

# 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 Mr. Matt Kimball  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Noel A. Smith Elementary  
(As it should appear in the official records)

School Mailing Address 9800 Sean Drive  
(If address is P.O. Box, also include street address)

Frisco Texas 75035-5295  
City State Zip Code+4 (9 digits total)

County Collin State School Code Number\* 043905104

Telephone ( 469 ) 633-2200 Fax ( 469 ) 633-2250

Website/URL http://www.friscoisd.org/schools/smith.htm E-mail kimballm@friscoisd.org

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. Rick Reedy  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Frisco Independent School District Tel. ( 469 ) 633-6000

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. Buddy Minett  
(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 \_\_\_\_\_

## **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

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### DISTRICT

1. Number of schools in the district:
 

18	Elementary schools
6	Middle schools
0	Junior high schools
2	High schools
2	Other: Student Opportunity Center Pre-Kindergarten & Head Start Center
28	TOTAL
  
2. District Per Pupil Expenditure: \$7,016  
 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.
  
5. Number of students as of October 1, 2005 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			
<b>K</b>	61	80	<b>141</b>		<b>8</b>			
<b>1</b>	71	86	<b>157</b>		<b>9</b>			
<b>2</b>	64	53	<b>117</b>		<b>10</b>			
<b>3</b>	61	61	<b>122</b>		<b>11</b>			
<b>4</b>	63	49	<b>112</b>		<b>12</b>			
<b>5</b>	43	54	<b>97</b>		<b>Other</b>			
<b>6</b>								
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>								<b>746</b>

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

77	% White
6	% Black or African American
8	% Hispanic or Latino
9	% Asian/Pacific Islander
0	% American Indian/Alaskan Native
100% Total	

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, 2004 until the end of the year.	31
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	37
(3)	Total of all transferred students [sum of rows (1) and (2)]	68
(4)	Total number of students in the school as of October 1, 2004	723
(5)	Total transferred students in row (3) divided by total students in row (4)	.094
(6)	Amount in row (5) multiplied by 100	9.4%

8. Limited English Proficient students in the school: 5%  
36 Total Number Limited English Proficient

Number of languages represented: 12

Specify languages: Arabic, Amharic, Bengali, Chinese, Farsi, Hararian, Igbo, Japanese, Korean, Spanish, Swedish, and Vietnamese

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

Total number students who qualify: 35

10. Students receiving special education services: 8%  
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. Do not add additional categories.

<u>2</u> Autism	<u>    </u> Orthopedic Impairment
<u>    </u> Deafness	<u>2</u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u>14</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>38</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u>    </u> Traumatic Brain Injury
<u>1</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:

	<b>Number of Staff</b>	
	<u><b>Full-time</b></u>	<u><b>Part-Time</b></u>
Administrator(s)	<u>3</u>	<u>          </u>
Classroom teachers	<u>45</u>	<u>          </u>
Special resource teachers/specialists	<u>3</u>	<u>          </u>
Paraprofessionals	<u>7</u>	<u>          </u>
Support staff	<u>2</u>	<u>2</u>
Total number	<u>60</u>	<u>2</u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 17:1

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

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	97%	98%	97%	97%	97%
Daily teacher attendance	95%	94%	94%	93%	92%
Teacher turnover rate	13%	11%	22%	28%	21%

## **PART III - SUMMARY**

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Noel A. Smith Elementary is part of the Frisco Independent School District in Frisco, Texas, one of the fastest growing districts in the state. Smith Elementary, named for the farmer who owned the land on which the school sits, opened in August of 1997. Mr. Smith was known as a man of vision and a person who valued education. When you enter the school, you feel a sense of community, a commitment to education, and a vision for every student. It is a true neighborhood school with over 95% of the students living within two miles of the school. As a result, Smith Elementary enjoys outstanding parental involvement, with a PTA membership exceeding 400. Smith has a reputation for great parent volunteers. In 2004-2005, volunteers logged over 5,000 hours working with teachers and students.

Smith’s mission statement is, “By providing a positive, nurturing and challenging learning environment, the faculty and staff, in collaboration with parents and community, will develop students who are creative thinkers and problem solvers who become independent lifelong learners.” Our staff’s motto is “Make a Difference. Develop a Dream. Leave a Legacy.” Staff members and parents put these two statements into practice on a daily basis. Parents volunteer in the school, assist our teachers, and tutor students. Teachers use research-based methodologies, build rapport with students and parents, and consistently plan lessons that help students connect to learning in meaningful ways. The implementation of our mission statement and motto manifests itself into an exceptional learning environment.

