Revised 3-14-06

2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: (Check all that apply) X Elementary __ Middle __ High __ K-12 __Charter

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

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

School Mailing Address 715 Duchess Drive
(If address is P.O. Box, also include street address)

Allen	TX	75013-3003
City	State	Zip Code+4 (9 digits total)

County Collin State School Code Number* 043-910-136

Telephone (462) 752-0400 Fax (469) 752-0401

Website/URL http://k-12.pisd.edu/schools/beverly/index.htm E-mail ekirby@pisd.edu

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

_____ Date_____
(Principal's Signature)

Name of Superintendent* Dr. Douglas Otto
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Plano Independent School District Tel. (469) 752-8100

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date_____
(Superintendent's Signature)

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

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it 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.*

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 with one principal, even K-12 schools, must apply as an entire school.)

2. The school has not been in school improvement status or 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 2005-2006 school year.

3. If the school includes grades 7 or higher, it has 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 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award.*

5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

6. The 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 the 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.

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

1. Number of schools in the district:
   42 Elementary schools
   12 Middle schools
   0 Junior high schools
   8 High schools
   5 Other

   67 TOTAL

2. District Per Pupil Expenditure: $10,391.00*
   *Actual 2003-2004 financial Data from all funds
   Average State Per Pupil Expenditure: $8,916.00

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 area
   [✓] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

4. 8 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
PreK	1		**1**	**7**			
K	48	43	**91**	**8**			
1	57	49	**106**	**9**			
2	44	44	**88**	**10**			
3	48	46	**94**	**11**			
4	39	49	**88**	**12**			
5	35	42	**77**	**Other**			
6							
			TOTAL STUDENTS IN THE APPLYING SCHOOL →				545

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:

64% White
6 % Black or African American
7 % Hispanic or Latino
23% Asian/Pacific Islander
0 % American Indian/Alaskan Native
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 year: 10%

[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.	**25**
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	**28**
(3)	Total of all transferred students [sum of rows (1) and (2)]	**53**
(4)	Total number of students in the school as of October 1	**534**
(5)	Total transferred students in row (3) divided by total students in row (4)	**0.10**
(6)	Amount in row (5) multiplied by 100	**10**

8. Limited English Proficient students in the school: 11%
61 Total Number Limited English Proficient

Number of languages represented: 27
Specify languages: Amharic, Bengali, Bosnian, Cantonese, Chinese, Egyptian, Farsi, Fukien, Filipino, Gujarati, Hebrew, Hindi, Indian, Indonesian, Japanese, Kannada, Korean, Mandarin, Marathi, Punjabi, Russian, Spanish, Swedish, Tamil, Telugu, Urdu, and Vietnamese.

9. Students eligible for free/reduced-priced meals: 6 %

Total number students who qualify: 37

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: 9 %
    52* Total Number of Students Served

    * Total includes 2 PISD Centralized Structured Classes for students with Autism.
    Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

17	Autism	1	Orthopedic Impairment
0	Deafness	3	Other Health Impaired
0	Deaf-Blindness	4	Specific Learning Disability
4	Emotional Disturbance	22	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
1	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)	1	0
Classroom teachers	27	0
Special resource teachers/specialists	7	0
Paraprofessionals	13	1
Support staff	10	3
Total number	58	4

12. Average school student-"classroom teacher" ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 20:1

13. Show the attendance patterns of teachers and students as a percentage. 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 between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	97%	98%	97%	97%	97%
Daily teacher attendance	97%	96%	96%	96%	97%
Teacher turnover rate	18%	16%	6%	**44%	16%
Student dropout rate (middle/high)	NA	NA	NA	NA	NA
Student drop-off rate (high school)	NA	NA	NA	NA	NA

**PISD opened Andrews Elementary in August 2002 to relieve the 950 enrollment at Beverly Elementary. Beverly Elementary sent 500 students to open Andrews and 26 teachers were involuntarily transferred to the new school. This large number of involuntary transfers resulted in a 44% teacher turnover rate for 2001-2002.

