

PART I - ELIGIBILITY CERTIFICATION

12TX6

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

12TX6

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 4 Elementary schools (includes K-8)
 (per district designation): 1 Middle/Junior high schools
1 High schools
0 K-12 schools
6 Total schools in district
2. District per-pupil expenditure: 9305

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school: 2
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	15	23	38		6	0	0	0
K	58	71	129		7	0	0	0
1	63	47	110		8	0	0	0
2	52	58	110		9	0	0	0
3	49	55	104		10	0	0	0
4	0	0	0		11	0	0	0
5	0	0	0		12	0	0	0
Total in Applying School:								491

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
1 % Asian
5 % Black or African American
12 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
78 % White
4 % 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: 26%
 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.	70
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	54
(3)	Total of all transferred students [sum of rows (1) and (2)].	124
(4)	Total number of students in the school as of October 1, 2010	468
(5)	Total transferred students in row (3) divided by total students in row (4).	0.26
(6)	Amount in row (5) multiplied by 100.	26

8. Percent of English Language Learners in the school: 3%
 Total number of ELL students in the school: 14
 Number of non-English languages represented: 2
 Specify non-English languages:

Spanish and Chinese

9. Percent of students eligible for free/reduced-priced meals: 68%
 Total number of students who qualify: 336

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: 7%
 Total number of students served: 35

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>1</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>2</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>24</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</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>23</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>9</u>	<u>2</u>
Paraprofessionals	<u>4</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>9</u>	<u>1</u>
Total number	<u>47</u>	<u>3</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	95%	95%	95%	94%	96%
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? Before 2007

Chandler Elementary School is located in Chandler, Texas on the eastern end of Henderson County and is part of the Brownsboro Independent School District. Brownsboro ISD is a rural district that encompasses one hundred ninety-two square miles and includes the small towns of Brownsboro and Chandler, part of Lake Palestine, and an extensive rural area. The town of Chandler is a very close-knit community that is home to residents from diverse economic levels. The community is comprised of several businesses, two medical clinics, two banks, a community center, several churches, and recreational and competitive athletic organizations for children and youth. Chandler Elementary is the “heart” of the community and maintains close relationships with the local businesses and community members.

We are a school-wide Title I pre-kindergarten through third grade campus. The mission of Chandler Elementary is to “ensure that every child receives a quality education by creating an academically challenging and safe environment for all children to achieve their fullest potential. Students shall be provided the opportunity to develop cognitively, emotionally, physically and socially in order to help each child become a productive member of society and promote lifelong learning”.

Chandler Elementary is a successful beacon in our rural community. We have achieved Texas Education Agency Exemplary rating for four consecutive years with commended scores in the 40-50% range. Our campus has been listed by the Texas Business and Educators Coalition on their honor roll of High Performing Schools for the past three years and we have received recognition by our Region Service center for our high performance as a Title I school.

The success of Chandler Elementary can be directly related to its staff that provides a supportive learning environment for the students which challenges them with rigor and relevance. With a population of 62% low socio-economic students, our teachers are dedicated to student success and truly believe that all students can learn. The instructional staff gives special attention to skills and standards that students are required to master and focus on targeted intervention for students who are struggling with concepts taught. We provide special programs for at-risk students, students with limited English proficiency, migrant students, dyslexic students, and students with disabilities. In addition, we provide a program for gifted and talented students. The commitment of our teachers to student success leads them to differentiate their instruction to better scaffold student learning. Their lessons are aligned and challenging to provide students with a sequential core of high learning expectations.

Chandler Elementary faculty is characterized by a familial culture of collaborative support. Our teaching staff has made a tradition of planning together weekly to ensure curriculum alignment and to share instructional techniques and strategies. Our campus has the advantage of a high teacher retention rate with teachers who have years of classroom experience yet are open to learning new professional practices. Our support programs of intervention and special education collaborate with our classroom teachers to support student learning for our struggling students. The faculty celebrates with students and each other as we achieve various goals. At Chandler Elementary we are a family where everyone is important and deserves recognition, respect and support.

