray Family Movie Nights. The Booster Club also assists with the fundraising that enables students to travel around the country and the world. Community support allowed different students and their parents to travel to Egypt and Costa Rico. The Booster Club has supported a trip to Florida and is assisting with a trip to Washington, D.C., in May of 2012. While in Washington, D.C., students and parents will participate in a patriotic experience that includes visiting the memorials and museums, as well as performing at some nationally recognized sites.

Bray has an active roster of parent volunteers who serve the school in various capacities. The volunteers find ways to use their personal talents to meet the needs of the campus. Whether they are making copies, serving as room parents, mentoring children or tutoring struggling students, each volunteer plays a part in the lives of Bray students and models the importance of serving the community.

1. Curriculum:

Cedar Hill Independent School District (CHISD) is in its third year of implementation of the curriculum framework of CSCOPE. This tool provides a comprehensive curriculum management system focused on best practices, research-based exemplar lessons, and vertical alignment. CSCOPE provides the campus with a scope and sequence that allows the students to demonstrate mastery of all of the Texas Essential Knowledge and Skills (TEKS) before the state assessment. Bray's teachers research and develop supplemental materials that address individual student needs.

Bray Elementary is dedicated to the philosophy that reading provides the foundation for all learning. Based on this belief, students are provided with two hours of instruction in reading and language arts daily. In addition, activities and assignments that integrate reading and writing skills are incorporated into all subject areas. Based on individual needs, we focus our reading instruction around a comprehensive phonics based curriculum. Daily guided reading, student self-selected literary pieces, and technology incorporated into the classroom. Bray teachers strive to develop life-long readers by encouraging students to read for pleasure during their weekly library visits. In addition, a dedicated literacy coach assists students and teachers in providing assistance and monitoring the RtI process.

Bray strives to provide rigorous instruction from pre-kindergarten through fourth grade. With that in mind we have implemented systemized problem solving strategies for math at each grade level. Beginning in pre-kindergarten, students are taught to use the strategies as they explore math in the world around them. Students in need of additional assistance are given daily intensive, remedial instruction through an interactive online program. Manipulatives and hands on experiences are integral parts of the daily math instruction. Projects, fairs, and competitions are offered to challenge our math students. Differentiated instruction, reinforced concepts, and data monitoring ensure each child's math success.

In order to build cohesive, effective writers, staff development focuses on implementing the writing process across all disciplines and grade levels. Students engage in daily journal writing; providing justifications in math, science, and social studies; and opportunities to develop skills in multiple modes of writing.

Bray's science curriculum focuses on exposing students to inquiry based, hands on lab activities designed to foster scientific thinking. Students are expected to develop critical thinking by justifying explanations with collected evidence. All students are expected to demonstrate the skills through the campus and district fairs.

Social Studies is a vital part of the curriculum piece. Pride in our country is fostered through lessons on patriotism and humanity. By integrating reading, writing, and math into our daily lessons, teachers can focus their efforts on historical fluency, economic understanding, and developing cultural identities.

To help Bray students become future leaders, classrooms and activities are structured to incorporate 21st Century learning. Teachers seamlessly incorporate the core curriculum with technology TEKS through collaborative, real-world applications during bi-weekly computer lab visits.

The Fine Arts department at Bray is a great source of pride. Our campus has been distinguished by our revolutionary strings program. Every student is afforded the opportunity to enhance his or her cultural experience by learning to play a classical musical instrument. Bray's exceptional Character Chorus has become an icon for the school and community, gaining local, national, and international recognition for their performances.

The health and well being of our students is the focus of our physical education program. Bray's coach

goes above and beyond the minimum health and physical requirements by integrating core subjects into the students' workout routines. It is amazing to see first grade students engaged in jumping jacks while skip counting their math facts. The success of this program at Bray has been verified through results of the Fitnessgram state testing.

2. Reading/English:

Bray Elementary's reading curriculum is developed around the TEKS with the aid of CSCOPE's curriculum management system. CSCOPE bundles skills to create a logical progression for students. Using systemic processes, our experienced teachers guide their students through strategies to develop the students' foundational reading skills and to go beyond minimum expectations to achieve reading mastery. Once mastery is met students are prepared to move from learning to read to reading to learn.