PART III - SUMMARY

Beverly Elementary School is a synonym for excellence. Physically located in Allen, Texas, Beverly is one of 42 elementary schools in the Plano Independent School District (PISD). The campus, situated on nine acres, serves 548 students from four neighborhoods. An air of anticipation and excitement permeated the Beverly community when the school opened in August 1998, and that same enthusiasm inspires staff, parents, and students to reach for the stars every day. The shared mission of our diverse community is to provide a positive, nurturing environment focused on appropriate academic challenges and varied learning opportunities, empowering all students to become responsible citizens and successful lifelong learners. At Beverly, teachers and parents are partners in education. Parent insight and participation are valued and appreciated as we work together to fulfill our mission.

School pride is evident to visitors the moment they enter the building. The walls in the entryway are lined with plaques recognizing Beverly for the "Exemplary" academic standing our students have achieved in each of the last seven years. The main hallway is a gallery, exhibiting the framed artworks of talented Beverly artists. Pictures of students are displayed on a reading incentive wall to recognize the achievement of independent reading goals, and outstanding examples of students' writing are featured to celebrate budding authors. Teachers share their lives with parents and students by displaying family pictures and memorabilia in glass cases. A wall map of the world reminds us that our school community is enhanced by the diverse cultures and languages of students who have come from many countries around the world. The cultural diversity of the Beverly community enriches the lives of our students and staff and affords opportunities for practicing citizenship traits reflected in the lives of responsible citizens.

The Beverly staff's commitment to academic excellence is evident when students arrive at school each morning. The principal and counselor welcome students and parents as they enter the building. Teachers set a nurturing, positive tone for the day's activities by greeting and listening to their students when they enter the classrooms. Students are immediately engaged in challenging warm-up exercises that require critical thought. As students progress through the school day, new learning is connected to prior knowledge and experience and applied to real-life situations in small and whole group settings. Multitasking provides opportunities for students to practice and apply what they are learning – independently, with partners, in cooperative groups, and in small teacher-directed groups. Flexible grouping enables teachers to model and focus on reteaching or extending the curriculum to address the needs of individual students. Special education, physical education, Plano Academic Creative Education (PACE), English for Speakers of Other Languages (ESOL), guidance, art, music, and the library media center augment the regular education program to address the needs and special interests of every student. Collaboration and cooperation bind grade level teachers and support staff together to provide appropriate academic challenges for all students.

Beverly administrators and teachers are lifelong learners who share their love of learning with students and inspire each student to do his or her personal best every day. In the school's seven year history, two Beverly teachers have been honored as PISD Elementary Teachers of the Year and two teachers have received Excellence in Teaching awards. The high expectations we have for ourselves and for our students are expressed in our school motto, "We Believe! We Achieve! We Excel!" Our motto is a daily reminder of the unique opportunity the Beverly staff has to make a difference in the lives of our students as we work together to build a community of lifelong learners.

PART IV - INDICATORS OF ACADEMIC SUCCESS:

1. Assessment Results:

The Texas Education Agency (TEA) requires all public schools in Texas to administer the Texas Assessment of Knowledge and Skills (TAKS) or the State Developed Alternative Assessment II (SDAA) to third, fourth, and fifth grade students in the spring of each school year. TAKS is a comprehensive testing program, aligned with the Texas Essential Knowledge and Skills (TEKS), our state-mandated curriculum.

