

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

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) Elementary Middle High K-12 Charter

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

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

School Mailing Address 4500 Heritage Avenue
(If address is P.O. Box, also include street address)

Grapevine Texas 76051-5762
City State Zip Code+4 (9 digits total)

County Tarrant State School Code Number* 220906107

Telephone (817) 305-4820 Fax (817) 540-2892

Website/URL www.gcisd-k12.org/schools/hes/index.html E-mail stacey.voigt@gcisd.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* Dr. Kay Waggoner
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Grapevine-Colleyville Independent School District Tel. (817) 251-5500

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 Mr. Charlie Warner
(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.

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

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

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 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

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

1. Number of schools in the district:
- | | |
|----------------|---|
| <u> 11 </u> | Elementary schools |
| <u> 4 </u> | Middle schools |
| <u> 0 </u> | Junior high schools |
| <u> 2 </u> | High schools |
| <u> 2 </u> | Other (Bridges - Accelerated Learning Center
(Vista – Disciplinary Alternative Education Program)) |
| <u> 19 </u> | TOTAL |
2. District Per Pupil Expenditure: \$10,821
- Average State Per Pupil Expenditure: \$ 8,916

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. 4 Number of years the principal has been in her/his position at this school.
- N/A 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				7			
K	37	24	61	8			
1	43	38	81	9			
2	35	35	70	10			
3	35	44	79	11			
4	45	44	89	12			
5	41	58	99	Other - *	1	0	1
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							480

* Early Childhood Education (Speech)

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| <u>82</u> | % White |
| <u>5</u> | % Black or African American |
| <u>2</u> | % Hispanic or Latino |
| <u>10</u> | % Asian/Pacific Islander |
| <u><1</u> | % 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: 9%

[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.	26
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	19
(3)	Total of all transferred students [sum of rows (1) and (2)]	45
(4)	Total number of students in the school as of October 1	482
(5)	Total transferred students in row (3) divided by total students in row (4)	.09
(6)	Amount in row (5) multiplied by 100	9%

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

Number of languages represented: 6

Specify languages: Vietnamese, Persian, Korean, Spanish, Urdu, Japanese

9. Students eligible for free/reduced-priced meals: 5%

Total number students who qualify: 24

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: $\frac{5}{24}$ % Total Number of Students Served

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

<u> 2 </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> 4 </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 7 </u> Specific Learning Disability
<u> 3 </u> Emotional Disturbance	<u> 7 </u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> 1 </u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u> </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> 0 </u>
Classroom teachers	<u> 27 </u>	<u> 0 </u>
Special resource teachers/specialists	<u> 8 </u>	<u> 5 </u>
Paraprofessionals	<u> 6 </u>	<u> 0 </u>
Support staff	<u> 10 </u>	<u> 1 </u>
Total number	<u> 53 </u>	<u> 6 </u>

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

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	98%	98%	97%	97%	97%
Daily teacher attendance	94%	94%	95%	92%	93%
Teacher turnover rate	3%	16%	10%	13%	11%
Student dropout rate (middle/high)	n/a	n/a	n/a	n/a	n/a
Student drop-off rate (high school)	n/a	n/a	n/a	n/a	n/a

Part III – SUMMARY

Heritage Elementary School, in Grapevine, Texas, was built in 1991 and is currently celebrating fifteen years of academic excellence. The attitude of excellence for all students is reflected in the school mission statement: *In partnership with the community, Heritage Elementary School promotes a climate of academic excellence while developing the social and emotional potential of every child.* It is with the mission statement in mind that parents, teachers, and staff strive to achieve daily student success.