The success of our campus is a high standard that is communicated and celebrated with our parents and community throughout the year. We begin our year with “Meet the Teacher” where the principal lists the past accomplishments of our campus and assures the parents that with their support our exemplary staff will lead their children to success. An emphasis of effort is placed in forming a partnership with the parents to include them in their child’s education. We provide parental growth opportunities as well as fun socially interactive events in which they can participate. Our parents and community members are very supportive of our campus through volunteerism and financial partnerships. It is obvious through their support and feedback that our parental and community stakeholders are very proud of our campus and its accomplishments.

Our campus desires to educate the whole child by providing learning opportunities in character building, anti-bullying, social skills and community service. We want to support and scaffold struggling learners while also challenging and extending learning for students who have grasped a concept. We desire to provide hands-on experiences yet encourage self-directed learning. Education is a constant balancing act that requires continuous evaluation and adjustment. At Chandler Elementary we are committed to providing our students a quality education that will lead to a lifetime of learning.

1. Assessment Results:

A. The Texas Assessment of Knowledge and Skills (TAKS) performance standards relate test performance directly to the state curriculum, the Texas Essential Knowledge and Skills (TEKS), in terms of what students are expected to learn by the completion of each grade level. The curriculum is used to establish test objectives that guide the development of test items and the assessment content. Performance standards therefore are based on the content standards for the assessment. In Reading, 3rd grade students must get 22 of 36 questions correct to have "Met Standard" and 33 of 36 to reach "Commended Performance". In mathematics, they must score correctly 26 of 40 for "Met Standard" and 37 of 40 to reach "Commended Performance".

On our campus, we benchmark our third grade students each six weeks with a test that is formatted like our state standardized assessment. We use these benchmark scores to help us determine which students are struggling in reading or mathematics and provide intervention. We also begin to look at the students that performed at or above proficient so that we might enrich their learning to lead them to advanced scores.

Our expectation is that our students will ALL pass the STAAR test and that at least 50% will have commended scores in both subjects tested. Since it is the first opportunity for our third graders to participate in state testing, there is often much anxiety that accompanies testing day. Therefore, we give our students ample opportunities to see a similarly formatted test within an identical testing environment so that they will not be surprised on the day of the test but can feel secure and confident when approaching the exam. We continually encourage our students toward success by emphasizing that we are an accomplished campus, with the best teachers and that if they will do the work and participate in the lessons, they will be successful!

B. With the examination of the data of Chandler Elementary over the past five years, we see the largest academic gains were made in the area of mathematics. Our scores have increased over 10% in the category of All Students with similar significant gains in the subgroups. The most astounding growth has been in the area of our Advanced (Commended) Math scores with an 18% increase in All Students and a 13-29% increase in sub-populations. The ethnic sub-groups at Chandler Elementary are very small, therefore the passing or failing of one student can greatly affect our percentage scores. As we examine data for systemic trends as indicators of academic success or weakness, we account for the individual student achievement within these smaller sub-groups.

In an effort to raise our math scores, we implemented several instructional math changes. We restructured our schedules so each classroom instructor teaches math for one hundred minutes a day. We implemented a spiraling mathematics program that would allow for a continual revisiting of math objectives throughout the year to introduce, strengthen and extend concept knowledge. We provided small group instruction to support struggling students with math in the classroom daily. Finally, we provided opportunities for math intervention through after-school tutorials and pullout intervention groups. We began using a universal screener to immediately identify struggling students and progress monitoring to track student growth. We have purchased and implemented computer programs that are fun and interesting to the students yet strengthen and support classroom math concepts. These computer programs are also available for students to use on their home computers to provide additional practice and parental involvement. We believe these efforts are directly responsible for the increase in our mathematics scores over the past five years.

Our overall Reading scores have remained fairly consistent over the past five years. The two greatest increases in Reading scores have been in the areas of our African American students with a 33% increase in proficient scores and a 43% increase in Advanced (Commended) scores and in the sub-group of our Special Education students with an averaged increase of 36% in proficient scores. For our special

education students we believe that the increased scores are directly related to higher expectations. We have determined to teach the grade level Texas Essential Knowledge and Skills with modifications and accommodations and expect our students to perform on or near grade level. Our special education staff collaborate and plan with our classroom teachers in order to support and deliver the same academic content to all students. These teachers may use additional strategies to scaffold learning, but their goal is that the learning objectives will be the same.

