

Revised Application: May 2, 2006

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

U.S. Department of Education

Cover Sheet Type of School: Elementary Middle High K-12

Name of Principal Mrs. Beth Parker

Official School Name Glen Oaks Elementary

School Mailing Address 6100 Glen Oaks Drive

McKinney TX 75070-5542

County Collin School Code Number 043907109

Telephone (469) 742-6400 Fax (469) 742-6401

Website/URL www.mckinneyisd.net E-mail bparker@mckinneyisd.net

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.

(Principal's Signature) Date _____

Name of Superintendent Mr. Thomas J. Crowe

District Name McKinney Independent School District Tel. (469) 742-4000

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.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mrs. GERALYN KEVER

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.

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

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PART I - ELIGIBILITY CERTIFICATION

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 of 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.

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PART II - DEMOGRAPHIC DATA

DISTRICT

1. Number of schools in the district:
- | | |
|-----------|--------------------|
| <u>17</u> | Elementary schools |
| <u>4</u> | Middle schools |
| <u>2</u> | High schools |
| <u>2</u> | Other * |
| <u>25</u> | TOTAL |

* McKinney ISD provides an alternative school, McKinney Learning Center, for students who are at-risk due to their behavior, academic performance and/or attendance. Serenity High School is for students who are returning from chemical dependency rehabilitation.

2. District Per Pupil Expenditure: \$6,659
- Average State Per Pupil Expenditure: \$8,916

SCHOOL

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. 3 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	0	0	0		7	0	0	0
K	57	46	103		8	0	0	0
1	61	49	110		9	0	0	0
2	57	46	103		10	0	0	0
3	40	77	117		11	0	0	0
4	54	44	98		12	0	0	0
5	66	62	128		Other	0	0	0
6	0	0	0					
TOTAL STUDENTS IN THE APPLYING SCHOOL →								659

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6. Racial/ethnic composition of the students in the school:
- | |
|---|
| <u>90</u> % White |
| <u>4</u> % Black or African American |
| <u>3</u> % Hispanic or Latino |
| <u>1</u> % Asian/Pacific Islander |
| <u>1</u> % American Indian/Alaskan Native |
| 100% Total |

7. Student turnover, or mobility rate, during the past year: 5%

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	18
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	19
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	37
(4)	Total number of students in the school as of October 1	697
(5)	Subtotal in row (3) divided by total in row (4)	.053084
(6)	Amount in row (5) multiplied by 100	5.3084

8. Limited English Proficient students in the school: <1%
3 Total Number Limited English Proficient

Number of languages represented: 3 Spanish, Chinese, and Dutch

9. Students eligible for free/reduced-priced meals: 4%

Total number students who qualify: 27

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10. Students receiving special education services: $\frac{9\%}{60}$ Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u> 4 </u> Autism	<u> 1 </u> Orthopedic Impairment
<u> </u> Deafness	<u> 9 </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 13 </u> Specific Learning Disability
<u> 4 </u> Emotional Disturbance	<u> 28 </u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u> 1 </u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u> 2 </u>	<u> </u>
Classroom teachers	<u> 38 </u>	<u> </u>
Special resource teachers/specialists	<u> 4 </u>	<u> </u>
Paraprofessionals	<u> 5 </u>	<u> </u>
Support staff	<u> 4 </u>	<u> </u>
Total number	<u> 53 </u>	<u> </u>

12. Average school student-“classroom teacher” ratio: 17:1

13. Attendance patterns of teachers and students as a percentage.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	96%	96%	96%	96%	96%
Daily teacher attendance	95%	96%	94%	94%	97%
Teacher turnover rate	19%	18%	23%	13%	NA%

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PART III – SUMMARY

Glen Oaks Elementary is in its thirteenth year as an integral part of the community of McKinney, Texas. It is identified as an Exemplary School, the highest rating within the Texas accountability system. The school's more than 650 students in grades kindergarten through five strive each day to "do their best work ever" in a safe and respectful manner. Glen Oaks' clear focus is on meeting the needs of all children through a challenging curriculum, innovative and engaging instructional strategies, parent and community volunteer support, a tight system of monitoring student achievement and intensive professional development for all staff members. In order to insure that the student is always part of every decision, an empty chair representing a student is used during decision making times. This "student" is a constant reminder to the staff of our purpose and mission: Glen Oaks Elementary is a community of learners dedicated to meeting the individual needs of every child, through a partnership of students, parents and staff in a safe, positive environment.