The Heritage Elementary School (HES) community is comprised of economically and ethnically diverse families who view education as the number one priority for all children. The high expectations of the parents and community create a climate of success for every grade. Heritage Elementary is comprised of 480 students in kindergarten through fifth grade. Through regular classroom instruction, our students are challenged daily. Heritage Elementary also provides accelerated and remedial instruction in the core academic areas. In the aim to meet the needs of all students, the children participate in Art, Music, Spanish, and Physical Education lessons to further educate the whole child. Instruction is also offered through library-media skills, technology integration, and gifted/talented instruction. Students participate in before and after school learning opportunities. Fifth grade students are active in the morning television show, safety patrol, and the Heritage Bank. Other grades participate in choir, student council, computer crew, and the after school homework club. All of these offerings are designed to develop the social and emotional potential of every child.

To ensure the academic success of all children at Heritage, the teachers and administrators meet as instructional teams to plan the academic curriculum for the students. This planning also involves meetings with grade-level teams, the Academic Support Committee, and team leaders. Successful planning has ensured the many successes at Heritage. In 2005, 95% of all students tested with the state-designed Texas Assessment of Knowledge and Skills (TAKS) passed, and 34% of those students received Commended Performance on all tests taken. This testing data was also disaggregated to determine areas of strength and weakness within the academic curriculum. It was through the disaggregation of the 2005 data that the area of math was identified as an area in need of growth throughout the school. Heritage has set academic goals for the 2005-2006 school year to improve the math instruction at all grade levels. This improvement will continue through staff development opportunities for the teachers in best practices for teaching math. Currently, teachers are trained in Cognitively Guided Instruction (CGI) for math and three teachers are participating in the Teachers Immersed in Mathematics (TIMS) training to share math strategies with all teachers at Heritage Elementary. Students are using math journals, manipulatives, and problem solving within the classroom to improve math performance.

To further educate the whole child, HES incorporates character education into daily lessons. Project Wisdom emphasizes the importance of building character, confidence, and community. In its third year of implementation, students and parents recognize the monthly themes through classroom posters, journal writing, and daily lessons on the morning announcements. Students are reminded to “Make it a great day or not. The choice is yours.”

Upon entering Heritage Elementary, all visitors and volunteers are immediately greeted and welcomed into the school. Heritage Elementary values the volunteers that make sure each day flows smoothly for every child. Parents, grandparents, students from other schools, and business partners are a key to the school’s academic success. Assisting with literacy groups, small math groups, Monday folder preparation, and other classroom tasks are just a few ways that volunteers make a difference at Heritage Elementary.

Promoting a climate of academic excellence is paramount to all at Heritage Elementary School. The faculty, parents, and community members work together to model, nurture, and design a curriculum to ensure the success of all of the students.

Part IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results

Each school in the State of Texas is rated on the school's overall performance levels on the Texas Assessment of Knowledge and Skills (TAKS) test and the State Developed Alternative Assessment (SDAA) results. The TAKS is a criterion-referenced test directly aligned with the Texas Essential Knowledge and Skills (TEKS), the state-mandated curriculum, which is developed by the Texas Education Agency (TEA). The performance level ratings in Texas are Exemplary, Recognized, Academically Acceptable, and Academically Unacceptable. Heritage Elementary has achieved the state's top rating of Exemplary since the 1997-1998 school year, which includes the prior state assessment system of the Texas Assessment of Academic Skills (TAAS). Acquiring the Exemplary recognition from the state requires that 90% of all students meet the standard on all tests taken. Information on the Texas assessment system is found at http://www.tea.state.tx.us/student.assessment/resources/guides/interpretive/TAKS_05.pdf.

The education of Heritage Elementary students begins when the children walk through the doors of the school. Kindergarten teachers initiate the process of preparing students to meet the rigorous academic challenges of school and the process continues through fifth grade. We expect all students to meet Commended Performance on the TAKS, the highest performance level set by the State Board of Education, in every subject area. A major factor in reaching the high levels of performance is found in the constant teacher collaboration and communication within and across the grade levels.