Chandler Elementary also desires to make a positive contribution to our district's accountability rating through its testing scores. Though our sub-group scores do not count toward our campus accountability rating due to the small number of participants in each ethnic group, they do weigh in with our district scores. Therefore, we focus on intervening early, allowing all of our students every opportunity to be successful. Our efforts with tutorials, intervention pull-out and Tier I individualization through small groups has been very effective in helping all sub-groups be successful.

At Chandler Elementary our goal is to present a quality education that will be challenging and help children achieve their fullest potential. We believe that our standardized scores are a reflection of the determined efforts our instructional staff have made toward the success of every student.

2. Using Assessment Results:

Chandler Elementary uses a variety of assessment results to modify instruction throughout the year. Our classroom teachers submit benchmark and six weeks scores to our Student Support Services person who compiles the data by grade level, ethnicity and classroom. Other sources of data that we review are Small Group Lesson plans, iStation progress monitoring, student book level reports and report card grades. The principal examines the data looking for trends of strengths and weaknesses and then meets with our instructional staff presenting the data in an open forum for suggestions of adjustments to instructional strategies needed to strengthen areas of concern.

In each grade level we look at the data to examine if there are any curriculum areas that we need to scaffold, re-teach or reinforce. We look at supportive curriculum pieces that would give students additional practice with a given objective. We also review a variety of strategies to present the targeted skill in a multi-sensory method to appeal to all learning styles. After opportunities for additional teaching, we reevaluate student understanding to ensure success.

As we examine the data by classrooms, we focus on individual students who are struggling by correlating a variety of data used to monitor student progress. We use a universal screening assessment at the beginning, middle and end of the year in both reading and math to determine student weaknesses. For students who display consistent areas of concern in our Tier I classroom instruction and through continued progress monitoring data, we proceed with our Response to Intervention process. In this process we collect data from the classroom teacher and parent in order to brainstorm strategies that could provide additional assistance. We may determine the need for a 504 evaluation for dyslexia, prescribe additional reading or math assistance through our pull out intervention services or merely suggest individual classroom accommodations that might better address the student's learning style.

We examine individual student needs and weaknesses and discuss a variety of ways the classroom teacher can differentiate instruction to scaffold student learning. We consider learning styles and additional ways to vary instruction to appeal to those learning styles. We assess whether we need to revert to a more concrete skill in order to reinforce the foundation needed to support the current skill acquisition.

Data is used to assess the need for systematic changes and professional development. The principal and student support services person examine data throughout the year to determine instructional areas where teachers might need additional support or training to lead their students to be successful. This past year after looking at the data, we felt some of our teachers were not confident in creating a small group lesson

plan for their reading groups and were concerned that they were unsure of when to move students up to a new reading level. We enlisted a college professor who has a background in Reading Recovery to come in one day a week to help our teachers with their small group reading instruction. She has been an on-site coach to support the teachers giving them feedback and encouragement as they teach their students.

At Chandler Elementary we strive to emphasize the importance of the parent-school-community partnership in the education of our students. We communicate student progress to parents through Family Access on our website where parents can check current student grades and assignments daily. Students grades are shared daily through take home folders with samples of student work and/or graded assignments are sent home for parents to review. We require two face-to-face parent conferences each year and share our Texas Education Agency School Report Card to inform parents of the status of our campus and its achievements. It is important that we inform parents immediately if we are alerted through data to any major academic concerns and they are included in our Response to Intervention process and its Tier II or Tier III intervention procedures. To inform our community of our academic status a public meeting is held by the Brownsboro ISD Board of Trustees in January of each year to review the district-wide accountability report issued by the state of Texas. Chandler Elementary holds an open meeting each year for parents and community members to discuss the assessment information contained in the campus accountability report. We communicate informally with our community and parents through the local newspaper and the district radio station and website.