School spirit and pride have evolved from a strong team spirit, a focus on others, a warm culture and a heritage of success. Students are eager to show their spirit in many ways, including a Spirit Day each Friday. Students, staff and parents share with others, whether it be our buddy school in McKinney, Katrina evacuees or soldiers in Iraq. During daily video announcements the students and principal share the day's campus news and honor various students, classes or groups that have shown initiative, high performance or helped others. Glen Oaks believes that student performance is strongest when students are actively involved in daily activities and the whole child is valued.

Since the culture of Glen Oaks is one of high expectations, multiple systems of analysis are in place to drive the curriculum and instruction. Continual progress is the norm for students and staff. Glen Oaks follows the McKinney ISD curriculum, which is based on the Texas Essential Knowledge and Skills (TEKS) and National Standards. The campus curriculum is reviewed and updated each nine-weeks to insure a tight alignment both vertically and horizontally through a nationally recognized method of curriculum mapping as outlined by Heidi Hayes-Jacobs. Maps provide clear expectations for content and instruction to insure that all students have a "gap free" education based on best practices. Students are involved in problem solving, Bloom's highest levels of questioning, vocabulary and language enrichment, projects that allow for challenging application of learning, hands-on experiments and research, collaboration with peers and adults, as well as, multiple self-monitoring systems. State, district and campus level performance standards assist the students and staff in following student learning so that curriculum and instruction match each student's needs. At-risk, Limited English Proficient, Special Education, dyslexic and high-performing students receive specialized instruction to support their learning. Intricate systems of appraisal and analysis guide teachers and administrators in customizing instruction. A rubric-based report card allows the teacher to report specific skills that students have mastered, as well as, those skills that are identified as focus areas requiring additional support and spiraling into the curriculum.

The community and parents are actively involved in supporting Glen Oaks. Many parents, high school students and community members come to the school each day to assist in the classroom, mentor a student, tutor, help during special activities, attend training sessions offered by teachers and administrators and participate in a variety of committees. The Parent Teacher Association (PTA) is constantly apprised of student performance and staff initiatives. In the summer of 2005, the PTA helped sponsor the Glen Oaks Leadership Team in a four-day training on Curriculum Mapping. Volunteers model the Glen Oaks belief in "going the second mile for others." Glen Oaks Elementary is truly a community of learners where an atmosphere of encouragement and high expectations is present.

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PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results

As mandated by the 76th Texas Legislature in 1999, the Texas Assessment of Knowledge and Skills (TAKS) is administered each spring and campuses are given a school accountability rating. The TAKS measures Glen Oaks student performance in the statewide curriculum, Texas Essential Knowledge and Skills (TEKS), in reading at Grades 3-5; in writing at Grade 4; in mathematics at Grades 3-5; and in science at Grade 5. Additionally, beginning in the spring of 2005, State Developed Alternative Assessments (SDAA II) played a role in a schools accountability rating. The SDAA II was administered to special education students who are receiving instruction in the TEKS, but for whom TAKS is not an appropriate measure of their academic progress. Expectations for student performance on SDAA II are set in a student's annual ARD meeting. The TAKS tests provide tight alignment with the TEKS curriculum taught in the classroom and federal No Child Left Behind mandates calling for increased academic rigor. The criteria for a student to meet standard on TAKS has gradually increased since the inception of the test in 2002. Currently students in third grade must meet standards on the reading TAKS to promote to fourth grade. Students in fifth grade must meet standards on both reading and math TAKS to promote to sixth grade. Students performing considerably above the state's passing rate receive "Commended Performance" ratings. Additionally, the Texas Education Agency awards Gold Performance Acknowledgements (GPA) based on the school's high performance on indicators other than those used to determine accountability ratings. It is the belief and the expectations of the Glen Oaks community that ALL of our students can and will be successful.