Heritage Elementary continually distinguishes itself academically by building on student success each year. Over the past three years, 95% of our third through fifth grade students have met or exceeded state standards on the reading and math sections of the TAKS test. Commended performance requires that third through fifth grade students achieve a scale score of 2400 in the tested areas. This score indicates two or fewer test items were missed on the subject-area test. Heritage Elementary continually improves Commended Performance percentages. From 2003 to 2005, the Commended Performance percentage for third through fifth graders increased from 50% to 58% in reading and 39% to 55% in math. Further information on our campus results can be found at <http://www.tea.state.tx.us/perfreport/aeis>.

Heritage Elementary is dedicated to ensuring student success for all in every academic area. To that end, every faculty member is involved in disaggregating the assessment data from the previous school year and analyzing the Academic Excellence Indicator System (AEIS) data. This data analysis allows for the Campus Improvement Plan to be developed along with Performance Objectives for each grade level. Through the development of these two instruments, all staff members are aware of the campus goals for the school year and strive to ensure that the goals are achieved.

State assessments are not the only way Heritage Elementary measures the educational needs of students. Teachers constantly monitor the students and gauge their educational needs. Individualized instruction, small groups, tutoring, and flexible grouping are implemented to allow teachers to monitor targeted objectives and student mastery. Teachers also meet with the Academic Support Committee to discuss the needs of students. Parental contact is also essential to support and monitor students. This monitoring is evident in the fact that all third and fifth grade students have passed the TAKS reading test since its inception.

2. Using Assessment Results

Student success is the driving force behind the curriculum and staff development decisions at Heritage Elementary. Through the use of assessment data, administrators, teachers, and staff are able to determine student needs. Disaggregation of TAKS, SDAA, and the Texas Primary Reading Inventory (TPRI) data allow each student's individual instructional needs to be met. Heritage Elementary uses the EdSoft computer program to assist in disaggregating data. EdSoft is a specialized software program designed to disaggregate student assessment results. This program allows teachers to quickly compare item analysis, campus strengths and weaknesses, and individual performance. The knowledge gained from the disaggregation of data is then shared within campus instructional team meetings to align curriculum to meet academic needs at all grade levels.

Through the use of assessment data, Reading and Math clubs are formed. These clubs are designed to guarantee student success. The curriculum for these clubs is tailored to meet individual student academic needs. Reading and Math clubs meet once a week in second through fifth grade. Teachers also meet individually with students and parents to discuss needs. At these meetings, previous testing results are reviewed and goals are designed to ensure success.

Promoting a climate of learning for all students is essential at Heritage Elementary. To this end, many forms of informal assessment are used. All students are administered a reading inventory at the beginning of the school year to determine reading competencies and design reading intervention strategies. Children who are identified as struggling in the area of reading are placed in the Reading Recovery program in first grade. The Accelerated Reading Instruction program for intense reading intervention is available for second through fifth grade students. Heritage also uses Accelerated Math Instruction to assist students in first through fifth grade who struggle in the area of math. Other forms of assessment used include benchmark tests, formal and informal observations, academic checklists, campus writing assessments, running records, and nine-week assessments. All of this data is used to ensure success.

3. Communicating Assessment Results

Communication is a vital tool at Heritage Elementary and is used to share all aspects of school life with parents and community members. Initial contact with parents and students is developed each year at registration. The principal, teachers, and staff are present at registration to listen to and share summer experiences. Communication is continued two weeks later at “Meet the Teacher” night when students, parents, and teachers get acquainted before the school year begins. Grade level “Curriculum Nights” are conducted during the first two weeks of school to provide a framework for parent/teacher communication throughout the school year. Teachers and parents also conference in person at least once per semester. Other forms of communication utilized throughout the year are daily conduct/responsibility charts, weekly grade level newsletters, which are available in print and on-line, PTA weekly Clipboards, nine-week school newsletters, three-week and six-week progress reports, report cards, assemblies, publication releases, and the school website at www.gcisd-k12.org/schools/hes/index.html.

