2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education   [X] Public   [ ] Private

Cover Sheet   Type of School
(Check all that apply)

[X] Elementary [ ] MIddle   [ ] High   [ ] K-12
[ ] Charte   [ ] Title I [ ] Magnet   [ ] Choice

Name of Principal   Mr. Rolando Salinas
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name   Liberty Elementary School
(As it should appear in the official records)

School Mailing Address   1850 Flowers Street
(If address is P.O. Box, also include street address.)

Eagle Pass	Texas	78852-3570
City	State	Zip Code+4(9 digits total)

County   Maverick   State School Code Number* 159901120

Telephone (830) 758-7156   Fax   (830) 757-3237

Web site/URL www.eaglepassisd.net   E-mail   rsalinas3@eaglepassisd.net

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

_____   Date _____
Principal's Signature

Name of Superintendent   Mr. Jesus Sanchez
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name   Eagle Pass Independent School District   Tel. (830) 773-5181

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

_____   Date _____
(Superintendent's Signature)

Name of School Board
President/Chairperson   Ms. Lupita Fuentes
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

_____   Date _____
(School Board President's/Chairperson's Signature)

Private Schools: If the information requested is not applicable, write N/A in the space.

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

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 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. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.

3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind–Blue Ribbon Schools award in the past five years.

5. 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.

6. 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.

7. 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.

8. 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. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

DISTRICT   (Question 1-2 not applicable to private schools)

1. Number of schools in the district:

14	Elementary schools
	Middle schools
2	Junior High Schools
2	High schools
4	Other
22	TOTAL

2. District Per Pupil Expenditure: 8298

    Average State Per Pupil Expenditure: 9269

SCHOOL   (To be completed by all schools)

3. Category that best describes the area where the school is located
    .
    [   ]   Urban or large central city
    [   ]   Suburban school with characteristics typical of an urban are
    [   ]   Suburban
    [X]   Small city or town in a rural are
    [   ]   Rural

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

    _____   If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
Pre K			0		7			0
K			0		8			0
1	60	48	108		9			0
2	59	64	123		10			0
3	52	44	96		11			0
4	62	39	101		12			0
5	53	52	105		Other			0
6	53	57	110					
TOTAL STUDENTS IN THE APPLYING SCHOOL								643

6. Racial/ethnic composition of the school:

	% American Indian or Alaska Native
1	% Asian or Pacific Islander
	% Black or African American
97	% Hispanic or Latino
2	% White

100 % TOTAL

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past yea   8   %

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

(1)	Number of students who transferred to the school after October 1 until the end of the year	21
(2)	Number of students who transferred from the school after October 1 until the end of the year	29
(3)	Total of all transferred students [sum of rows (1) and (2)]	50
(4)	Total number of students in the school as of October 1	631
(5)	Total transferred students in row (3) divided by total students in row	0.08
(6)	Amount in row (5) multiplied by 100	8

8. Limited English Proficient students in the school: 38   %

246   Total Number Limited English Proficient

Number of languages represented   2

Specify languages: Spanish and Indonesian

9. Students eligible for free/reduced-priced meals   55   %

Total number students who qualify: 354

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 federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 5 %

    31 Total Number of Students Serve

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

2	Autism	1	Orthopedic Impairment
0	Deafness	2	Other Health Impairment
0	Deaf-Blindnes	12	Specific Learning Disabilit
1	Emotional Disturbanc	12	Speech or Language Impairment
1	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities		

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

Number of Staff

	Full-time	Part-time
Administrator(s)	3	0
Classroom teachers	35	0
Special resource teachers/specialist	3	0
Paraprofessionals	12	2
Support Staff	3	0
Total number	56	2

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1   18 **: 1**

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	98 %	99 %	98 %	98 %	98 %
Daily teacher attendance	96 %	97 %	98 %	98 %	96 %
Teacher turnover rate	9 %	6 %	14 %	11 %	%
Student drop out rate (middle/hig	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

PART III - SUMMARY

Liberty Elementary is a learning community that provides an environment of high expectations for its challenging student population. The school is located in Eagle Pass, Texas, a rural community located in Maverick County which consists of 47,297 residents. Liberty Elementary's goal is to challenge students to academic and technological excellence. Liberty Elementary serves a population of approximately 650 students in grades 1 - 6. The staff of Liberty Elementary has high expectations for all the children and work extremely hard to determine each child's needs and learning styles that are conducive to that student's academic success. Our vision is for our students to become lifelong learners, critical thinkers, risk takers, and effective communicators through multi-media experiences. We expect our students to contribute to the community in a meaningful way and model good decision-making skills. It is our goal to accomplish our vision by fostering a partnership of teachers, students, parents and community members. This partnership has promoted a positive inviting school climate, which always puts children first.