Under the current assessment standards, Glen Oaks students have performed very well, earning an Exemplary Accountability Rating for 2005, the highest possible rating given by the state of Texas. Between 2004 and 2005, in a time when passing standards increased, more Glen Oaks students were successful in every tested category than in previous testing. Ninety-eight percent of all students (100% of third graders) met standard on the 2005 reading assessments, while 100% of students met standard in math. In 2005, on all tests combined, 97% of students met standard, an increase of nine percentage points from 2004. All Special Education students taking the SDAA II met ARD expectations. "Commended Performance" numbers increased from 2004 to 2005 with 62.5% reaching the "Commended Performance" levels. Also in 2005, Glen Oaks received five Gold Performance Acknowledgements for Commended Performance in Math, Science, Reading, and Writing and Comparable Improvement in Reading. Additional information can be found at <http://www.tea.state.tx.us/perfreport/index.html>

2. Using Assessment Results

Glen Oaks assessment involves "Assessment FOR Learning" and "Assessment OF Learning." Richard Stiggins describes "Assessment OF Learning" as the summative assessment that measures students' progress upon completion of a learning cycle. The Texas Assessment of Knowledge & Skills (TAKS) is an example of an "Assessment OF Learning." "Assessment FOR Learning" is the on-going, daily formative assessment that is used to determine the next steps in the teaching/learning cycle. Being a data driven campus, information collected through "Assessment FOR Learning" drives further instructional practices, indicating to a teacher whether he or she needs to re-teach particular objectives or progress to new objectives.

A variety of practices assess for learning. Kindergarten-second grade students are given the Texas Primary Reading Inventory (TPRI) to test basic reading abilities. The Developmental Reading Assessment (DRA) is given to determine comprehension, reading levels and fluency rates. District-

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created assessments measure mastery of math and science objectives. Third, fourth and fifth grade students take quarterly district assessments to measure objectives taught during each 9-week period. Grade level teams work together in analyzing the data from these diagnostic tests to identify student needs and staff strengths. Teachers break down the assessments to identify, not only which students missed particular questions, but also why they may have answered incorrectly. This intense review tightens alignment between curriculum, assessment and instruction. Teachers re-teach and spiral concepts through upcoming instruction when necessary for student success. Classroom observations and informal assessments are documented and used to monitor student progress. Information gathered from all assessment methods determines individualized instruction for each child. Students may be offered additional tutoring to master specific objectives for which they did not exhibit understanding, while those who show mastery are challenged to deeper application of skills. Students are routinely reassessed to check for mastery. At the end of the school year, an assessment portfolio containing important student information is passed on to the next grade level allowing future teachers to make sound instructional decisions for each individual student from the first day forward.

3. Communicating Assessment Results

Accurate and timely communication between Glen Oaks and all stakeholders is vital to the school's success. At the core of student academic success is the academic curriculum – the Texas Essential Knowledge and Skills and Student Expectation levels of each skill. Early in the school year, parents are invited to attend a grade-level Curriculum Night where teachers outline the curriculum, policies, procedures and expectations for the upcoming school year. During monthly Principal Coffees, the school principal visits with parents about curriculum, instruction, and assessment matters. Students are informed of their progress through continuous feedback. They identify their own strengths and areas for growth as they develop personal goal sheets. Progress reports are sent home at the mid-point of each grading period, and report cards go home at the end of each nine-week period. McKinney ISD elementary report cards are research-supported, rubric-based and grade-level specific. The Student Expectations from the TEKS are the guides used for assessing and monitoring student progress, and each bullet on the report card correlates with a subject/grade specific Student Expectation. Performance is reported as “Highly Developed, Developed, Beginning to Develop, or Not Developed at this Time” for each skill. At the end of the first grading period, report cards are given to parents in individual conferences where student performance levels are discussed. Parents are given the opportunity to provide input into an individualized plan for student success and to voice any questions or concerns. All year, parent/teacher relationships are fostered via frequent contact through conferences, phone calls, notes, daily planners and/or email.