TAKS measures to what extent students have learned, understood, and are able to apply the important concepts and skills expected at each grade level. The passing standard is a scale score of 2100, requiring students to answer 70% of the tested items correctly. Commended Performance, the highest performance level for TAKS, requires a minimum scale score of 2400 and correct responses to at least 90% of the tested items. The SDAA assesses special education students in third through fifth grades who are receiving instruction in the TEKS, but for whom the TAKS test would not be an appropriate measure of academic progress. Since the SDAA yields a TAKS equivalency standard for the reading and math assessments, the campus accountability rating is based on aggregated TAKS and SDAA scores. Beverly scores are compared to state standards to determine our achievement level, and for the past seven years, we have received an Exemplary rating – the highest rating awarded by the state. Beverly students have consistently performed above state and district standards, receiving Gold Performance Acknowledgments in reading and math in 2004 and 2005. Students have also exceeded the standards for Adequate Yearly Progress described in the No Child Left Behind Act of 2001.

In reading, 100% of the students in third, fourth, and fifth grades met the TAKS standard in 2005. Of those students, 71% of the third graders, 58% of the fourth graders, and 60% of the fifth graders achieved at the commended level, indicating a thorough understanding of the knowledge and skills taught on their grade levels. The percentage of students meeting the standard in 2003 and 2004 was comparable to 2005, but the percentage of commended students steadily increased each year. One of our instructional goals is to have 100% of our students performing at the commended level. Our results indicate that we are making progress toward achieving that goal and that our instructional strategies are effective.

In 2003, 2004, and 2005, between 98 and 100% of our third, fourth, and fifth grade students met the TAKS standard in math. The percentage of third graders who achieved at the commended level ranged from 46% in 2003 to 59% in 2005. In fourth grade, 33% of the students were commended in 2003, increasing to 71% in 2005. Of the fifth grade students tested, 59% were commended in 2003 compared to 64% in 2005. The number of students achieving at the commended level continues to increase, indicating that students are learning at higher cognitive levels.

Between 2003 and 2005, only two subgroups have been large enough to significantly impact our TAKS scores – African American and economically disadvantaged. Of the ten African American students in fourth grade in 2003 – 2004, 90% met the standard for reading, and 100% of the students met the standard for math. Commended performance was achieved by 50% of the students on the reading test, and 20% of the students achieved at the commended level in math. The performance of the students in this subgroup supports the high achievement expectations our staff has for every Beverly Student.

In 2004 – 2005, there were eleven fifth grade students in the African American subgroup, and 100% of those students met the TAKS standard in both reading and math. Commended performance on the reading test was achieved by 27% of the students, and 45% of the students in the subgroup performed at the commended level in math. That same year, 100% of the ten fifth graders in the economically disadvantaged subgroup met the TAKS standard in both reading and math. In reading, 30% of the students performed at the commended level, and 20% of the students performed at the commended level in math. The students in these subgroups met the challenge the Beverly staff extends to every student in our school – believe, achieve, excel.

For additional information about the Texas accountability and assessment systems go to www.tea.state.tx.us/student.assessment/index.html or www.tea.state.tx.us/accountability.html.

2. **Using Assessment Results:**

During inservice training at the beginning of the school year, every member of the Beverly staff analyzes the results of the previous year's TAKS tests. We identify strengths and weaknesses in reading and math for each grade level and brainstorm instructional strategies to address weaknesses. The staff leaves the inservice with a big picture of our instructional goals for the school year. Language arts and math vertical teams analyze the TAKS results in depth to ensure consistent instruction across grade levels and to determine the best practices for remediating and extending the curriculum. The grade level teams focus on

each objective as they identify individual students for remediation and enrichment. This is a critical process because the TAKS test is aligned with the state-mandated curriculum taught on every grade level.

District diagnostic tests are administered at the beginning, middle, and end of the school year. Grade level teams, made up of teachers and support staff, analyze the data to evaluate student growth and the effectiveness of their instructional strategies. Students who qualify for additional support based on non-mastery of reading or math objectives are placed in Plano Accelerated Reading (PAR) and/or Accelerated Instruction in Math (AIM), programs specifically designed to provide an additional layer of direct remedial instruction.