Our desire is to use the student data collected to drive our instruction, staff development and student services. Collecting and analyzing data is our road map and thermometer by measuring our efforts and giving us direction. We genuinely strive for all our students to be successful and want to establish a firm educational foundation they can build upon throughout their lives.

3. Sharing Lessons Learned:

At Chandler Elementary we are proud of what we do for the success of the students on our campus, but we also value the opportunity to share our successful strategies and techniques with our professional colleagues. We have the privilege of collaborating and sharing with the other elementary in our district on a regular basis. Our teachers share our successful practices and work as a team with the other district teachers in their grade level to give ideas, present newly learned strategies, provide collegiate motivation and review successful teaching practices used at Chandler Elementary.

The principal has the opportunity to share with all the campus principals our Student Success Plan each year. This PowerPoint presentation reviews campus data, targets areas of concern then outlines the strategies and successful practices used on our campus. This platform gives her the opportunity to share strategies and techniques we have found successful as well as the implementation of any new approaches to areas of concern. She includes the administrative aims of targeted teacher walkthroughs, examining learning trends through data and challenging accurate evaluation of student understanding.

Our campus is also involved in mentoring and coaching beginning teachers. We partner with University of Texas at Tyler and their Teacher Preparation program to allow opportunities for their Phase II students to observe and teach weekly on our campus. These college students are allowed the experience of observing an entire day each week and teaching a forty-five minute lesson. Our Mentor teachers provide these students the opportunity to see successful classroom management skills as well as effective lesson planning, presentation and evaluation. The students are accountable for a lesson plan and a reflection weekly and have two evaluations by the Mentor teacher and the Principal.

The competent instructional staff at Chandler Elementary seeks opportunities to share and help other professionals. We open our campus to visiting teachers and administrators from other districts to prompt insight or new ideas they can take back to their schools.

4. Engaging Families and Communities:

Enlisting family and community support is paramount to our success at Chandler Elementary. We feel the weighty responsibility of helping parents understand the powerful role they play in their child's academic success as they begin their educational track at our elementary school. The parents and community of Chandler are very supportive of the school and what we do for our students.

We value engaging our parents through everyday activities on campus and truly want to make them feel a welcome part of the school atmosphere. We invite them to participate in various classroom activities if their work schedule allows them to volunteer during the day. For those who are unable to participate due to work, we provide evening meetings to enlist their involvement in trainings, student programs and fun family events. Each spring our campus conducts a Title I Parent Survey. Through this survey, Chandler Elementary determines parent trainings for the following school year. Our campus desires to present a friendly, welcoming environment where our parents will feel they are a valued and respected part of their children's education.

Our endeavor to establish clear home communication is attempted through a variety of methods. Each classroom teacher provides a newsletter weekly and strives to have at least two face-to-face parent conferences each year. They communicate with parents on a daily basis through email and phone calls. Our administration provides communication through a school wide messaging system, district and campus websites, and through Parent Access a program that allows parents to view student grades and attendance.

At Chandler Elementary we also value our partnerships within the community. We enlist businesses and professionals from the community to read to classes, make presentations, do parent trainings and be an active part of classroom instruction. We have business partners who support our campus financially through donations of incentives and food for perfect attendance and honor roll students.

Our support and interaction with the families associated with our school, as well as the Chandler community, offer us stability and encouragement. We are thankful to contribute to our community in a positive way and value input from all stakeholders within our rural area, as well as families of our students. At Chandler Elementary, we believe, it truly "takes a village" to raise a child.

1. Curriculum:

Chandler Elementary is dedicated to a philosophy that children must learn a foundation of appropriate academic skills and develop the ability to think critically and engage in problem solving for long-term success in life. We have a gifted and dedicated teaching staff who understand the importance of presenting a sequential foundational curriculum for our students to build upon. We spend many long summer hours evaluating, reviewing, discussing and shoring up the curriculum to support the state's Texas Essential Knowledge and Skills. We take an intense look by student learning objective and assess whether we are adequately addressing each skill and in what areas we need to add lessons for deeper student understanding.