State generated individual student assessment results and the annual School Report Card are sent home per state guidelines. School performance information is reviewed with the communication committee, made up of parents and teachers. Pertinent performance information is posted on the campus website, disbursed through the *Tiger Pause* (our weekly campus newsletter), published in the local newspaper and sent in mass email distribution. Glen Oaks has an open-door policy and a culture that welcomes questions, concerns and comments from all who play a role in the education of our children.

4. Sharing Success

The Glen Oaks faculty is a group of life-long learners who are always seeking ways to do the best work of their careers. The faculty works together as blended teams for a variety of purposes. Each member plays an active, vital role in fulfilling the school's mission. Through such active participation, they have

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increased their capacity as leaders and are ready, willing and able to carry the mission beyond our campus and throughout McKinney ISD.

Teachers have shared their understanding in a variety of ways. McKinney ISD has a cadre for core subjects (math, science, reading, writing, social studies) in every grade level. One representative from each grade level team meets monthly with counterparts from other campuses. Cadre members have opportunities to share district-wide some of the effective practices implemented at Glen Oaks. Glen Oaks teachers have served on district curriculum writing committees. Teachers and staff members from Glen Oaks have presented information to teachers from other campuses within a workgroup of similar McKinney ISD schools (i.e. information about Guided Reading groups, writing strategies). Members of our special education department are sharing the curriculum mapping process with other campuses regarding a focus of the TEKS/SE's in the resource room. Campus administrators are involved in collaborative groups with other administrators, central office personnel and interest groups for the purpose of sharing best practices. Leadership teams from other campuses and districts visit our campus to observe successful strategies. The Glen Oaks campus leadership team partnered with two other McKinney ISD campuses to lead the district in the curriculum mapping process and facilitated the selection of a technology program to support this work and future curriculum writing in the district.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum

A strong curriculum and effective instructional strategies are core elements of the Glen Oaks Elementary program. The curriculum is mapped by subject area and nine-week periods and is carefully monitored by all staff to insure the best possible learning base for all students. Instructional methods are determined by best practices as identified in current educational research.

A variety of instructional arrangements meet the needs of all students based on ongoing student data. Students work in whole group, flexible small groups that address specific content and skills, collaborative problem solving groups, individual one-on-one instruction and independent learning settings. Specialized learning curriculums and settings are provided for students identified as special education, gifted and talented, Limited English Proficient and dyslexic. Tutoring provides additional flexible groups that are based on the latest data available.

Language arts curriculum and instruction is based on a high level of student-to-student and student-to-teacher interaction that increases student understanding and application of language, both oral and written. A balanced literacy approach provides for individual student acceleration. At third through fifth grades students participate in an interactive instruction based on Stephanie Harvey and Anne Goudvis's *Read, Write and Talk* and *Strategies that Work*. Writing is focused on an identified writing process that students follow from kindergarten to fifth grade using research-based programs from Ralph Fletcher, New Jersey Writing Project and Lucy Calkins. Glen Oaks students participate in the National Spelling Bee.

Math is a hands-on curriculum that is heavily based on problem solving, logical reasoning, critical thinking, process skills and an integration of reading and writing skills. Programs such as *Exemplars* provide the students opportunities to solve problems using a variety of math strategies resulting in a high level of thinking. Students are often called upon to share their thinking with their classmates, thus encouraging oral and written usage of math terminology and processes. Each student learns to "think like a mathematician."

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Science is a high focus area at Glen Oaks Elementary. Science performance has jumped markedly in the last two years. Students at all grade levels participate in hands-on lab experiments. Full Option Science System (FOSS) provides materials and guidance for experiments. Fifth grade students participate in a science camp for three days in East Texas (Sky Ranch) to see first hand the application of their learning.