The Measure of Academic Progress (MAP) and the Cognitive Aptitude Test (Cog AT) are administered to students in the upper grades. Students in the primary grades are assessed with the Texas Primary Reading Inventory (TPRI). Informal reading inventories (IRI) are administered to students on every grade level. Data from these assessments, our TAKS analysis, district diagnostic test results, and teacher observation provide the information required to build a comprehensive picture of each student.

3. Communicating Assessment Results

One of Beverly's goals is to build a community of learners through frequent, effective communication with parents about student performance. During the first two weeks of school, the principal shares the previous year's TAKS results with parents at grade level meetings. Teachers conference with parents after six weeks of school to discuss student performance and review diagnostic test results. Primary grade teachers and parents discuss student performance at four portfolio conferences during the school year. Phone calls, emails, and personal notes share good news and invite parent involvement. Parents are encouraged to visit their children's classrooms to observe and participate in special activities.

Effective communication with our students is essential. We strive to provide honest, accurate feedback to students about academic performance on a daily basis. Teachers review assessment results with individual students to celebrate accomplishments and set goals for improvement.

The School Based Improvement Committee (SBIC), made up of community representatives, parents, and teachers, meets three times each year to analyze TAKS data, review instructional plans, and set academic goals. The principal discusses the campus report card with the committee to explain our school's accountability rating and provide information about student performance on the TAKS test. Parents also receive copies, and an explanation, of the campus report card. The Beverly counselor conducts meetings during the school year to review the TAKS test with parents and to explain Cog AT scores. State test results for every school in the Plano Independent School District (PISD) are published in the local newspaper and posted on the district website.

4. Sharing Success

The Plano Independent School District (PISD) is divided into three clusters – east, central, and west. Beverly is in the east cluster, and the area superintendent provides opportunities for schools in the cluster to share their best practices and successes. Elementary schools that feed into the same middle school meet twice each year. During the first semester, reading, math, and science vertical teams made up of teachers from the feeder schools and the middle school analyze the TAKS data, compare strengths and weaknesses, and document best practices. In the spring, horizontal teams from the same schools exchange ideas and share the strategies they have used successfully with students. Two district-wide vertical team meetings for language arts, math, and integrated curriculum include representatives from elementary schools in all three clusters. These meetings provide an additional forum for sharing best practices and celebrating success. Vertical and horizontal teaming will continue to be vital components of the elementary program in PISD.

Members of the Beverly staff frequently conduct inservice training and participate in staff development at Beverly and in other schools in the district. Principals from elementary schools in the area arrange for staff members from their buildings to observe excellent Beverly teachers. Universities request that their student teachers be assigned to master teachers at Beverly. Student teachers adopt the success-

ful practices and strategies they learn at Beverly for use in their own classrooms in other schools.

Several Beverly teachers have written reading, math, and integrated curriculum for PISD. The elementary integrated curriculum has been purchased by other school districts throughout the United States. Representatives from a number of these schools have visited Beverly to see the curriculum in action and to meet the teacher who wrote numerous skits, short stories, and novelettes for fourth grade students.

PART V - CURRICULUM AND INSTRUCTION

1. : Curriculum

The curriculum taught at Beverly Elementary is based on The Texas Essential Knowledge and Skills (TEKS), the state-mandated curriculum that establishes what every student from elementary through high school should know and be able to do. The Texas Assessment of Academic Skills test (TAKS), the state-mandated assessment, is closely aligned with the TEKS. The Beverly staff created an alignment document to illustrate the spiraling effect of the TEKS in each subject area across the grade levels. Using this document as a planning tool, we establish a solid academic foundation on which future learning can be built. Our vertically aligned document also facilitates remedial instruction and enrichment, because teachers know exactly what students should know and be able to do on each grade level. This enables us to close the achievement gap and ensure that no child is left behind.

Reading, writing, listening, and speaking are the core components of the integrated language arts curriculum taught at Beverly. In our balanced approach to literacy instruction, students read, write, and express their ideas and opinions in all content areas. Guided reading and writing provide opportunities for teachers to model and scaffold instruction. Reading and writing independently enable students to practice and apply the skills they are learning. Through multitasking, a variety of instructional settings and strategies are used to ensure the success of all students.