Assessment results are also shared with parents and community members. Second, third, and fifth grade students participate in standardized testing. These tests include the Iowa Test of Basic Skills (ITBS) and the Cognitive Abilities Test (CogAT). The results of all testing are used to guide instruction. The children in kindergarten through second grade are assessed at the beginning, middle, and end of the year with the TPRI. These results are also shared with parents and assist teachers with instructional design. Finally, students in third, fourth, and fifth grades take the state developed TAKS tests. The results of these tests are shared and disaggregated each year to guide instruction. Heritage Elementary also receives an annual school report card from the Texas Education Agency. The School Report Card is shared with the Campus Excellence Committee, parents, and the community.

4. Sharing Success

Heritage Elementary School (HES) believes in sharing and building on past, current, and future successes. These successes are from every aspect of the school. Educationally, HES staff believes teaching should be based on best practices that benefit all students. When a best teaching practice is discovered, it is shared with the teachers. Sharing occurs on campus during subject-level Instructional Team meetings. Teachers at Heritage also share at district-level training sessions through grade-level feedback meetings and district vertical team meetings.

It is through sharing best teaching practices within the school, district, and out-of-district training sessions that Heritage continues to build on student successes. Master teachers mentor future educators from Tarleton State University and Texas Tech University by providing classroom observations and student teaching opportunities. Heritage Elementary regularly hosts the new hire orientation for the elementary school teachers in the district. HES classrooms are also used as “model classrooms” in the district for new and experienced teachers to view.

Heritage Elementary has been recognized for excellence by many outside entities. The Texas

Business and Education Coalition (TBEC) along with Just for the Kids (JFTK) named HES to the 2002 Honor Roll for outstanding student achievement over a three year period. "D Magazine" rated HES as a top 25 school in the state during the 2004-2005 school year. In 2005, HES was recognized by the Texas Education Agency for Gold Performance Acknowledgements in the areas of attendance, Reading, Mathematics, Writing, and Science. TEA also recognized HES for Comparable Improvement in Math. The creation of a model Science Lab on campus is another success at HES. The Heritage Elementary staff applied for a grant from the Grapevine-Colleyville Education Foundation to fund the full implementation of the Science Lab. The lab is used daily for the completion of science experiments at every grade level. This lab has also been the model for other campuses within the district.

Heritage Elementary welcomes parents, community members, and other educators into the school. Each year, HES holds many activities that are attended by members of the community including the annual Veterans Day Ceremony, first grade's "Community Helper" parade, second grade's "Pirate Day," and fifth grade's "Colonial Day." The campus website also serves as a tool to share campus news and achievements.

Part V – CURRICULUM AND INSTRUCTION

1. Curriculum

Maintaining a high quality curriculum based on national, state, district, and campus standards is a priority for everyone at Heritage Elementary. All curriculum is based on the Texas Essential Knowledge and Skills (TEKS), which has been used as the model for the grade-level curriculum in reading, language arts, math, science, health, social studies, art, music, technology, physical education, and Spanish.

The ultimate goal at Heritage Elementary is to ensure that every child becomes a literate learner through a reading/language arts instructional program which is based on sound best practices. The foundation of the reading program at every grade level is literature. Heritage teachers use authentic literature as the basis for literacy groups and book clubs to build reading skills and critical thinking. The language arts curriculum involves writing notebooks, journals, and rubrics that are all used to strengthen the writing skills of the students.

Becoming proficient in all areas of math is a targeted goal at Heritage Elementary. All grade levels use problem solving daily along with computation in real-world situations to build proficiency. Heritage uses many research-based math strategies, such as the "Powers of Ten" model and Marilyn Burns. Measure Up and Mentoring Minds are also programs used to reinforce computation and problem solving specific to the grade levels. Many of the HES teachers are trained in Cognitively Guided Instruction (CGI) to build on critical thinking skills in Math.