Social studies content is integrated into the Language Arts curriculum through reading, research, projects and study trips. Students have many opportunities to experience local and state history first hand through field study trips, as well as, enactments of national history. Third grade students elect their own city officials and then “run” the city government for a day. Fourth graders have a hands-on Pioneer Day where they experience life as it was in the early days of Texas.

The Texas Knowledge and Skills also apply to art, music and physical education in which all Glen Oaks students participate each week. Art is key in developing perceptual and creative expression along with historical and cultural heritage understanding. Students are called upon to critically evaluate art using a high level of thinking. Music is taught through the Kodaly Method of instruction. Glen Oaks students have been selected for the National Children’s Chorus for the last five years. Physical education is focused on teaching students to develop lifelong fitness and health skills. Students come to realize that constantly seeking one’s personal best is key in life.

All areas of curriculum and instruction come together through grade level team and vertical content team planning sessions. The process of Curriculum Mapping is the pivotal element in helping the staff continuously monitor what is taught and how it aligns to student performance. Teachers are highly motivated to do “the best work of their careers” for Glen Oaks students.

2a. Reading

Glen Oaks provides a comprehensive and balanced approach to literacy instruction. Knowing the important role each component of the state language arts curriculum (listening, speaking, reading and writing) plays in developing reading skills, we have chosen a model that allows implementation of all components in daily instruction. Students are exposed to a print-rich environment throughout the building. They are given ample opportunities to listen and speak in daily community circle groups and other classroom activities. Writing Workshop is introduced in kindergarten and is a daily part of instruction for all students through fifth grade. Instructional models brought forth by Lucy Calkins, Ralph Fletcher and the New Jersey Writing Project tie reading and writing together by allowing students to understand the reciprocal relationship between “being a reader” and “being a writer” as they strive to both comprehend and construct text.

Readers at all stages are closely monitored and assessed for progress in phonemic awareness, word recognition, comprehension, fluency and vocabulary development. In the Glen Oaks Reading Workshop (model detailed in the work of Fountas and Pinnell) teachers use assessment data to form guided reading groups that address specific reading objectives to meet students’ individual needs. In 2003, our PTA committed to creating a literacy library, which now contains 9,275 leveled reading books appropriate for all elementary reading levels. While teachers meet with guided reading groups, other students in the classroom browse the class library, work in literacy centers/stations or spend time reading independently. Students self select books on their own reading level for independent reading. Reading levels are monitored and adjusted frequently to support student progression toward more difficult text selections.

During whole group instruction, students are taught specific skills to practice in their independent reading. Teachers use a variety of strategies to help students draw from personal experiences and make meaning of

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words and passages, thus increasing their comprehension. Students respond to their reading through writing and discussion.

A fully integrated curriculum makes reading the basis for understanding math, science and social studies concepts. In early grades, students learn to read by constant exposure to meaningful text. In upper grades, students read to learn important concepts from all academic areas.

3. Curriculum Area of Choice

The Glen Oaks mission is to meet the needs of every child. Bringing science alive through an integrated curriculum provides an opportunity to differentiate among diverse learning styles and allows students to make connections between subject areas. Science instruction begins in a teacher's initial planning phase. Teachers closely study the TEKS and Student Expectations (SE) to determine exactly what skills and application levels are outlined in each objective. For example, to what level of Bloom's Taxonomy must a student perform to demonstrate mastery of the objective? Vocabulary words embedded in the Student Expectations are identified to determine which definitions a student must understand in order to master the skill. Emphasis on vocabulary development was a pivotal part of instructional change in the classroom. Specificity allows teachers to focus on individual strategies and student needs. Teachers map the science instruction kindergarten through fifth, keeping the emphasis on scientific skill development. Vertical teams share their science curriculum maps to avoid gaps and/or redundancies for students as they progress through the grade levels. Benchmark assessments are given at all grades to identify individual student needs and programming implications.