Our math curriculum is aligned with the standards developed by the National Council of Teachers of Mathematics (NCTM). In kindergarten, teachers begin building a foundation for the development of math vocabulary, computation skills, and problem solving strategies that become increasingly more complex each year. Hands-on activities, the use of manipulatives, and computer technology enable students to build a concrete foundation from which abstract thought can develop. Flexible grouping strategies and multitasking allow teachers to tailor the curriculum to meet the instructional needs of all students.

Science, social studies, and health TEKS are integrated in a dynamic student-centered curriculum written by teachers in PISD. Content, strategies, processes, skills, and vocabulary from the three disciplines are logically connected by six overarching themes. Computer technology developed to complement the curriculum includes tools for creating maps and graphic organizers, databases with presentation capabilities, and simulations. Science processes are learned and practiced through experimentation. Students gain field experience by conducting investigations at an outdoor learning center and by visiting historical museums. Research is facilitated by primary resources and artifacts. Active assessments include presentations enhanced by technology, writing and producing skits, creating visual aids, explaining collections, and presenting portfolios.

All students participate in physical education, music, and art. The focus of the physical education program is fitness for life, achieved by eating healthy foods and exercising. Our music curriculum is based on the philosophy of Hungarian musician, Zoltan Kodaly. Through a developmental, sequential approach to music acquisition and appreciation, students sing, move, listen, play, write, and perform music. The foundation of our visual arts curriculum is Discipline Based Art Education (DBAE). Students are exposed to art production, history, criticism, and aesthetics as they view and critique the artwork of masters and learn about the lives of artists. They experiment with different media while learning the principles and elements of design. In a supportive environment, students create original works of art based on the concepts they are learning.

2. Reading

Our goal at Beverly is to provide balanced instruction in reading and writing based on the Texas Essential Knowledge and Skills (TEKS) mandated for every grade level. Educational research clearly demonstrates that reading and writing, when taught together, facilitate the development of critical thinking skills, foster communication, and improve achievement. Beverly's integrated approach to reading and writing connects phonics/word study, vocabulary, reading comprehension, grammar, spelling, and writing in a meaningful context. This approach enables all students, including gifted, special needs, and second language learners, to achieve their reading and writing potential. Our classrooms are literacy-rich environments that include literacy libraries, leveled books, browsing boxes, big books, charts of songs and poems, novels, word walls, student writing, and manipulatives such as fluency phones. In this supportive environment, teachers and students read and write for a variety of purposes throughout the school day. Teachers read aloud daily to model fluency, develop structural awareness of fiction and non-fiction, and facilitate growth in vocabulary and higher-order thinking skills. Flexible grouping enables teachers to provide individual, small group, and whole group instruction and to meet with guided reading and writing groups. Multitasking allows students to work independently, with partners, or in cooperative groups as they practice and apply the reading and writing skills they are learning. Seven computer stations in each classroom enable students to access district approved sites on the internet for research and provide software for reading, writing, spelling, phonics, word processing, and multimedia presentations. Teachers use a variety of assessment strategies to monitor student progress, including observation, informal reading inventories, oral retellings, reading and writing conferences, rubrics, performance tasks, and district diagnostic tests.

3. Mathematics:

The mathematics curriculum at Beverly is based on the Texas Essential Knowledge and Skills (TEKS) and aligned with the standards of the National Council of Teachers of Mathematics (NCTM). Our district-developed curriculum guide provides a spiraling scope and sequence of instruction that includes reteaching and enrichment activities for each grade level. The goal of our curriculum is to build basic understandings in the five content strands of math – number, operations, and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry and spatial reasoning; measurement; and probability and statistics. Problem solving, language and communication, and formal and informal reasoning underlie each strand.