Science inquiry is the foundation of our science program. All children are encouraged to discover the what, why, and how of a concept through hands-on inquiry. The Science Lab is used at all grade levels to facilitate learning. Each grade level uses "Bridging to TAKS" science kits to foster understanding through exploration.

The social studies curriculum is comprised of history, geography, government, citizenship, economics, and cultural studies. All grade levels are involved with the "Junior Achievement" program to expose children to real world government, citizenship, and economics lessons. Fifth grade currently uses the "History Alive" program as a method to make history more exciting for their students. Other grade levels complete social studies units that also involve multiple hands-on learning activities.

Heritage Elementary offers a variety of opportunities to expose students to all the fine arts. Students participate in music, art, physical education, and Spanish during the school year. Through these activities an appreciation of the arts is fostered and the whole-child is developed. Volunteer artists, musicians, doctors, actors, and other demonstrators present programs throughout the year that also enhance the fine arts.

The curriculum at Heritage Elementary provides optimum learning experiences for all students. Differentiated curriculum is in place to ensure students achieve educational success.

2a. Reading

The ultimate goal of ensuring that each child becomes a literate learner is achieved by a literacy program based on the TEKS, the District Improvement Plan, and the Heritage Campus Improvement Plan. By the conclusion of third grade, it is expected that students will be reading on grade level. Student growth in literacy is monitored closely by using a district-wide literacy assessment at the beginning and end of the school year. This data is compiled, maintained, and analyzed to determine the reading needs of each student. To that end, teachers are able to provide a literacy program that is beneficial for every child. Some of the components to the literacy program include small literacy groups, book clubs, individualized instruction on skills, at-home nightly reading, read alouds, and Sustained Silent Reading. Furthermore, a wide variety of literature is used in all classrooms to provide a combination of shared, guided, and independent reading activities. Parent volunteers also help ensure reading success. Parents assist with literacy groups and read with children individually. This extra practice contributes to the constant student success that Heritage expects. In 2005, all third and fifth grade students passed the TAKS Reading test and more than 50% were awarded Commended Performance.

Reading occurs outside of the regular school's reading instruction time as well. Third grade hosts a Reading Night each year where parents and students are invited to school to learn reading strategies and read together. On the school's daily television program, new books and offerings in the library are shared with students. "Miss Needa Tips" gives tips to students about strategies that can be used while reading. All grade-level classes visit the library weekly for a reading lesson, book talks, and to check out books for recreational or assigned reading. Heritage Elementary parents, students, and staff also participate in a schoolwide reading program, "Reading is Out of this World," in which the number of pages read are tallied and displayed on a bulletin board. Everyone enjoys viewing their progress on the bulletin board. Students in grades three, four, and five also participate in after school reading clubs. During these club times, students practice reading strategies that will improve literacy. The combination of these programs makes certain all children experience literacy success.

3. Science

Heritage staff is determined to strengthen scientific literacy for all students. Further understanding of scientific methods and processes will enable each child to learn, to reason, to make decisions, to think creatively, and to solve problems in the science areas. The science program at Heritage promotes the teacher's role as a facilitator while children actively participate in scientific inquiry and discovery. The curriculum follows the National Science Education Standards, TEKS, and district curriculum to ensure maximum student learning.

The interactive science curriculum at Heritage encompasses the "Bridging to TAKS" units, the Full Option Science Systems (FOSS), and other science inquiry lessons that foster learning while promoting higher level thinking. All grade levels participate in life science through the study of an animal system. In kindergarten, students learn the life cycle through hatching chicken eggs, while third graders study the life cycle of a frog. Earth Sciences are also studied at every grade level. Second grade explores the night sky during their study of the lunar phases, while fourth grade incorporates a study of weather. The PTA painted a solar system mural in the hallway in addition to one on the playground to use as a reference outside of the classroom.