At Liberty Elementary, our 'Belief Statement' states, 'Liberty Elementary shall be a place where students will be challenged academically and their learning styles will be recognized and addressed.' Our teachers have made it a priority to uphold that belief statement. They have utilized hands-on, minds-on activities and teaching strategies which help students become critical thinkers and problem solvers. Our staff is highly trained and employs effective teaching practices to provide strong fundamental lessons utilizing an array of challenging materials and activities. Our staff certainly goes the extra mile to assist struggling students by offering before and after school tutoring several days a week and regularly updating parents with their child's progress. We ensure that our campus is equipped to provide the best educational practices to our students by providing adequate materials and various district-wide training opportunities throughout the year. Liberty Elementary has achieved the state's highest rating of Exemplary for the last three years. Liberty has also been recognized by Texas Monthly Magazine as one of the top elementary schools in Texas for two consecutive years and has been acknowledged as an 'Honor Roll' school by the Texas Business Education Coalition (formally known as Just for the Kids Organization) for the past three years. Our goal is to continue our constant search for excellence and make a difference in our student's lives.

Communication between teachers and parents is a pivotal component of our school's success. Our 'Soaring High' folders are one of several instruments used to inform parents of their child's weekly assignments, projects and academic success. 'Meet The Teacher' night is another avenue the school uses to meet parents after school hours. Communication between the home and school has provided the school with a valuable ally in educating the school's population. Parent's expectations for the success of our teachers, students and school are equally compatible for achievement.

The basic framework of the school is such that the details of how we will teach reading and math are written in our Campus Improvement Plan. This is created each year by a committee of teachers, parents and community members to continually meet the changing needs of our students.

Reading is taught in a 90 minute block, in which, whole group and small group instruction are coordinated within the block to address decoding skills, comprehension skills and fluency. In the primary grades, a four block approach to reading is utilized. Our reading curriculum also incorporates the Accelerated Reading Program, which tests a child's comprehension of the book read. Mathematics instruction is taught on level for a minimum of one hour each day. The Accelerated Math Program is used to review or supplement objectives being taught. Each math skill is introduced using real life applications to give relevance to its use.

Manipulatives are used at the concrete level to enhance the student's engagement with mathematic experiences. Both reading and mathematic concepts are constantly reviewed in the computer lab for thirty minutes several days a week. The computer program, SuccessMaker, is individualized for each student in the areas of math and reading for additional practice or remediation. Repetition of researched based methodologies at each grade level has resulted in the majority of our students mastering the skills being taught.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1 **Assessment Results:**

Public schools in Texas are mandated to use a criterion referenced test to assess student achievement. We use the Texas Assessment of Knowledge and Skills (TAKS). The TAKS test specifications are written to reflect the Texas Essential Knowledge and Skills (TEKS), which is the curriculum taught from kindergarten to the twelfth grade. In the elementary school, reading and math tests are administered every year starting in third grade in both English and Spanish. The performance levels for meeting the standards are set by the state each year. The 2007 passing standard for TAKS Reading and Math tests are as follows: 3rd Grade English Reading 64% and Math 68%, 3rd Grade Spanish Reading 64% and Math 68%, 4th Grade English Reading 68% and Math 67%, 4th Grade Spanish Reading 63% and Math 67%, 5th Grade English Reading 69% and Math 68%, 5th Grade Spanish Reading 64% and Math 66%, 6th Grade English Reading 64% and Math 63%, and 6th Grade Spanish Reading 60% and Math 63%.