Science instruction involves many laboratory learning opportunities. Students actively participate in the scientific method, both in the classroom and in their world. Fifth grade students participate in a three day science camp at Sky Ranch in east Texas. "Mad Science" is an after-school science program offered in the spring. All fourth and fifth grade students participate in the annual Glen Oaks Science Fair. These inquiry based programs, coupled with techniques that teach students to process scientific information, allow for the transfer of knowledge beyond the classroom. Teachers lead in-depth questioning sessions that allow students to think through an experiment in their minds, arriving at conclusions through their own thought processes. Students learn how to discover through their own questioning, as well. This method of science instruction has resulted in more students experiencing success on state science assessments, moving from 84% of students meeting standard in 2004 to 98% in 2005.

4. Instructional Methods

Across subject areas, common instructional strategies help students to connect their learning to authentic applications. Students work in a continuum of structures from whole class to small, flexible groups based on specific content/instructional strategies per the student data. Individual time with the teacher or tutor and independent practice complete the learning cycle. Abstract thinking is highly encouraged through a variety of problem solving scenarios across content, i.e., *Exemplars*. Projects that answer an essential question lead the students to do frequent research to then make their own connections and applications. Active student interaction between the teacher, volunteers and other students supports an increased level of language development.

Students are asked to find as many ways as possible to solve a problem, to express oneself through writing and to show their understanding. A repertoire of planning tools is modeled for completing a learning process, i.e., graphic organizers, *UPS check* (understand, plan, solve, check), charts and graphs. Strategies are aligned across grade levels and across content areas to allow for a deeper, more complex

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level of student understanding and synthesis. For example, third through fifth grade teachers utilize Stephanie Harvey and Anne Goudvis' *Strategies That Work* and their reading comprehension program, *Read, Write and Talk*. Science teachers in fifth grade pair with language arts teachers to utilize these same programs. Buddy classes that allow for cross grade level instruction give both grade levels of students involved an opportunity to share their prior learning.

A wide range of instructional materials that are aligned to McKinney ISD and Glen Oaks curriculum are available to all teachers. A Literacy Library provides sets of leveled reading materials for kindergarten through fifth grade teachers to use when working with students in guided reading. A science lab is provided for all grades. Students profit from a bank of computers in each classroom and in the library. A computer lab houses 28 computers with a teaching station. Our library media center has an average circulation of 10,000 items per month. This allows all students to move forward in their educational technology skills and in group assessments, learning and research.

5. Professional Development

Glen Oaks Elementary staff is a vibrant, focused and energetic professional community whose goal is to always work toward continual improvement in student performance for all Glen Oaks students. Grade level teams, vertical teams and a leadership team analyze student data to determine the best professional development for specific Glen Oaks staff learning. Teacher observations, both formal and informal, by the administrative team and district content specialists add individualized learning goals to the professional development strategic plan. A cycle of "plan, do, check" serves as a quality implementation process for insuring students receive the benefits of the staff's participation in professional development.

Administrative walkthroughs, which focus on content, context and cognitive levels, provide additional data along with formal observations (Professional Development and Appraisal Systems), for areas of growth to be addressed and the most productive format for professional development. District and campus level surveys continuously provide additional perspectives on professional needs and goals. A mentor/mentee program set up at the district level has provided additional support and direction for working with new staff. In the spring of each year, the campus administration meets with each staff member to form an individual plan for future professional development.

Professional development occurs throughout the year in a variety of formats in alignment with the National Staff Development Council Standards. The professional learning community experiences growth opportunities through book studies, model lessons, team meetings, formal trainings, reflective questions (part of the walkthrough process) and monthly cadre meetings through the district's office of curriculum and instruction. The Glen Oaks leadership team of thirteen staff members attended a four-day conference on Curriculum Mapping in 2005. This core group of staff members then returned to lead the professional development in mapping for their teams and as a whole campus. All professional development days are focused on moving deeper in the mapping process, which has resulted in detailed plans for instruction and assessment at each grade level and in increased student performance through integration of content. All of these professional elements exemplify a true professional learning community in action.