As evidence of the determination of Heritage to ensure student science learning, fifth grade Science TAKS scores have improved every year since the TAKS began. The Commended Performance percentages in science have improved from 9% in 2003 to 76% in 2005. This growth is attributed to continued hands-on science experiences, science writing journals, and staff development training on best practices in science instruction.

4. Instructional Methods

Faculty and staff have the autonomy to implement instructional strategies that will enhance student achievement. Each teacher evaluates students in the classroom throughout the school year in order to determine ability levels and plan instructional methods. Teachers use a variety of authentic hands-on

instructional strategies to maximize learning for every child. Within the classroom, flexible grouping and one-on-one conferencing are also used to maximize each student's learning potential. At Heritage Elementary, the daily goal is to meet the individual academic needs of every student. Meeting these needs is accomplished through a variety of programs.

The Program for the Academically Talented (PAT) services students who need a more rigorous and challenging curriculum. Students also participate in Extended Learning Experiences (ELE) in Reading and Math for further enhancement in those subject areas. Differentiated instruction is used to expand curriculum units. In addition, there are currently seven PAT students who are placed in the grade level above for daily math instruction.

Heritage Elementary students who need additional learning opportunities are provided with supplemental academic programs. Grade levels offer tutorials before, during, and after school for students identified with an academic need. "Hanging for Homework" is also offered for students in need of additional help with homework. This after school program is monitored by the counselor and other staff members to ensure the needs of every child are met. Accelerated Math and Accelerated Reading are programs that have been implemented along with Reading Recovery for students who need small group reteaching.

Creating the optimum learning environment for each child's success is a goal that is realized daily at Heritage Elementary through varied instructional methods. Every child is afforded the learning style that best suits individual success.

4. Professional Development

To address the needs of staff members at different places on their career path, Grapevine-Colleyville Independent School District and Heritage Elementary offer a myriad of professional development opportunities to facilitate learning. Each school year, all staff members set goals and make professional development plans based on needs assessments and the Campus Improvement Plan to outline further growth opportunities. These professional development activities are attended at school, in-district, out-of-district, on-line, and through independent studies sponsored by local universities. All staff members are encouraged to attain advanced degrees in their educational area.

One of our current goals involves improving critical thinking. To accomplish this, all staff members have completed training in *Thinking Maps: Tools for Learning*, by David Hyerle, Ed.D. A second goal is to improve math scores throughout the campus. Teachers have attended many math-related staff development opportunities such as TIMS training, CGI training, Marilyn Burns workshops, and the Conference for the Advancement of Mathematics Teaching.

At the beginning of each school year, every staff member is assigned to an instructional team. Teachers and paraprofessionals attend instructional team meetings each nine weeks. During these meetings, teachers share subject matter and best practices. Vertical alignment and assessment collaboration are also important aspects of instructional team meetings.

All teachers receive twenty-four hours of required staff development each year. Twelve hours are decided by the campus administrator and the other twelve hours are determined by the teacher to strengthen teacher knowledge. Teachers also receive the required six-hour Gifted and Talented update each year. Professional staff are continually evaluating and re-evaluating professional strengths and weaknesses to determine which staff development activities would be beneficial.

Heritage Elementary School welcomes change as we continually seek best practices and adapt our instruction to meet the ever-changing needs of our population. Heritage Elementary is committed to the process of positive change because we know these changes will promote a climate of academic excellence for all students.