The campus' accountability report reflects information on the instructional practices by measuring student learning. Accountability information is reported for all students in grades 3-6. The results for Liberty Elementary's 2007 assessment in reading when combining grades 3-6 are as follows: Our school had 97% of the students meet standard for the Reading test compared to the state average of 89% and the district rate of 87% meeting standard. Liberty's success could be considered evidence that the reading program and initiatives in place fosters a higher level of achievement. The state also sets a much higher bar in the rating of 'Commended Performance.' Our school had 58% of the students obtaining that elevated honor in reading.

The results of Liberty Elementary's 2007 assessment in math when combining grades 3-6 are as follows: Our school had 98% of our students meeting standards for the TAKS Math test. Once again, when comparing our score of 98% to the State rate of 77% and the District rate of 78% meeting standards, Liberty's students did extremely well. In fact, 59% of those students tested received the highest recognition of 'Commended Performance.' This success is attributed to the dedication and hard work of our staff in providing a student-centered environment and the dedication of our students toward a continuous drive for success.

An effective school must adequately support and optimize learning to meet the needs of all the subgroups being assessed. The expectation at Liberty Elementary is that all students will excel, regardless of the identified subgroup. Our ethnic distribution on the 2007 TAKS is as follows: Hispanic is 97% of our population; White 2%; African American is less than 1%; and Asian/Pacific Islander is less than 1%. To achieve exemplary status, each subgroup must have 90% of the group meeting state standards. Liberty Elementary's reading test results for each subgroup were as follows: 97% Hispanic students, 99% White students and 96% of Economically Disadvantaged students met standards. In math, 98% Hispanic students, 99% White students and 97% Economically Disadvantaged students met standards. (Please note that Liberty Elementary did not have sufficient population of African Americans or Asian/Pacific Islanders to count as a subgroup.)

For more information on our school, Texas Education Agency (T.E.A.) provides an instrument named the Academic Excellence Indicator System (AEIS). You can obtain a copy by visiting the TEA website: http://www.tea.state.tx.us/cgi/sas/broker .

2.   **Using Assessment Results:**

At Liberty Elementary, assessment data analysis is integral to our continued understanding of our learners' changing needs. Using information, such as informal/formal classroom observations, implementation of district initiatives, benchmark results, vertical team planning and overall school performance on state assessment objectives provides direction in selecting and/or maintaining program materials and planning staff development to target our school's needs.

State assessment results are used to determine ways to improve teaching methodologies. Disaggregating test data by objectives provides the information needed for guiding instruction and for selecting the students needing remediation or support through supplemental programs. This process is repeated throughout the year using a variety of assessment instruments. We administer the Texas Primary Reading Inventory (TPRI), Tejas Lee (Spanish version), Developmental Reading Assessment (DRA), EDL (Spanish version), ITBS, Logramos (Spanish version), benchmarks developed by the school district, assessments developed by Region 4 Educational Service Center, Accelerated Reading, Study Island and SuccessMaker reports. Assessment results are discussed with teachers during our 'Cluster

Planning' period to create grade level 'Action Plans.' Teachers use the scored benchmark exams to reinforce instruction by guiding students through each question and challenging them to explain how they arrived at the solution, while analyzing why the remaining choices were not correct. Our special program teachers tie in activities unique to their specialty to further strengthen the instruction provided in the regular classroom. This shared approach to information analysis and improvement plan implementation builds cohesive ties between the various instructional areas of our school while maximizing the opportunity to elevate student performance, ensuring that all students learn to their potential.

Our staff has weekly grade level cluster planning sessions and periodically meets to discuss objectives, goals and concerns with the grades above and below. We have found that coordinating our methods of presenting the objectives to our students from one grade level to the other in a uniform manner provides consistency of instruction throughout the campus.

3. **Communicating Assessment Results:**

Liberty Elementary understands the necessity of clear and frequent communication between the school and its stakeholders, including students and parents. Teachers conference regularly with students regarding their individual class work and their academic progress. This allows the teacher the opportunity to share areas of concern with the student. Student work is sent home for parental review every Tuesday by using our 'Soaring High' parent communication folder. Parents are required to acknowledge its receipt by signing the folder and some of its contents. Progress reports are sent home for parental review the fourth week of each nine weeks, and report cards are sent at the end of each nine week period. Another important element is early communication between the staff and our parents. Our annual 'Meet the Teacher Night' in the fall semester is a time for parents to learn about the teacher on a more personal level, visit the classroom and be introduced to the classroom policies, routines and expectations. The teaching staff is also afforded one Saturday in October to conference with those parents that are unable to meet with their child's teacher during the week.