Based on these beliefs, our curriculum for students in pre-kindergarten through third grade includes instruction in the core subject areas of reading, language arts, mathematics, science, social studies, and health. The majority of the school day is dedicated to instruction in reading, language arts, math and science skills with social studies and health taught in an integrated format. Students also receive instruction in fine arts, library skills and a minimum of 145 minutes a week in Physical Education. Our students participate in a technology lab 60 minutes per week and have access to computers in their classroom daily.

As a staff we examine our curriculum alignment both horizontally and vertically to ensure continuity in all areas of the curriculum. In each grade level our teachers assess whether the presented lessons are aligned to best scaffold student learning and allow for the appropriate building of concepts. We examine the campus-wide curriculum to determine whether each grade level is adequately preparing students for the subsequent grade by providing mastery in the skills needed to be successful. Our teaching staff then has honest conversations about areas of weakness and what efforts we might make together to create a solution.

Our instructional staff works diligently to create cross-curricular learning opportunities for students in each grade level. They understand and value student application of concepts taught in one academic discipline being functional to other areas of learning and life. All of our classes are self-contained which provides the classroom teacher freedom to lead students to make learning connections throughout the day across all the core subjects taught. Grade level weekly learning objectives are shared with our physical education, Music, Library, and intervention teachers to allow them the opportunity to create further learning connections through their classes. In order to deepen the relevance of curriculum taught, our staff recognizes that we need to allow the students to experience and link learning to other areas of life.

All of the teachers in each grade level meet together weekly to plan lessons for the following week. They list additional materials needed for the lessons, focused objectives, and they will discuss methods to assess student understanding of concepts taught. The teachers use this time to share technologies, games or activities that will support and provide differentiation for the lessons taught that week. Our special education and intervention staff collaborate with our classroom teachers to ensure consistent support for our struggling students. These Tier II and Tier III programs value their role in helping accelerate student learning.

The staff at Chandler Elementary is dedicated to maintaining high expectations for all of our students. We not only believe that every student can learn, but that it is incumbent upon our staff to provide instruction in an individualized manner so that every student does learn. Success is mandatory, rather than optional, and teachers modify and adjust instructional practices to ensure that every student is successful.

2. Reading/English:

At Chandler Elementary we believe that teaching reading is one of the most important things we do. We recognize that the foundation of all learning is reading and our campus is committed to helping all of our students read on or above grade level by the end of third grade. Students are expected to develop strong early reading strategies by the end of first grade; The second and third grade reading curriculum further develops these reading strategies with an increased emphasis on word-work, comprehension and critical thinking.

We support a balanced literacy approach to teaching reading. We focus on the five basic components of reading: phonemic awareness, phonics (decoding), fluency, vocabulary and comprehension within our whole group and small group reading instruction. Our teachers use Guided Reading practices to facilitate their small group lessons allowing students to read at their instructional level. They practice skills of decoding and fluency during these small groups and focus on phonemic awareness, vocabulary and comprehension development during whole group reading instruction. Students are selected for flexible, homogeneous small groups based on skills needed in order to better scaffold learning and support the struggling students. These research-based techniques and strategies have proven successful with diverse learners and are based on the most current information regarding reading theory.

Our teachers understand that reading and writing are reciprocal skills placing an emphasis on segmenting and blending sounds. We believe that it is important that students respond in writing to something they have read or experienced in order to stress writing to convey meaning. We promote writing reflections and journals in math and science as well as responding to literary pieces.

The classroom teachers use literacy centers to further teach reading concepts. While the teachers are instructing in their small groups, the students are rotating through literacy centers that focus on reinforcing or extending skills that were introduced in small or whole group instruction. Students may work individually or cooperatively in pairs during literacy stations.

Assessment is an integral part of our reading program at Chandler Elementary. We use iStation as our universal screening device to identify our at-risk and struggling students. We then use iStation along with running records as a progress monitoring tool to track individual student reading progress. As we identify individual struggling students, we enter the Response to Intervention process to collaboratively determine the best approach to meeting student needs.