No Child Left Behind - Blue Ribbon School
Grade 3 Reading

Subject Reading Grade 3 Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2005

Publisher Texas Education Agency

State Tests

	2004-2005	2003-2004	2002-2003
Testing month	February/April	March/April	March/April
SCHOOL SCORES			
% At or Above Met Standard	>99%	>99%	>99%
% At Commended Performance	66%	51%	54%
Number of students tested	79	87	72
Percent of total students tested	95%	97%	94%
Number of students alternatively assessed	4	3	5
Percent of students alternatively assessed	5%	3%	6%
SUBGROUP SCORES			
<i>1. Economically Disadvantaged</i>			
% At or Above Met Standard	*	*	*
% At Commended Performance	*	*	*
Number of Students Tested	*	*	*
<i>2. African American</i>			
% At or Above Met Standard	*	*	*
At Commended Performance	*	*	*
Number of Students Tested	*	*	*
<i>3. White</i>			
% At or Above Met Standard	>99%	>99%	>99%
% At Commended Performance	68%	49%	54%
Number of Students Tested	67	71	63
<i>4. Hispanic</i>			
% At or Above Met Standard	*	*	*
% At Commended Performance	*	*	*
Number of Students Tested	*	*	*
<i>5. Asian/Pacific Islander</i>			
% At or Above Met Standard	*	*	*
% At Commended Performance	*	*	*
Number of Students Tested	*	*	*

* - No data reported for fewer than 10 students.

No Child Left Behind - Blue Ribbon School
Grade 4 Reading

Subject Reading Grade 4 Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2005

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%	97%	>99%
% At Commended Performance	57%	54%	45%
Number of students tested	91	78	120
Percent of total students tested	99%	98%	100%
Number of students alternatively assessed	1	2	0
Percent of students alternatively assessed	1%	2%	0%
SUBGROUP SCORES			
<i>1. Economically Disadvantaged</i>			
% At or Above Met Standard	*	*	*
% At Commended Performance	*	*	*
Number of Students Tested	*	*	*
<i>2. African American</i>			
% At or Above Met Standard	*	*	*
At Commended Performance	*	*	*
Number of Students Tested	*	*	*
<i>3. White</i>			
% At or Above Met Standard	98%	98%	>99%
% At Commended Performance	56%	54%	47%
Number of Students Tested	70	65	97
<i>4. Hispanic</i>			
% At or Above Met Standard	*	*	*
% At Commended Performance	*	*	*
Number of Students Tested	*	*	*
<i>5. Asian/Pacific Islander</i>			
% At or Above Met Standard	>99%	*	>99%
% At Commended Performance	79%	*	36%
Number of Students Tested	14	*	11

* - No data reported for fewer than 10 students.

**No Child Left Behind - Blue Ribbon School
Grade 5 Reading**

Subject Reading Grade 5 Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2005

Publisher Texas Education Agency

State Tests

	2004-2005	2003-2004	2002-2003
Testing month	February/April	April	April
SCHOOL SCORES			
% At or Above Met Standard	>99%	>99%	99%
% At Commended Performance	51%	70%	50%
Number of students tested	80	125	106
Percent of total students tested	93%	97%	95%
Number of students alternatively assessed	6	4	6
Percent of students alternatively assessed	7%	3%	5%
SUBGROUP SCORES			
<i>1. Economically Disadvantaged</i>			
% At or Above Met Standard	*	*	*
% At Commended Performance	*	*	*
Number of Students Tested	*	*	*
<i>2. African American</i>			
% At or Above Met Standard	*	*	*
At Commended Performance	*	*	*
Number of Students Tested	*	*	*
<i>3. White</i>			
% At or Above Met Standard	>99%	>99%	>99%
% At Commended Performance	51%	69%	52%
Number of Students Tested	65	102	90
<i>4. Hispanic</i>			
% At or Above Met Standard	*	*	*
% At Commended Performance	*	*	*
Number of Students Tested	*	*	*
<i>5. Asian//Pacific Islander</i>			
% At or Above Met Standard	*	>99%	*
% At Commended Performance	*	91%	*
Number of Students Tested	*	11	*

* - No data reported for fewer than 10 students.