Each grade level team hosts a Grade Level Parent Meeting during the school year to provide a curriculum overview, set instructional focus and establish expectations for student learning for the academic year. During the spring parental meeting, teachers are prepared to discuss the strengths and weaknesses of each child as documented by a variety of assessments. Copies of the following results with written explanations are given to parents:

1) TAKS (Texas Assessment of Knowledge and Skills) Student Confidential Report, which is a criterion referenced test report that shows whether a student has mastered the objectives considered essential at a particular grade level.
 2) School Report Card, given by the Texas Education Agency is sent home to inform parents of the school's rating as per the state accountability system.
3) The Texas Primary Reading Inventory (TPRI) or Tejas Lee (Spanish version) is administered three times a year in the primary grades to assess the development of the student's reading ability and to inform parents of their child's progress.

The local newspapers and school district information channel (I-Vision) report the TAKS results of our school along with other schools in the district. Liberty Elementary also receives an annual report from the state (AEIS) which is published in the newspaper and on the district website.

4. **Sharing Success:**

The staff of Liberty Elementary School is proud of our students' academic achievements and shares their successes in a variety of ways. The published state ratings communicate that our economically disadvantaged and ethnic subgroups learn at the same high level of mastery at our campus. Principals of various neighboring schools and communities have contacted us for assistance in improving their educational program and many times ask for an overview of our plan. After giving an overview of our plan to the principals and teachers of these schools, the teachers observe and then meet with Liberty Elementary teachers. Post-observation conferences help the visiting teachers develop an understanding of our teaching philosophy and afford them the opportunity to discuss the effectiveness of implementing effective teaching strategies. Visiting teachers from other districts leave with our district timelines to acquaint themselves with the specific goals of each grade level.

Liberty Elementary encourages teachers and principals from other schools across Texas to visit classrooms where teachers model successful instructional strategies. Liberty Elementary is fortunate to

have faculty members who have been recognized for their expertise. For instance, we have faculty members that are trained to provide staff development in effective teaching practices, some have become elected members of the District-wide Education Council, several have been hired to develop the scope and sequence for the district's instructional framework and others have been nominated for the prestigious Eagle Pass Business Journal Teacher of the Year Award. In addition, we have presented at the State Conference for school administrators to share our instructional program strategies and successes. As a Blue Ribbon School, we would welcome the opportunity to work with educators across the nation in a mutual exchange of ideas.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

Our curriculum is based on the scope and sequence, the educational plan prepared by teachers in our district, which follows the state guidelines (TEKS) for instruction. All grade levels implement the scope and sequence diligently to ensure that all subjects are taught in alignment. A strong foundation is laid at the primary level and each subsequent grade builds upon that foundation. Our visual and performing arts curriculum is based on the content standards that requires active learning through the study, practice, creation or performance of works of art. It also requires reading, researching, and writing about the arts and artist from the past and present to reflect on one's own observations, experiences and ideas of the arts.

Our expectation for each student is to succeed and advance to a higher level in all subject areas through effective reading. We develop student's language acquisition through vocabulary and raise their levels of comprehension and fluency through extensive reading instruction. We integrate both fiction and nonfiction into our curriculum at grade appropriate levels and also provide in depth novel studies throughout the year as classroom units. We also incorporate literature circles in the intermediate levels. This method allows an array of opportunities to involve students as leaders, narrators, presentors, critics, and problem solvers through power point presentations. It also allows our teachers to incorporate our visual and performing arts curriculum standards through these activities. Our campus assesses independent reading levels of our students through the results from DRA/EDL and TPRI/Tejas Lee. Those students performing below grade level receive daily one-on-one and small group tutoring. Students who are outstanding and performing above grade level are given opportunities and challenges to meet their needs as well through computer programs, media center materials, and advanced classroom activities. Another tool for encouraging and monitoring our students' reading comprehension and growth is our campus-wide Accelerated Reading program. After reading a book selected at the library, the children are asked questions through a computerized program to check for understanding. Points are earned for each passing test and incentives are awarded at the end of the year.