Kindergarten teachers build a foundation for math vocabulary that becomes more complex each year. A problem solving strategy developed by the math vertical team is taught in every classroom. Technology includes computer programs that support the development of conceptual understanding, problem solving, and critical thinking skills. Software reinforces instruction in the classroom and extends and enriches learning experiences for all students. Manipulatives provide concrete experiences that foster the development of abstract thought.

Students are actively engaged in the learning process as they discuss and solve meaningful problems, create products, make real-world connections, and write about mathematics. Classroom arrangements facilitate flexible grouping and multitasking, allowing teachers to meet the needs of students with a wide range of abilities. A variety of assessment strategies used to monitor and measure progress includes observations, interviews, projects, checklists, rubrics, quizzes, tests, and performance tasks. By providing appropriate academic challenges and varied learning opportunities, our mathematics program supports our mission.

4. Instructional Methods:

The Texas Essential Knowledge and Skills (TEKS) spiral through the grade levels, becoming more comprehensive and complex each year. Our TEKS alignment provides a clear picture of what students should know and what they need to know to be successful on the next grade level. Vertical and grade level teams have developed a repertoire of instructional methods to ensure that all students will master the curriculum. From this repertoire, teachers select methods that fit the learning objectives of specific lessons and are considerate of the abilities and learning styles of their students. Our goal is to make learning exciting, challenging, and relevant so that all students will excel.

Direct teaching is used to set learning targets, access prior knowledge, and establish the importance of a lesson objective. In a large or small group setting, teachers model thinking or demonstrate a process as they present new information. During guided practice, they determine the need for additional explanation or readiness for independent practice. Indirect instruction complements direct instruction as students work alone or in cooperative groups to apply and extend new learning through a variety of creative activities. Flexible grouping and multitasking facilitate these instructional methods, and enable teachers to conduct guided reading and math groups.

Some curriculum objectives are best taught through experiential learning. In role play, students assume the roles of others and explore solutions to problems. Classroom and computer simulations enable students to apply what they have learned to solve problems or to experiment with alternative solutions. Students conduct science experiments to test hypotheses, and they solidify math concepts with manipulatives. Field experiences provide hands-on opportunities for understanding concepts and for discovery learning. Structured research, guided by the Big 6, an information problem solving method, requires students to brainstorm, think critically, use a variety of resources for gathering information, and produce quality products that demonstrate mastery of learning objectives. Individual and small group tutoring sessions are scheduled weekly to reteach, reinforce, and extend the curriculum to improve student learning.

5. Professional Development

Each year, PISD requires thirty hours of staff development, focusing on student performance and campus, district, and state goals. In addition, the district implemented a "Train the Trainer" program to train one teacher on each grade level to use new software applications or to teach new programs. After district training, that teacher trains his or her own team to ensure that new materials and techniques such as Cognitively Guided Instruction (CGI), Accelerated Instruction in Math (AIM), and Plano's Accelerated Reading Program (PAR) are implemented effectively with students on their grade levels. Two district-wide vertical team meetings in each curriculum area focus on strategies that can be used on every grade level to promote student success. The East Cluster Superintendent requires additional inservice training on initiatives that are critical to the success of students attending cluster schools.

Beverly vertical teams share and model strategies from district meetings. Our literacy specialist acquires new reading and writing techniques at monthly training sessions which are modeled or presented by video at grade level meetings. Additional building inservices, conducted by district experts or Region 10 presenters, are planned in areas targeted for student improvement. The support staff attends specialized training in their areas of expertise to stay abreast of techniques and practices that foster student success. The Beverly staff applies the knowledge gained from staff development opportunities to ensure that all students achieve their academic potential.