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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	>99	>99	>99
% At Commended Performance	59	58	48
Number of students tested	93	99	104
Percent of total students tested	>99	99	>99
Number of students alternatively assessed	*	**	**
Percent of students alternatively assessed	*	**	**
SUBGROUP SCORES			
1. Economically Disadvantaged			
% At or Above Met Standard	*	*	*
% At Commended Performance	*	*	*
Number of Students Tested	*	*	*
2. African American			
% At or Above Met Standard	*	*	*
% At Commended Performance	*	*	*
Number of Students Tested	*	*	*
3. White			
% At or Above Met Standard	>99	>99	>99
% At Commended Performance	58	57	48
Number of Students Tested	86	90	99
4. Hispanic			
% At or Above Met Standard	*	*	*
% At Commended Performance	*	*	*
Number of Students Tested	*	*	*

* Indicates results are masked due to small numbers to protect student confidentiality.

**Alternative assessment results were not a factor in accountability results prior to the inception of the State Developed Alternative Assessment II (SDAA II) in 2005.

>99%: When all students have the same result (for example, either all passing or all failing), revealing that 100 percent of the students passed or 0 passed has been deemed to violate the privacy of all students tested in that the result for every student tested is known. In cases where TAKS and SDAA II results are 100 percent, then the expression >99% is shown. In cases where TAKS and SDAA II are 0 percent, then <% is shown.

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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	99	99	99
% At Commended Performance	63	59	37
Number of students tested	120	107	79
Percent of total students tested	98	96	>99
Number of students alternatively assessed	*	**	**
Percent of students alternatively assessed	*	**	**
SUBGROUP SCORES			
1. Economically Disadvantaged			
% At or Above Met Standard	*	*	*
% At Commended Performance	*	*	*
Number of Students Tested	*	*	*
2. African American			
% At or Above Met Standard	*	*	*
% At Commended Performance	*	*	*
Number of Students Tested	*	*	*
3. White			
% At or Above Met Standard	99	99	97
% At Commended Performance	61	58	39
Number of Students Tested	108	103	77
4. Hispanic			
% At or Above Met Standard	*	*	*
% At Commended Performance	*	*	*
Number of Students Tested	*	*	*

* Indicates results are masked due to small numbers to protect student confidentiality.

**Alternative assessment results were not a factor in accountability results prior to the inception of the State Developed Alternative Assessment II (SDAA II) in 2005.

>99%: When all students have the same result (for example, either all passing or all failing), revealing that 100 percent of the students passed or 0 passed has been deemed to violate the privacy of all students tested in that the result for every student tested is known. In cases where TAKS and SDAA II results are 100 percent, then the expression >99% is shown. In cases where TAKS and SDAA II are 0 percent, then <% is shown.

Revised Application: May 2, 2006

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	April	April	April
SCHOOL SCORES			
% At or Above Met Standard	>99	96	99
% At Commended Performance	68	59	53
Number of students tested	123	80	107
Percent of total students tested	92	94	>99
Number of students alternatively assessed	*	**	**
Percent of students alternatively assessed	*	**	**
SUBGROUP SCORES			
1. Economically Disadvantaged			
% At or Above Met Standard	*	*	*
% At Commended Performance	*	*	*
Number of Students Tested	*	*	*
2. African American			
% At or Above Met Standard	*	*	*
% At Commended Performance	*	*	*
Number of Students Tested	*	*	*
3. White			
% At or Above Met Standard	>99	96	99
% At Commended Performance	69	58	52
Number of Students Tested	117	77	101
4. Hispanic			
% At or Above Met Standard	*	*	*
% At Commended Performance	*	*	*
Number of Students Tested	*	*	*

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**Alternative assessment results were not a factor in accountability results prior to the inception of the State Developed Alternative Assessment II (SDAA II) in 2005.

>99%: When all students have the same result (for example, either all passing or all failing), revealing that 100 percent of the students passed or 0 passed has been deemed to violate the privacy of all students tested in that the result for every student tested is known. In cases where TAKS and SDAA II results are 100 percent, then the expression >99% is shown. In cases where TAKS and SDAA II are 0 percent, then <% is shown.