Our goal at Liberty Elementary is to create relevant math experiences to our students by using real life applications. Our new district initiative for the primary grades this year is the Sharon Wells Mathematics Curriculum. Each skill is taught from the concrete to the abstract level with a focus on problem solving and analytical thinking. The alignment of objectives between grade levels makes for an easy transition and skill building from year to year. Our primary students are engaged in computer programs several times a week including Success Maker and Study Island. We also administer a diagnostic tool called M-Class to help monitor students' progress throughout the school year. As demonstrated by our TAKS scores, our students have shown mastery of the TEKS. Intermediate grades concentrate on using supplemental materials focusing on problem solving and higher order thinking strategies. In addition to those, they utilize a variety of computer programs including Examgen, Success Maker, and Study Island. Analyzing scores from these programs identifies students needing special attention in the area of mathematics. These students are then serviced by our tutorial programs including before and after school tutoring and a math tutor, who specializes in assisting students in a pull-out program. We are very proud of our school's success in the area of mathematics.

Our school has implemented the writing program, 'Write from the Beginning.' This program gives both students and teachers in grades K-5 the knowledge and skills required for age-appropriate writing instruction and achievement. This systematic program provides rubrics and focused mini-lessons in which students will establish a solid foundation in the writing process. This program correlates well with our campus wide use of 'Thinking Maps.' This is a great organizational tool of graphic organizers used across the curriculum which provide support to our students as they interactively and efficiently construct their thoughts and create their own original compositions.

The scientific process is an integral part of our science curriculum at all grade levels. We focus on all science objectives and expose our students to a multitude of meaningful activities that require reading, discussion, and the use of technology through multimedia equipment. Implementation of science journals is a creative way to help students understand science. After working with hands on materials and creating science activities and experiments, all students make their own journals where they record qualitative observations, vocabulary, facts and create visual illustrations. Science journals help students internalize vocabulary, concepts and information providing them with a strong foundation that they can build upon year after year. In preparation to provide students with the most effective teaching practices, our teachers share ideas through vertical team alignment meetings, staff development trainings and make sure that all goals

from the Campus Improvement Plan are followed. Vertical alignment goals are met through a partnership with a research non-profit organization, the University of Texas Dana Center in Austin. Methodologies like the one previously mentioned ensure that a tangible connection is made from grade levels 1-6 in the field of Science.

Our focus in social studies encourages students to become aware of our community, how it differs from others, and how it has developed. By encouraging good citizenship and by actively participating in projects to benefit the community, we are fostering the attitudes necessary for them to be productive citizens. Strands of history, government, geography, and economics are incorporated through varied approaches and activities such as hosting guest speakers, Career Day, and actively planning for field trips to points of interest around the state and community.

2a. **(Elementary Schools) Reading:**

Liberty Elementary believes reading is the foundation for all learning. Because learners need a strong foundation in reading our campus focuses on this. We use scientifically research based strategies in order to reach our diverse population. The Four Block Approach has been successful for our students in the primary grades. It is a systematic approach which includes diagnostic tools to modify and adjust students' reading proficiency. Through this method we are able to incorporate guided reading, literacy centers, independent reading, and phonics/phonemic instruction. Teachers monitor students' progress with the use of TPRI, TEJAS LEE (Spanish version), DRA, EDL (Spanish version) results, running records, and SuccessMaker scores. When a student is found to be struggling, immediate intervention begins. Once the deficiency is identified, groups are formed to focus instruction on the weakness of the group such as phonemic awareness, phonological awareness, fluency, comprehension skills, etc. Then small group instruction, one to one tutoring, and peer tutoring is implemented by the classroom teacher, instructional assistant, and/or reading teacher. In order to make reading meaningful to our students, decoding skills and comprehension strategies are embedded into our daily lessons.

At Liberty Elementary our goal is to make reading enjoyable and for students to become life-long readers so we utilize the Accelerated Reading program. With this program students are able to read books of interest and test at their independent reading level. This is a great tool because students are rewarded with incentives at different intervals throughout the year plus teachers are able to set reading expectations for each child.