Many avenues for a well-rounded curriculum are utilized for successful reading development and advancement. Teachers serve as guides to promote concrete and abstract skills in reading. Students are instructed in whole group activities in which relevance and prior knowledge are the basis for student literacy development. The teacher actively monitors students for effective pre-reading skills. Based on teacher observations, small groups of students are identified for guided instruction. During guided instruction, teachers assist students by modeling reading and demonstrating the key essential components that require an effective use of literacy mechanics. Teachers compile activities that focus on deficient skills, such as fluency and comprehension, and assist with feedback that reinforces and strengthens the students' efforts.

The varied essential components of reading instruction--phonemic awareness, phonics, fluency, vocabulary, and comprehension--create a combination of skill building and mastery to reach all students where they are and take them to higher levels of achievement and competency. Bray also focuses on the varied genres of literature which enables the students to critique and analyze literary components that are essential in the development of reading.

Bray Elementary combines effective curriculum with various research-based resources. Online interactive resources are utilized for vertical and comprehensive skills building. Bray excels with an effective RTI program that includes teacher led tutoring programs, peer assistance and student specific interventions that are monitored and assessed regularly to ensure student success.

3. Mathematics:

Bray's mathematic curriculum is built utilizing a 5-E instructional model that incorporates a concrete-pictorial-abstract (C-P-A) approach to equip students with the ability to apply mathematical concepts to real world situations. Using these strategies, Bray teachers expose students to new math concepts using hands-on activities and interactive manipulatives designed to connect prior learning and experiences to the new skills being developed. The students are encouraged to use these manipulatives and activities to prompt new questions, giving the students the power to shape the direction of their education.

Activities are designed to allow the teacher to guide students through explorations that provide them the time needed to develop concrete understanding. Students then have the opportunity to explain the learning process by clarifying their new understanding, seeking explanations, incorporating illustrations, creating models, thinking in collaborative groups and drawing personal conclusions. The curriculum uses graphic organizers and pictorial representations to help develop critical thinkers capable of applying abstract mathematical concepts to complex and diverse situations.

Bray students are encouraged to work in collaborative groups on interactive projects specifically designed to increase problem solving skills. Working in small groups, teachers differentiate assignments and are able to assist struggling students and extend activities for accelerated students through the use of centers, small groups, and assignments and activities that incorporate options and choices for each student to

demonstrate mastery. Bray students enjoy competing at campus and district level Math Quiz Bowl tournaments and are ranked nationally in several online competitions.

Because Bray Elementary data showed gaps in the commended performance levels in math, the Campus Improvement Team implemented staff developments that focused on promoting common vocabulary, developing effective strategies for problem solving, differentiating instruction and promoting higher order thinking through increased rigor. Using these strategies our team was able to increase the overall performance of students and develop a deeper understanding of the principles of math.

4. Additional Curriculum Area:

Bray Elementary believes in providing a strong foundation in science at an early age. It is imperative that the students are able to explore scientific concepts, apply correct vocabulary and use the scientific method to investigate and understand the world around them. Through the 5-E model, students discover the principles of physical, earth and life science with a wide range of topics that might require the students to gain mastery of the solar system one six weeks and be able to explain the process that led to the formation of soil in the next six weeks. In order to maximize learning time, the teachers focus on integrating math, reading and writing so that the students develop an understanding of the real world applications of scientific concepts and can effectively communicate and explain the fundamental principles of science.

Historically, Texas students have struggled when they are first introduced to the TAKS science test in fifth grade. Based on this information, the Campus Improvement Planning committee recommended that all students would participate in hands-on, inquiry driven laboratory activities no less than once a week. In order to increase student awareness of academic vocabulary, Bray instituted a science vocabulary word of the day. Each day a new term would be a part of the daily morning announcement, and each student was encouraged to use the term correctly throughout the day.

In connection with Bray's mission of wanting every student to become effective, independent learners, as well as global contributors in the field of science, we believe that every student should be prepared to become leaders in the science, technology, engineering and math fields if that is the direction their lives take them. To contribute globally, Bray, under the leadership of the students, implemented a campus wide initiative that focuses on recycling. The campus has become a recycling hub for the entire neighborhood with easily accessible recycling bins in the parking lot. The project has not only allowed the students to learn about the environment, but also models the importance of being ecologically responsible citizens.