PART VII – ASSESSMENTS RESULTS

No Child Left Behind - Blue Ribbon School
Grade 3 Reading (Language Arts or English)

Subject Reading Grade 3

Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2004-05

Publisher Texas Education Agency

State Tests

	2004-2005	2003-2004	2002-2003
Testing month	April	April	April
SCHOOL SCORES			
% At or Above Met Standard	100	100	100
% At Commended Performance	71	74	48
Number of students tested	84	73	75
Percent of total students tested	98	96	89
Number of students alternatively assessed	2	3	7
Percent of students alternatively assessed	2	4	8
SUBGROUP SCORES			
1. Economically Disadvantaged			
% At or Above Met Standard	NA	NA	NA
% At Commended Performance	NA	NA	NA
Number of Students Tested	NA	NA	NA
2. African American			
% At or Above Met Standard	NA	NA	NA
At Commended Performance	NA	NA	NA
Number of Students Tested	NA	NA	NA
3. White			
% At or Above Met Standard	100	100	100
% At Commended Performance	74	74	50
Number of Students Tested	54	47	50
4. Hispanic			
% At or Above Met Standard	NA	NA	NA
% At Commended Performance	NA	NA	NA
Number of Students Tested	NA	NA	NA

* NA= Scores for subgroup populations of less than 5 students are masked to protect student confidentiality.

http://www.tea.state.tx.us/perfreport/aeis/2005/index.html

http://www.tea.state.tx.us/student.assessment/reporting/taksagg/year.html

No Child Left Behind - Blue Ribbon School
Grade 3 Mathematics

Subject Math Grade 3

Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2004-05

Publisher Texas Education Agency

State Tests

	2004-2005	2003-2004	2002-2003
Testing month	April	April	April
SCHOOL SCORES			
% At or Above Met Standard	100	100	100
% At Commended Performance	59	65	46
Number of students tested	82	74	80
Percent of total students tested	98	96	93
Number of students alternatively assessed	2	3	4
Percent of students alternatively assessed	2	4	5
SUBGROUP SCORES			
1. Economically Disadvantaged			
% At or Above Met Standard	NA	NA	NA
% At Commended Performance	NA	NA	NA
Number of Students Tested	NA	NA	NA
2. African American			
% At or Above Met Standard	NA	NA	NA
At Commended Performance	NA	NA	NA
Number of Students Tested	NA	NA	NA
3. White			
% At or Above Met Standard	100	100	100
% At Commended Performance	55	60	49
Number of Students Tested	53	48	51
4. Hispanic			
% At or Above Met Standard	NA	NA	NA
% At Commended Performance	NA	NA	NA
Number of Students Tested	NA	NA	NA

* NA= Scores for subgroup populations of less than 5 students are masked to protect student confidentiality.

http://www.tea.state.tx.us/perfreport/aeis/2005/index.html

http://www.tea.state.tx.us/student.assessment/reporting/taksagg/year.html

No Child Left Behind - Blue Ribbon School
Grade 4 Reading (Language Arts or English)

Subject Reading Grade 4

Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2004-05

Publisher Texas Education Agency

State Tests

	2004-2005	2003-2004	2002-2003
Testing month	April	April	April
SCHOOL SCORES			
% At or Above Met Standard	100	94	100
% At Commended Performance	58	47	45
Number of students tested	72	81	53
Percent of total students tested	95	88	87
Number of students alternatively assessed	4	10	7
Percent of students alternatively assessed	5	11	11
SUBGROUP SCORES			
1. Economically Disadvantaged			
% At or Above Met Standard	NA	NA	NA
% At Commended Performance	NA	NA	NA
Number of Students Tested	NA	NA	NA
2. African American			
% At or Above Met Standard	NA	90	NA
At Commended Performance	NA	50	NA
Number of Students Tested	NA	10	NA
3. White			
% At or Above Met Standard	100	94	100
% At Commended Performance	53	46	60
Number of Students Tested	45	48	35
4. Hispanic			
% At or Above Met Standard	NA	NA	NA
% At Commended Performance	NA	NA	NA
Number of Students Tested	NA	NA	NA

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http://www.tea.state.tx.us/student.assessment/reporting/taksagg/year.html