Vocabulary development is essential to reading and an important instructional element at Liberty Elementary. Primary grades focus on vocabulary development by utilizing the Word of the Week program, language experience charts, and songs/chants. Intermediate grades employ various strategies and techniques to address language acquisition such as Sure Score Star program in which students are engaged with rich vocabulary and the use of literature circles, involving recognition of all literary elements. Due to the above mentioned techniques and strategies, Liberty Elementary has been able to establish an excellent reading program that creates lifelong readers with a passion for reading.

3. **Additional Curriculum Area:**

At Liberty Elementary, an interdisciplinary technology application curriculum is taught using techniques and technological equipment where all content area subjects are integrated including reading, writing, math, science, social studies and the application of communication skills. For example, one effective teaching practice utilized during science instruction is the implementation of technology. Each classroom is fully supplied with multimedia equipment readily accessible to expose our students to the science world. Wireless access to the internet allows students to experience science in the real world and grasp science concepts, theories and facts through virtual tours, simulations, and real time video streaming. Availability of this equipment provides each individual student to have access to a desktop or laptop where they can present projects and enhance their technology skills by researching and preparing power point presentations.

Additionally, Math and Science concepts are reviewed through computer programs including Study Island, SuccessMaker and Accelerated Math. Curriculum objectives are not only reinforced, but immediate feedback is provided for teachers to determine students' strengths and weaknesses. Kidspiration is another computer program utilized to integrate all core content areas. Students organize and display data by creating reading graphic organizers that incorporate the use of such skills as comparing and contrasting,

cause and effect, character analysis and flow charts that reinforce chronological order.

The staff at Liberty Elementary takes great honor and pride in our students' technological abilities. Multimedia experiences have been a contributing factor in helping our school maintain state assessment scores and providing the teachers another avenue to incorporate the higher level of Blooms Taxonomy. Earning an exemplary rating for the last three consecutive years has demonstrated our teachers' and students' dedication and persistence for academic excellence through an array of multimedia opportunities. In essence, we will continue to inspire growth, unity and teamwork through technology in order to ensure that our campus provides, 'Success for All Children!'

4. **Instructional Methods:**

Our goal at Liberty Elementary is for all students to be successful. As previously mentioned, we use multiple assessment techniques to identify student strengths and weaknesses in order to address their needs. It is our priority to provide an array of instructional experiences through differentiated instruction. This helps teachers meet the student needs by teaching to their level, by enriching student learning and keeping the student's learning style in mind. Specific instructional methods to improve student learning include whole class and small group instruction, cooperative learning, peer teaching, buddy classes where older and younger students work together, guest speakers and field trips. To emphasize the actual learning process, our teachers use experiential instruction whereby students can actually participate in the experience, or the teacher can simulate the situation. Our Gifted and Talented Program is a prime example which provides students with real life, hands-on projects to enhance their learning experience. They most recently partnered with the South Texas Blood Bank to have a blood drive to assist the community in this endeavor.

To foster the development of individual student initiative, self-reliance, and self-improvement, our teachers encourage students to analyze problems, reflect, make decisions, and take action through independent studies. To meet the needs and interest of all students, Liberty teachers utilize curriculum compacting techniques to reach this goal.

Through vertical and grade level alignment, our students experience a cohesive and structured instructional program. As educators, we believe it is our job to educate children through instructional strategies and methods that will enable them to be life long learners.

5. **Professional Development:**

Staff Development is a critical component in ensuring that our teachers use researched based methodologies in educating our students. At Liberty Elementary, we look closely at all areas of need and growth then plan accordingly. We are very fortunate that our district provides an array of opportunities to train within our district with qualified trainers that bring best teaching practices to our teaching community.

Teachers collaborate to provide effective, learner-centered instruction that engages students at the depth and complexity of the curriculum objectives. During cluster planning meetings, teachers share ideas, strategies and resources to improve student performance and achievement. In district-wide trainings, teachers learn new methodologies and create solutions to meet the challenges of teaching and learning. Our teachers have worked diligently to implement unified theories of learning reflected in district initiatives including the components of the Reading First Program ' Guided Reading, Shared Reading, Literacy Centers and Word Walls. Most recently, our district has invested in a new writing program called, 'Write from the Beginning' to enhance our approach to language arts.