5. Instructional Methods:

In order to meet the academic needs of all students, Bray Elementary teachers focus on differentiating lessons and activities that provide educational opportunities to students who possess a wide range of natural abilities, talents and diverse learning styles. Though the district provides mandatory staff developments that address differentiation for struggling students, Bray Elementary teachers have also completed the required training to work with Gifted and Talented students. The combination of these trainings allows Bray Elementary to provide richly diverse classroom environments capable of providing each student with the activities and assignments that allow them to maximize their individual potential.

Although Bray's history can be traced back to the first year of the last century, the campus has made a commitment to provide the educational skills required by our 21st Century learners. Interactive white boards, online programs and computer based assignments allow teachers to meet the students at their current level and work with them on an individual basis to reach their fullest capacity. In younger grades students build social skills through collaborative learning centers that provide a variety of hands on activities and manipulatives that help the students take abstract concepts and apply them to solve real world problems.

The campus is dedicated to the philosophy that it is every stakeholder's responsibility to address the needs of each individual student. Through the Special Education teacher, literacy coach and other support staff maintain and monitor the RtI process for struggling students, they assist the teachers in providing the experiences that meet the child's unique learning style within the teacher's classroom. By utilizing small group instruction the students can receive the individualized attention that they need to be successful.

In addition to providing individualized attention, the campus is also dedicated to providing students with the options that allow them to demonstrate mastery in a mode that is most conducive to their learning style. While giving the students choice allows them to address difficult concepts through areas of personal strength, Bray is also dedicated to providing students access to learning in ways that the student may have never known existed. In 2007, Bray implemented the Strings Program to expose students to classical music models a method to combine technical skills with creative endeavors. By providing all students the opportunity to participate in this unique experience, Bray is able to exercise the creative, innovative, and emotional nature of our students' brains.

6. Professional Development:

Bray Elementary School is fortunate to be staffed by a diverse group of educators who are dedicated to providing students with the most effective and efficient methods of instruction. Anyone in the field of education will attest to the fact that a teacher's time is the most valuable natural resource. With that in mind, designing powerful, relevant, and meaningful staff developments are essential to increasing student achievement. While the district provides the required updates and trainings that are designed to address district wide concerns, Bray Elementary's Campus Improvement Planning Committee is responsible for analyzing data and identifying campus staff developments that will have the greatest impact on our students.

In order to build the leadership capacity of Bray's staff, individual teachers are responsible for identifying growth areas and creating a plan to address their personal developmental needs. The teacher is charged with bringing back the ideas that they have learned and becoming the campus expert, often presenting material to their Professional Learning Community or providing training for the entire staff. Often a personal interest, or the spark of an idea, will lead to a campus initiative that has a positive impact on the entire school.

Rather than manipulating data to hide deficiencies, the staff of Bray sees an opportunity for campus growth. Walkthrough data showed that the level of student engagement was not conducive to student achievement. The campus dedicated time and resources to identifying activities and assignments that would have all students engaged in the learning process. When the 2010 TAKS data showed a 10% decrease in the commended levels on the writing test statewide, the staff identified writing as a need. The campus received training in Write Traits and incorporated the methods learned across all grade levels and all contents. This approach led to a 12% gain on the TAKS writing in 2011.

7. School Leadership:

School leadership at Bray Elementary is a shared responsibility. Parents, staff, and district personnel have an active voice in identifying the goals and direction of the campus. Each of Bray's committees is comprised of teachers who are available to share their knowledge, experiences, and expertise. In addition, stockholder input is provided by the parents who serve on campus leadership committees such as the Campus Improvement Plan Committee, Parent Teacher Association, LPAC Committee, The Lighthouse Committee, and the Character Committee. This year Bray Elementary added the student's voice as we implemented a student council to provide the student prospective in campus decision making. Campus administration places staff according to their skills and training to empower them to operate in their areas of expertise and grow as leaders. Since teachers are the experts in their fields, we utilize them as much as possible with teacher led in-service and staff development.