3. Mathematics:

At Chandler Elementary we use Excel Math as our core curriculum for our Tier I classroom math instruction. This is a research-based curriculum that provides a systematic introduction of new math concepts while reviewing previously-taught concepts. It offers a daily spiraling skills review to help strengthen student understanding of previous math objectives while concurrently presenting new challenging material. This math program provides regular assessment of skills to aid the teachers in progress monitoring and skills assessment.

Each of our classes also supplements their Excel Math with the use of the Lone Star Learning Math Target Board. This is an easy-to-use engaging bulletin board that directly targets the entire math Texas Essential Knowledge and Skills. This supplemental curriculum is directly aligned with our Texas required curriculum, spiraling concepts and increasing in application difficulty as the year progresses.

In an effort to differentiate math instruction, all of our classroom teachers meet with small math groups daily to scaffold student learning of math skills. While classroom teachers are re-teaching and reinforcing skills in math groups, the other students are participating in math learning centers. These centers are math application opportunities to enrich and extend learning. Math manipulatives are available risk-free to all students in an effort to support the need for more concrete math understanding. For our Tier II and Tier III students, our teachers use Mentoring Minds Motivation Math curriculum which reinforces concepts by learning objective and is used in small group time.

Campus wide we have a Math Word for the Day that is announced each morning encouraging the teachers to further discuss the vocabulary in their classes. We provide math practice on computers through Study Island for our second and third grade classes and EducationCity for our kindergarten, first and second grades. Students can access these computer programs from home allowing the opportunity for parental involvement and further student practice.

The administration monitors student acquisition of math skills through the data on benchmarks, six weeks tests and Excel placement tests. We meet each six weeks with teachers at our Response to Intervention meetings on students who are struggling and brainstorm ideas of various strategies to scaffold learning.

4. Additional Curriculum Area:

In an effort to improve our district's Science scores and to "ensure that every child receives a quality education by creating an academically challenging environment", our campus is placing a priority on strengthening and supporting our Science instruction. The district has purchased CSCOPE Science curriculum for each campus to implement at each grade level. The teachers at Chandler Elementary have taken the CSCOPE curriculum and correlated it with their math and reading curriculums to provide opportunities for students to make cross-curricular connections throughout the year.

In the past, an obstacle to science instruction on our campus was the cost and availability of materials needed to do hands-on experiments and activities. We have purchased science kits this year that are interrelated with the CSCOPE Science curriculum and provide all the resources needed to accomplish the activities for each science lesson. With the completion of our new building, we will have a designated science classroom that will be furnished and equipped to help facilitate an environment and space for exploration in science.

All of our teachers have completed training in the 5-E Model of instruction for their classrooms. The 5-E Model is an instructional cycle where the 5-E's represent the five stages of sequence for teaching and learning. The lessons are constructed so that there is an Engaging activity, Exploration, Explanation, Extension or Elaboration and Evaluation. All of the CSCOPE lessons are aligned with this formatted lesson plan providing students the opportunity to build on prior knowledge while attaining new knowledge. At Chandler Elementary we want science to be fun! We strive to create a lifelong desire for exploration through hands-on learning activities that open the door to personal discovery.

Our administrators monitor the implementation of our new CSCOPE science curriculum and the utilization of our science kits through checking weekly lesson plans and gathering feedback from teacher surveys. Teachers have responded that they enjoy the interactive lessons provided by CSCOPE and are appreciative of the resources to present the quality lessons.

5. Instructional Methods:

At Chandler Elementary we view our children as individual learners and it is our goal for every student to succeed. In an effort to achieve this we have implemented some instructional safety nets. Our classroom teachers use small group instruction to under gird Tier I teaching and structure their flexible grouping by student instructional needs. We have found that the best way to catch student misconceptions and fill in learning gaps is through small group instruction where teachers are able to present a more targeted instructional focus directed at areas of student weaknesses in order to meet diverse student needs.

In the classroom our teachers also use the method of learning centers for both reading and math. These learning centers are cooperative learning opportunities targeted toward specific student objectives for support, enrichment or extension of skills. The teachers collaborate weekly to plan instructional learning centers that will support the lesson objectives for the week and appeal to the various learning styles. Learning centers provide opportunities for active student engagement and differentiation in an effort to strengthen student understanding from diverse learning groups all the way to challenging our high achieving students.