'Write from the Beginning' is a new writing program that has been fruitful since its inception to our campus. The program allows for vertical alignment across grade levels. It begins from simple coherent sentences to more increasingly complex sentences. This program also gives teachers an opportunity to teach brainstorming strategies through the use of thinking maps (visuals) across the curriculum. It is through the thinking maps that students learn to organize their thoughts and ideas to create a unique narrative that possesses elaboration of ideas on one main topic, followed by logical progression of ideas that emphasizes the writer's voice and personality. Teachers attain this valuable knowledge during workshops, which provides them with the tools necessary to transfer the skills to the learner.

Continuous training for the teaching staff keeps the focus on the objectives to be taught and ensures that best practices are utilized. It is the consistency and the teachers' commitment that improves student achievement across grade levels. In addition, it is the continuous collaboration among highly qualified instructors working hand in hand to accomplish the same goal that has positively impacted our school's high

accountability rating.

In essence, the successes of our campus have been greatly impacted by the on-going professional development training provided by our district across academic disciplines. The teachers at Liberty Elementary are ready and willing to grasp new ideas and implement them to continue fostering academic excellence.

PART VII - ASSESSMENT RESULTS

Subject Reading (LA)   Grade 3   Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2003-2007   Publisher Texas Education Agency

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	February	February	February	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	96	99	97	98	96
% "Exceeding" State Standards	53	65	59	53	35
Number of students tested	89	96	102	102	75
Percent of total students tested	98	96	100	98	100
Number of students alternatively assessed	2	4	0	2	0
Percent of students alternatively assessed	2	4	0	2	0
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	91	99	97	96	97
% "Exceeding" State Standards	49	63	54	46	32
Number of students tested	45	71	73	48	37
2. Limited English Proficient					
% "Meeting" plus % "Exceeding" State Standard	92	100	89	95	100
% "Exceeding" State Standards	27	26	44	25	13
Number of students tested	26	19	27	20	15
3. Bilingual					
% "Meeting" plus % "Exceeding" State Standard	95	100	89	95	100
% "Exceeding" State Standards	27	24	44	21	14
Number of students tested	22	17	27	19	14
4. At Risk					
% "Meeting" plus % "Exceeding" State Standard	92	96	91	97	92
% "Exceeding" State Standards	31	36	41	31	17
Number of students tested	36	28	32	35	24

Subject Math   Grade 3   Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2003-2007   Publisher Texas Education Agency

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	96	100	92	98	93
% "Exceeding" State Standards	40	46	44	32	23
Number of students tested	89	95	102	102	75
Percent of total students tested	98	96	100	98	100
Number of students alternatively assessed	2	4	0	2	0
Percent of students alternatively assessed	2	4		2	0
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	93	100	93	98	89
% "Exceeding" State Standards	43	41	44	31	22
Number of students tested	46	70	80	48	37
2. Limited English Proficient					
% "Meeting" plus % "Exceeding" State Standard	93	100	77	89	93
% "Exceeding" State Standards	33	33	31	10	20
Number of students tested	27	18	26	19	15
3. Bilingual					
% "Meeting" plus % "Exceeding" State Standard	91	100	77	89	93
% "Exceeding" State Standards	30	31	31	6	14
Number of students tested	23	16		18	14
4. At Risk					
% "Meeting" plus % "Exceeding" State Standard	89	100	81	97	83
% "Exceeding" State Standards	32	33	34	11	17
Number of students tested	37	27	32	35	24

Subject   Reading (LA)   Grade   4   Test   Texas Assessment of Knowledge and Skills