Revised Application: May 2, 2006

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	>99	99	>99
% At Commended Performance	67	55	63
Number of students tested	94	99	104
Percent of total students tested	94	95	95
Number of students alternatively assessed	*	**	**
Percent of students alternatively assessed	*	**	**
SUBGROUP SCORES			
1. Economically Disadvantaged			
% At or Above Met Standard	*	*	*
% At Commended Performance	*	*	*
Number of Students Tested	*	*	*
2. African American			
% At or Above Met Standard	*	*	*
% At Commended Performance	*	*	*
Number of Students Tested	*	*	*
3. White			
% At or Above Met Standard	>99	99	>99
% At Commended Performance	67	53	64
Number of Students Tested	87	90	98
4. Hispanic			
% At or Above Met Standard	*	*	*
% At Commended Performance	*	*	*
Number of Students Tested	*	*	*

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>99%: When all students have the same result (for example, either all passing or all failing), revealing that 100 percent of the students passed or 0 passed has been deemed to violate the privacy of all students tested in that the result for every student tested is known. In cases where TAKS and SDAA II results are 100 percent, then the expression >99% is shown. In cases where TAKS and SDAA II are 0 percent, then <% is shown.

Revised Application: May 2, 2006

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	95	98	97
% At Commended Performance	50	52	38
Number of students tested	120	107	79
Percent of total students tested	98	96	>99
Number of students alternatively assessed	*	**	**
Percent of students alternatively assessed	*	**	**
SUBGROUP SCORES			
1. Economically Disadvantaged			
% At or Above Met Standard	*	*	*
% At Commended Performance	*	*	*
Number of Students Tested	*	*	*
2. African American			
% At or Above Met Standard	*	*	*
% At Commended Performance	*	*	*
Number of Students Tested	*	*	*
3. White			
% At or Above Met Standard	94	98	97
% At Commended Performance	49	52	39
Number of Students Tested	100	103	77
4. Hispanic			
% At or Above Met Standard	*	*	*
% At Commended Performance	*	*	*
Number of Students Tested	*	*	*

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**Alternative assessment results were not a factor in accountability results prior to the inception of the State Developed Alternative Assessment II (SDAA II) in 2005.

>99%: When all students have the same result (for example, either all passing or all failing), revealing that 100 percent of the students passed or 0 passed has been deemed to violate the privacy of all students tested in that the result for every student tested is known. In cases where TAKS and SDAA II results are 100 percent, then the expression >99% is shown. In cases where TAKS and SDAA II are 0 percent, then <% is shown.

Revised Application: May 2, 2006

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	99	94	98
% At Commended Performance	52	62	42
Number of students tested	124	78	106
Percent of total students tested	93	94	>99
Number of students alternatively assessed	*	**	**
Percent of students alternatively assessed	*	**	**
SUBGROUP SCORES			
1. Economically Disadvantaged			
% At or Above Met Standard	*	*	*
% At Commended Performance	*	*	*
Number of Students Tested	*	*	*
2. African American			
% At or Above Met Standard	*	*	*
% At Commended Performance	*	*	*
Number of Students Tested	*	*	*
3. White			
% At or Above Met Standard	99	93	98
% At Commended Performance	53	61	41
Number of Students Tested	118	75	100
4. Hispanic			
% At or Above Met Standard	*	*	*
% At Commended Performance	*	*	*
Number of Students Tested	*	*	*

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**Alternative assessment results were not a factor in accountability results prior to the inception of the State Developed Alternative Assessment II (SDAA II) in 2005.

>99%: When all students have the same result (for example, either all passing or all failing), revealing that 100 percent of the students passed or 0 passed has been deemed to violate the privacy of all students tested in that the result for every student tested is known. In cases where TAKS and SDAA II results are 100 percent, then the expression >99% is shown. In cases where TAKS and SDAA II are 0 percent, then <% is shown.