No Child Left Behind - Blue Ribbon School
Grade 4 Mathematics

Subject Math Grade 4

Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2004-05

Publisher Texas Education Agency

State Tests

	2004-2005	2003-2004	2002-2003
Testing month	April	April	April
SCHOOL SCORES			
% At or Above Met Standard	100	99	98
% At Commended Performance	71	52	33
Number of students tested	72	84	54
Percent of total students tested	95	91	88
Number of students alternatively assessed	4	7	6
Percent of students alternatively assessed	5	8	10
SUBGROUP SCORES			
1. Economically Disadvantaged			
% At or Above Met Standard	NA	NA	NA
% At Commended Performance	NA	NA	NA
Number of Students Tested	NA	NA	NA
2. African American			
% At or Above Met Standard	NA	100	NA
At Commended Performance	NA	20	NA
Number of Students Tested	NA	10	NA
3. White			
% At or Above Met Standard	100	98	100
% At Commended Performance	60	56	36
Number of Students Tested	45	50	36
4. Hispanic			
% At or Above Met Standard	NA	NA	NA
% At Commended Performance	NA	NA	NA
Number of Students Tested	NA	NA	NA

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http://www.tea.state.tx.us/perfreport/aeis/2005/index.html

http://www.tea.state.tx.us/student.assessment/reporting/taksagg/year.html

No Child Left Behind - Blue Ribbon School
Grade 5 Reading (Language Arts or English)

Subject Reading Grade 5

Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2004-05

Publisher Texas Education Agency

State Tests

	2004-2005	2003-2004	2002-2003
Testing month	April	April	April
SCHOOL SCORES			
% At or Above Met Standard	100	100	98
% At Commended Performance	60	63	45
Number of students tested	81	54	51
Percent of total students tested	91	89	94
Number of students alternatively assessed	8	7	1
Percent of students alternatively assessed	9	11	2
SUBGROUP SCORES			
1. Economically Disadvantaged			
% At or Above Met Standard	100	NA	NA
% At Commended Performance	30	NA	NA
Number of Students Tested	10	NA	NA
2. African American			
% At or Above Met Standard	100	NA	NA
At Commended Performance	27	NA	NA
Number of Students Tested	11	NA	NA
3. White			
% At or Above Met Standard	100	100	100
% At Commended Performance	67	71	44
Number of Students Tested	48	35	39
4. Hispanic			
% At or Above Met Standard	NA	NA	NA
% At Commended Performance	NA	NA	NA
Number of Students Tested	NA	NA	NA

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http://www.tea.state.tx.us/perfreport/aeis/2005/index.html

http://www.tea.state.tx.us/student.assessment/reporting/taksagg/year.html

No Child Left Behind - Blue Ribbon School
Grade 5 Mathematics

Subject Math Grade 5

Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2004-05

Publisher Texas Education Agency

State Tests

	2004-2005	2003-2004	2002-2003
Testing month	May	April	April
SCHOOL SCORES			
% At or Above Met Standard	100	98	100
% At Commended Performance	64	76	59
Number of students tested	81	55	49
Percent of total students tested	93	90	91
Number of students alternatively assessed	6	6	1
Percent of students alternatively assessed	7	10	2
SUBGROUP SCORES			
1. Economically Disadvantaged			
% At or Above Met Standard	100	NA	NA
% At Commended Performance	20	NA	NA
Number of Students Tested	10	NA	NA
2. African American			
% At or Above Met Standard	100	NA	NA
At Commended Performance	45	NA	NA
Number of Students Tested	11	NA	NA
3. White			
% At or Above Met Standard	100	100	100
% At Commended Performance	66	75	58
Number of Students Tested	47	36	38
4. Hispanic			
% At or Above Met Standard	NA	NA	NA
% At Commended Performance	NA	NA	NA
Number of Students Tested	NA	NA	NA

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http://www.tea.state.tx.us/student.assessment/reporting/taksagg/year.html