Tier I instruction is generally whole group instruction presented to the entire class. Teachers prepare lessons with a focused objective and explicitly present the material in a variety of methods. They use document cameras, video clips, visual prompts, music, physical movement and a variety of higher level questioning techniques to lead the whole class in aligned sequential lessons. Cooperative learning strategies are also used during whole group instruction to ensure student engagement and foster an environment for growth in social skills while providing an opportunity for collaborative learning. Teachers might use Peer Partner learning, Pair Share responding, Role Playing, Read-Respond-Reflect and the collaborative creation of a project to provide shared learning.

Throughout the classroom instructional process, the teacher continually evaluates student understanding using a variety of methods. Teachers may ask for a physical response such as thumbs up or down, or a written response on a wipe-off board, worksheet or desk with a dry erase marker. She may just use a process of inquiry through direct questioning or Socratic questioning leading them to understanding. This process of evaluation then drives the direction of future instruction to either a time of reteaching in small groups or knowledge extension in center time.

6. Professional Development:

At Chandler Elementary we value quality professional development. The principal uses student data, teacher surveys, teacher instructional observations and the need to implement new educational techniques to determine the professional development for our campus. She evaluates the instructional impact, widespread student need and budget to decide what method we use to train our staff.

This school year for example, with the addition of three first year teachers, the principal decided we needed some additional supportive training in small group instruction. She enlisted a part-time professor to teach and monitor our teachers one day per week in their small group instruction. This year's support has solidified the instructional benefits to students by offering teachers ongoing training and supportive feedback. The contracted instructor has been a risk-free resource for the teachers to seek advice on tips to help an individual student progress as well as receiving instruction on best reading practices in small groups. This training has significantly improved our reading and language arts instruction school-wide and has been an integral part of increasing our student success in these areas.

The Region Service Center assists in providing training to our district. They provide on-site staff development, online training opportunities and webinars from which our campus can benefit. This year our third grade teachers have all attended a variety of STAAR (State of Texas Assessment of Academic Readiness) preparation workshops in an effort to prepare for our new state standardized test. Teachers who participate in quality training are encouraged to share with the rest of the faculty valuable information that they have learned.

We also provide campus staff development in a variety of methods. Our principal has purchased the teacher training module of Discipline with Love & Logic and is presenting a module each month to our faculty in an effort to give teachers additional discipline management tools. We participate in book studies and the reading of magazine articles that highlight best practices in education. We examine data at a campus and discuss what strategies we might implement to ensure student success and address teaching all of our state Texas Essential Knowledge and Skills. At Chandler Elementary our teachers value professional development, realizing it is imperative to providing our students with an exemplary education.

7. School Leadership:

At Chandler Elementary the administrative team consists of our Principal and our Student Support Services person. Our Principal holds the role of Educational Leader on our campus and closely monitors classroom instruction, student data, and student discipline and oversees the many other needs and functions of our campus. Our Student Support Services person gathers and compiles all the data for our

campus, and is our Response to Intervention Coordinator, our State Testing Coordinator and our Parent Involvement Coordinator.

The Principal's philosophy is to support the classroom teachers so that our students are provided the best education we can present them. She strives to have fun and encouraging activities to build campus morale and collegiality in an effort to further strengthen the family culture among our staff. The principal also recognizes the importance of her role as leader to guide the talents of staff and students toward reaching a common academic goal. She holds an "open door" policy for parents and teachers alike to come and talk or bring concerns and desires to cooperatively achieve a satisfactory solution. The students know and love her because she is in classrooms and enjoys being with the children. We are thankful for the clear vision that the principal has for Chandler Elementary, the teachers, students, and parents can sense the positive atmosphere, and know that she has created a school where there are high performance expectations.

Our Student Support Services person is a wonderful complement to our Principal. She is a very detail-oriented person who focuses on student data. She spends many long hours compiling data and doing paperwork for Response to Intervention, 504 or At-Risk students. Her diligence in staying up-to-date on state testing requirements and expectations is an assurance to the principal and the teachers alike. She also facilitates the schools character program where students are recognized for exhibiting certain good qualities throughout the day. The teachers are confident in knowing she will be a support for any resources needed to help teach and develop non-bullying and socially acceptable children.