Edition/Publication Year   2003-2007   Publisher   Texas Education Agency

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	95	95	90	97	94
% "Exceeding" State Standards	48	40	40	40	24
Number of students tested	94	95	104	90	72
Percent of total students tested	97	99	98	98	100
Number of students alternatively assessed	3	1	2	2	0
Percent of students alternatively assessed	3	1	2	2	0
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	93	94	87	98	92
% "Exceeding" State Standards	41	40	24	34	19
Number of students tested	46	50	68	41	36
2. At Risk					
% "Meeting" plus % "Exceeding" State Standard	81	80	75	93	82
% "Exceeding" State Standards	19	15	25	27	0
Number of students tested	21	20	20	15	17
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math   Grade 4   Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2003-2007   Publisher Texas Education Agency

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	97	97	94	96	97
% "Exceeding" State Standards	45	56	46	39	18
Number of students tested	94	95	104	91	72
Percent of total students tested	97	99	98	99	100
Number of students alternatively assessed	3	1	2	1	0
Percent of students alternatively assessed	3	1	2	1	0
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	96	94	94	95	100
% "Exceeding" State Standards	41	58	43	40	14
Number of students tested	46	50	68	42	36
2. At Risk					
% "Meeting" plus % "Exceeding" State Standard	86	85	80	88	94
% "Exceeding" State Standards	19	25	20	25	0
Number of students tested	21	20	20	16	17
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (LA)   Grade 5   Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2003-2007   Publisher Texas Education Agency

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	February	February	February	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	95	99	94	91	96
% "Exceeding" State Standards	50	48	43	37	35
Number of students tested	96	106	94	93	66
Percent of total students tested	98	98	98	100	93
Number of students alternatively assessed	2	2	2	0	5
Percent of students alternatively assessed	2	2	2	0	7
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	94	98	94	89	95
% "Exceeding" State Standards	37	38	41	30	22
Number of students tested	52	50	51	46	37
2. Limited English Proficient					
% "Meeting" plus % "Exceeding" State Standard				100	
% "Exceeding" State Standards				30	
Number of students tested				10	
3. Bilingual					
% "Meeting" plus % "Exceeding" State Standard				100	
% "Exceeding" State Standards				30	
Number of students tested				10	
4. At Risk					
% "Meeting" plus % "Exceeding" State Standard	81	97	69	78	88
% "Exceeding" State Standards	27	42	0	17	6
Number of students tested	26	33	16	23	16

Subject Math   Grade 5   Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2003-2007   Publisher Texas Education Agency

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	98	98	97	96	97
% "Exceeding" State Standards	76	69	58	42	29
Number of students tested	96	107	95	93	66
Percent of total students tested	98	97	98	100	92
Number of students alternatively assessed	2	3	2	0	6
Percent of students alternatively assessed	2	3	2	0	8
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	98	98	96	96	97
% "Exceeding" State Standards	76	65	58	30	19
Number of students tested	51	51	52	43	37
2. At Risk					
% "Meeting" plus % "Exceeding" State Standard	92	97	89	87	88
% "Exceeding" State Standards	54	48	22	26	0
Number of students tested	26	33	18	23	16
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (LA)   Grade 6   Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2003-2007   Publisher Texas Education Agency

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	100	99	96	98	96
% "Exceeding" State Standards	79	85	63	46	30
Number of students tested	110	72	105	80	50
Percent of total students tested	98	97	99	94	98
Number of students alternatively assessed	2	2	1	5	1
Percent of students alternatively assessed	2	3	1	6	2
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	100	100	94	98	97
% "Exceeding" State Standards	77	74	55	40	7
Number of students tested	43	43	71	40	29
2. At Risk					
% "Meeting" plus % "Exceeding" State Standard	100	97	88	82	92
% "Exceeding" State Standards	61	43	34	9	8
Number of students tested	38	30	32	11	12
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math   Grade 6   Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2003-2007   Publisher Texas Education Agency

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	100	98	94	95	92
% "Exceeding" State Standards	75	64	49	38	16
Number of students tested	110	85	108	80	50
Percent of total students tested	97	98	99	94	98
Number of students alternatively assessed	3	2	1	5	1
Percent of students alternatively assessed	3	2	1	6	2
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	100	98	95	93	90
% "Exceeding" State Standards	74	67	46	38	7
Number of students tested	43	43	74	40	29
2. At Risk					
% "Meeting" plus % "Exceeding" State Standard	100	93	89	82	75
% "Exceeding" State Standards	53	33	29	9	0
Number of students tested	38	30	35	11	12
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					