The strong point for the campus is the frequency of meetings. The Campus Improvement Planning Committee meets once a month with staff and parents. The administrative team meets with each grade level weekly to allow the principal to receive feedback from the staff so that they may consider multiple points of view before decisions are made. This method also allows teachers an avenue to voice concerns, ideas and initiate plans. The classroom teachers are able to meet several times during the week with their grade levels to communicate student progress in relation to campus goals.

The campus principal remains available to staff and parents by maintaining high visibility throughout the campus. The goal is to be available to provide leadership in all situations so that issues and concerns are addressed as quickly as possible. The principal promotes a cohesive environment through clearly establishes expectations, continuous monitoring, and effective communication. Administration continuously challenges the community to increase student achievement. All stakeholders are needed to implement the plans and move forward to achieve goals. This represents the “Bray Way” and it is the culture of the campus.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: TAKS

Edition/Publication Year: 2007-2011 Publisher: Pearson/TEA

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Met Standard & Commended	100	98	88	94	92
Commended	63	57	37	24	47
Number of students tested	43	63	59	50	53
Percent of total students tested	98	97	100	100	100
Number of students alternatively assessed	1	2			
Percent of students alternatively assessed	2	3			
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard & Commended	100	97	84	89	91
Commended	65	58	26	17	26
Number of students tested	23	33	31	18	23
2. African American Students					
Met Standard & Commended	100	97	80	93	86
Commended	50	57	36	21	27
Number of students tested	20	35	25	28	22
3. Hispanic or Latino Students					
Met Standard & Commended	100	100	92		
Commended	73	50	46		
Number of students tested	11	12	13	8	8
4. Special Education Students					
Met Standard & Commended					
Commended					
Number of students tested	6	4	6		4
5. English Language Learner Students					
Met Standard & Commended					
Commended					
Number of students tested	2	1	4	1	1
6. White Students					
Met Standard & Commended		100	95	92	95
Commended		67	35	31	68
Number of students tested	8	12	20	13	22
NOTES:					
The alternate test is the Texas Assessment of Knowledge and Skills Modified Test (TAKS Modified).					

12TX5

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: TAKS

Edition/Publication Year: 2007-2011 Publisher: Pearson/TEA

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Met Standard & Commended	100	100	86	94	94
Commended	56	78	49	51	47
Number of students tested	43	63	59	51	51
Percent of total students tested	98	97	98	100	100
Number of students alternatively assessed	1	2			
Percent of students alternatively assessed	2	3			
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard & Commended	100	100	77	89	86
Commended	48	67	39	26	23
Number of students tested	23	33	31	19	22
2. African American Students					
Met Standard & Commended	100	100	88	90	86
Commended	55	69	44	48	29
Number of students tested	20	35	25	29	21
3. Hispanic or Latino Students					
Met Standard & Commended	100	100	77		
Commended	55	75	54		
Number of students tested	11	12	13	8	7
4. Special Education Students					
Met Standard & Commended					
Commended					
Number of students tested	6	4	6		4
5. English Language Learner Students					
Met Standard & Commended	100	100	100	100	100
Commended	100	100	50	100	0
Number of students tested	2	1	4	1	1
6. White Students					
Met Standard & Commended		100	90		100
Commended		100	55		64
Number of students tested	8	12	20		22
NOTES:					
The alternate test is the Texas Assessment of Knowledge and Skills Modified Test (TAKS Modified).					

12TX5

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: TAKS

Edition/Publication Year: 2007-2011 Publisher: Pearson/TEA

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Met Standard & Commended	100	92	92	85	95
Commended	76	53	37	35	45
Number of students tested	66	53	49	54	44
Percent of total students tested	100	96	94	100	96
Number of students alternatively assessed		1	2		1
Percent of students alternatively assessed		2	4		2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard & Commended	100	95	88	82	91
Commended	73	53	33	21	43
Number of students tested	41	19	24	28	23
2. African American Students					
Met Standard & Commended	100	91	93	81	94
Commended	69	43	41	22	39
Number of students tested	35	23	27	27	18
3. Hispanic or Latino Students					
Met Standard & Commended	100	92	89	88	94
Commended	81	50	22	25	47
Number of students tested	16	12	9	8	17
4. Special Education Students					
Met Standard & Commended	100	100	100	83	100
Commended	33	50	0	17	100
Number of students tested	3	4	1	6	1
5. English Language Learner Students					
Met Standard & Commended		100	100	100	100
Commended		67	0	0	20
Number of students tested		3	1	1	5
6. White Students					
Met Standard & Commended	100	94	92	89	100
Commended	83	71	33	56	56
Number of students tested	12	17	12	18	9
NOTES:					
The alternate test is the Texas Assessment of Knowledge and Skills Modified Test (TAKS Modified).					