No Child Left Behind - Blue Ribbon School
Grade 3 Mathematics

Subject Math Grade 3 Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2005 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%	99%	99%
% At Commended Performance	40%	43%	29%
Number of students tested	80	86	72
Percent of total students tested	96%	97%	94%
Number of students alternatively assessed	3	3	5
Percent of students alternatively assessed	4%	3%	6%
SUBGROUP SCORES			
<i>1. Economically Disadvantaged</i>			
% At or Above Met Standard	*	*	*
% At Commended Performance	*	*	*
Number of Students Tested	*	*	*
<i>2. African American</i>			
% At or Above Met Standard	*	*	*
% At Commended Performance	*	*	*
Number of Students Tested	*	*	*
<i>3. White</i>			
% At or Above Met Standard	94%	>99%	99%
% At Commended Performance	20%	40%	25%
Number of Students Tested	68	70	64
<i>4. Hispanic</i>			
% At or Above Met Standard	*	*	*
% At Commended Performance	*	*	*
Number of Students Tested	*	*	*
<i>5. Asian/Pacific Islander</i>			
% At or Above Met Standard	*	*	*
% At Commended Performance	*	*	*
Number of Students Tested	*	*	*

* - No data reported for fewer than 10 students.

No Child Left Behind - Blue Ribbon School
Grade 4 Mathematics

Subject Math Grade 4 Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2005 Publisher Texas Education Agency

State Tests

	2004-2005	2003-2004	2002-2003
Testing month	April	April	April
SCHOOL SCORES			
% At or Above Met Standard	98%	>99%	>99%
% At Commended Performance	53%	42%	36%
Number of students tested	90	79	116
Percent of total students tested	98%	99%	97%
Number of students alternatively assessed	2	1	4
Percent of students alternatively assessed	2%	1%	3%
SUBGROUP SCORES			
<i>1. Economically Disadvantaged</i>			
% At or Above Met Standard	*	*	*
% At Commended Performance	*	*	*
Number of Students Tested	*	*	*
<i>2. African American</i>			
% At or Above Met Standard	*	*	*
% At Commended Performance	*	*	*
Number of Students Tested	*	*	*
<i>3. White</i>			
% At or Above Met Standard	98%	>99%	>99%
% At Commended Performance	54%	42%	34%
Number of Students Tested	69	66	93
<i>4. Hispanic</i>			
% At or Above Met Standard	*	*	*
% At Commended Performance	*	*	*
Number of Students Tested	*	*	*
<i>5. Asian/Pacific Islander</i>			
% At or Above Met Standard	>99%	*	>99%
% At Commended Performance	57%	*	73%
Number of Students Tested	14	*	11

* - No data reported for fewer than 10 students.

No Child Left Behind - Blue Ribbon School
Grade 5 Mathematics

Subject Math Grade 5 Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2005 Publisher Texas Education Agency

State Tests

	2004-2005	2003-2004	2002-2003
Testing month	April/May	April	April
SCHOOL SCORES			
% At or Above Met Standard	>99%	99%	>99%
% At Commended Performance	71%	62%	48%
Number of students tested	80	123	105
Percent of total students tested	93%	95%	94%
Number of students alternatively assessed	6	6	7
Percent of students alternatively assessed	7%	5%	6%
SUBGROUP SCORES			
<i>1. Economically Disadvantaged</i>			
% At or Above Met Standard	*	*	*
% At Commended Performance	*	*	*
Number of Students Tested	*	*	*
<i>2. African American</i>			
% At or Above Met Standard	*	*	*
% At Commended Performance	*	*	*
Number of Students Tested	*	*	*
<i>3. White</i>			
% At or Above Met Standard	>99%	>99%	>99%
% At Commended Performance	72%	60%	47%
Number of Students Tested	65	100	90
<i>4. Hispanic</i>			
% At or Above Met Standard	*	*	*
% At Commended Performance	*	*	*
Number of Students Tested	*	*	*
<i>5. Asian/Pacific Islander</i>			
% At or Above Met Standard	*	>99%	*
% At Commended Performance	*	>99%	*
Number of Students Tested	*	11	*

* - No data reported for fewer than 10 students.