Our administrative team focuses together on student achievement using data and resources. Whether it is targeting the direction of professional development, dealing with student discipline, ordering teacher resources or tracking student data, their primary mission is to provide a quality education that will ensure our students an educational foundation on which to build throughout their adult life. They are a dedicated team that works well together, and we are proud to have them as our leaders.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: TAKS

Edition/Publication Year: 2006-2011 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard & Commended	97	92	96	88	85
Commended	45	45	64	38	27
Number of students tested	96	104	122	116	107
Percent of total students tested	98	99	99	100	93
Number of students alternatively assessed	2	1	1	0	8
Percent of students alternatively assessed	2	1	1	0	7
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard & Commended	94	91	92	87	84
Commended	37	37	55	27	21
Number of students tested	54	54	62	45	43
2. African American Students					
Met Standard & Commended		73	64		
Commended		18	18		
Number of students tested	7	11	11	6	3
3. Hispanic or Latino Students					
Met Standard & Commended					
Commended					
Number of students tested	3	9	4	7	7
4. Special Education Students					
Met Standard & Commended	90		77	46	
Commended	10		31	8	
Number of students tested	10	9	13	13	6
5. English Language Learner Students					
Met Standard & Commended					
Commended					
Number of students tested	1	3	1	2	1
6. White					
Met Standard & Commended	99	95	99	92	87
Commended	48	49	70	40	29
Number of students tested	80	83	106	103	97
NOTES:					

12TX6

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: TAKS

Edition/Publication Year: 2006-2011 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard & Commended	99	99	97	95	93
Commended	50	60	64	64	45
Number of students tested	96	102	121	113	106
Percent of total students tested	98	97	98	99	91
Number of students alternatively assessed	2	3	2	1	9
Percent of students alternatively assessed	2	3	2	1	8
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard & Commended	98	98	95	89	93
Commended	43	54	58	60	31
Number of students tested	54	52	57	47	42
2. African American Students					
Met Standard & Commended		100	82		
Commended		36	36		
Number of students tested	7	11	11	5	3
3. Hispanic or Latino Students					
Met Standard & Commended					
Commended					
Number of students tested	3	8	4	6	7
4. Special Education Students					
Met Standard & Commended	90		82	62	
Commended	20		45	15	
Number of students tested	10	7	11	13	4
5. English Language Learner Students					
Met Standard & Commended					
Commended					
Number of students tested	1	2	1	1	1
6. White					
Met Standard & Commended	99	100	98	96	94
Commended	54	63	67	68	47
Number of students tested	80	82	105	102	96
NOTES:					

12TX6

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	97	92	96	88	85
Commended	45	45	64	38	27
Number of students tested	96	104	122	116	107
Percent of total students tested	98	99	99	100	93
Number of students alternatively assessed	2	1	1	0	8
Percent of students alternatively assessed	2	1	1	0	7
SUBGROUP SCORES					
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3. Hispanic or Latino Students					
Met Standard & Commended					
Commended					
Number of students tested	3	9	4	7	7
4. Special Education Students					
Met Standard & Commended	90		77	46	
Commended	10		31	8	
Number of students tested	10	9	13	13	6
5. English Language Learner Students					
Met Standard & Commended					
Commended					
Number of students tested	1	3	1	2	1
6.					
Met Standard & Commended	99	95	99	92	87
Commended	48	49	70	40	29
Number of students tested	80	83	106	103	97
NOTES:					

12TX6

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	99	99	97	95	93
Commended	50	60	64	64	45
Number of students tested	96	102	121	113	106
Percent of total students tested	98	97	98	99	91
Number of students alternatively assessed	2	3	2	1	9
Percent of students alternatively assessed	2	3	2	1	8
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard & Commended	98	98	95	89	93
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Commended	54	63	67	68	47
Number of students tested	80	82	105	102	96
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12TX6