12TX5

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: TAKS

Edition/Publication Year: 2007-2011 Publisher: Pearson/TEA

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Met Standard & Commended	98	94	92	85	95
Commended	61	45	27	26	45
Number of students tested	66	53	49	54	44
Percent of total students tested	100	96	94	100	96
Number of students alternatively assessed		1	2		1
Percent of students alternatively assessed		2	4		2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard & Commended	100	89	88	75	91
Commended	56	42	8	18	35
Number of students tested	41	19	24	28	23
2. African American Students					
Met Standard & Commended	97	96	93	74	94
Commended	57	48	26	22	61
Number of students tested	35	23	27	27	18
3. Hispanic or Latino Students					
Met Standard & Commended	100	92	100	88	94
Commended	56	25	11	13	24
Number of students tested	16	12	9	8	17
4. Special Education Students					
Met Standard & Commended	100	75	0	83	100
Commended	33	25	0	17	0
Number of students tested	3	4	1	6	1
5. English Language Learner Students					
Met Standard & Commended		100	100	100	100
Commended		0	0	0	0
Number of students tested		3	1	1	5
6. White Students					
Met Standard & Commended	100	94	83	100	100
Commended	67	59	42	33	56
Number of students tested	12	17	12	18	9
NOTES:					
The alternate test is the Texas Assessment of Knowledge and Skills Modified Test (TAKS Modified).					

12TX5

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Met Standard & Commended	100	95	89	89	93
Commended	70	55	37	29	46
Number of students tested	109	116	108	104	97
Percent of total students tested	99	96	97	100	98
Number of students alternatively assessed	1	3	2	0	1
Percent of students alternatively assessed	2	2	4	0	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard & Commended	100	96	85	84	91
Commended	70	56	29	19	34
Number of students tested	64	52	55	46	46
2. African American Students					
Met Standard & Commended	100	94	86	87	89
Commended	62	51	38	21	32
Number of students tested	55	58	52	55	40
3. Hispanic or Latino Students					
Met Standard & Commended	100	96	90	94	95
Commended	77	50	36	19	44
Number of students tested	27	24	22	16	25
4. Special Education Students					
Met Standard & Commended	100	100	71	83	100
Commended	22	25	0	17	40
Number of students tested	9	8	7	6	5
5. English Language Learner Students					
Met Standard & Commended	100	100	100	100	100
Commended	100	75	60	50	16
Number of students tested	2	4	5	2	6
6.					
Met Standard & Commended	100	96	93	90	96
Commended	75	69	34	45	64
Number of students tested	20	29	32	31	31
NOTES:					

12TX5

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Met Standard & Commended	98	97	88	89	94
Commended	59	62	39	38	46
Number of students tested	109	116	108	105	95
Percent of total students tested	99	96	96	100	98
Number of students alternatively assessed	1	3	2	0	1
Percent of students alternatively assessed	2	2	4	0	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard & Commended	100	95	81	80	88
Commended	53	57	25	21	29
Number of students tested	64	52	55	47	45
2. African American Students					
Met Standard & Commended	98	98	90	82	89
Commended	56	60	34	35	43
Number of students tested	55	58	52	56	39
3. Hispanic or Latino Students					
Met Standard & Commended	100	96	86	94	95
Commended	55	50	36	25	29
Number of students tested	27	24	22	16	24
4. Special Education Students					
Met Standard & Commended	100	87	57	83	100
Commended	22	37	14	17	0
Number of students tested	9	8	7	6	5
5. English Language Learner Students					
Met Standard & Commended	100	100	100	100	100
Commended	100	25	40	50	0
Number of students tested	2	4	5	2	6
6.					
Met Standard & Commended	100	96	87	100	100
Commended	60	75	50	45	61
Number of students tested	20	29	32	31	31
NOTES:					

12TX5