With our focus on academics, the staff and parents at Smith also ensure that students receive a well-rounded experience. We educate the whole child! To do this, staff and parents devote extra time to providing experiences that mold the character of each student. A perfect example of this occurs each November, during our special Veteran's Day ceremony. This experience provides students with a better understanding and respect for our veterans' sacrifices. Smith students also collect food for a local food bank. In 2005-2006, the school collected over 10,000 pounds of food. This effort engages students in a project to help them understand the importance of service to others.

Smith has a strong sense of community. We offer a variety of resources for parents to assist them with parenting skills, as well as the tools necessary for educating their children. Computer discs, videos, and books for parents are available in our library. School staff members organize parent seminars on topics such as Attention-Deficit/Hyperactivity Disorder, bullying, and self-esteem. Our administrators organized and continue to host a parent support group. During the past two years, we have provided an opportunity for parents to have their child take a personality assessment and attend a seminar with a recognized expert on personalities. All of these opportunities assist parents in connecting with their children.

The greatest asset at Smith is our students. Visitors quickly recognize the students' manners and respect. Student products adorn the walls and demonstrate a variety of students' talents. One experience with the Treblemakers, our fourth and fifth grade choir, leaves a person awe-struck with our music program's excellence. Our students demonstrate well-rounded lives through their involvement in extra-curricular activities such as music, dance, art, sports, church, and service activities.

Parent satisfaction is a qualitative measure of a school's success. At Smith, parents show their approval and satisfaction with Smith on a daily basis. Many parents do not want their children to leave the school. Some even sell and buy houses within the same area just to keep their children in Smith's successful, nurturing environment. Smith Elementary exemplifies excellence through student-centered education.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results**

In 2002-2003, the Texas Assessment of Knowledge and Skills (TAKS) replaced the Texas Assessment of Academic Skills (TAAS). The TAKS test assesses students' mastery of the state curriculum, the Texas Essential Knowledge and Skills (TEKS). TAKS increased the academic rigor and expected levels of performance. In the elementary grades, TAKS assesses reading in third, fourth and fifth grades; math in third, fourth and fifth grades; writing in fourth grade, and science in fifth grade. Special education students, with appropriate goals, take the State Developed Alternative Assessment (SDAA). Limited English Proficient (LEP) students take the Reading Proficiency Test in English (RPTE) and Linguistically Accommodated Test (LAT).

LEP students who recently immigrated and lack proficiency of the English language may be exempt from the TAKS test. LEP students participate in the Texas English Language Proficiency Assessment System (TELPAS). The RPTE test and the Texas Observation Protocol (TOP) measure a student's growth in language development. In mathematics, LEP students take the LAT. In 2005, our students met standards on the LAT test and 100% of our LEP students scored in the intermediate level of the RPTE test.

The "Met Standard" rate, a significant measure to educators and parents, represents the scale score a student must accomplish to "pass" the TAKS test. Starting in 2002-2003, the state raised the minimum passing rate each year. In 2004-2005, the rate reached the state's recommended level. The percentage of

Smith Elementary students who meet the standards continues to rise, despite the test's increased rigor and passing standards. In reading, third through fifth grade scores rose from an average of 96% of students meeting standards in 2002-2003 to almost 99% in 2004-2005. Math scores in the same grades have maintained a high average of 98% of students meeting standards. Texas "masks" data for student sub groups with less than 5 students. At Smith, Hispanic students are the only subgroup with comparable data each year. Because there are fewer than 10 students in the subgroup, their data is masked on this application. However, it should be noted that Hispanic students have shown significant improvements. In 2004-2005, 100% of our Hispanic students passed the reading test, and 97% passed the math test.

Special education students who have learning goals below grade level are given the State Developed Alternative Assessment II (SDAA II) in math, reading, and writing. The Admission, Review, and Dismissal (ARD) committee decides on the test level and achievement level for each student. In 2005, 100% of the students taking SDAA met the ARD committee's expected level of achievement.

Smith pays attention to "Commended Performance," the state's highest level of student achievement. The "Commended Performance" designation is usually given to students who miss two or fewer questions. Our students continue to show growth in this area. In 2002-2003, the "Commended Performance" average for all students was 41% in reading and 33% in math. In 2004-2005, the average rose to 55% in reading and 59% in math. Upon further analysis, we found more than 60% of third grade students receiving "Commended Performance" in reading had been at Smith since kindergarten.

Texas designates its highest accountability rating to schools with outstanding performance in different areas. Based on TAKS data, Texas has awarded Smith Elementary the highest distinction of "Exemplary," seven of the last eight years. Texas has also awarded Smith the "Gold Performance Acknowledgment" for outstanding student performance in math, writing, reading, science, attendance, and "Commended Performance."

While performing well according to Texas accountability standards, Smith also performs above expectations for the Annual Yearly Progress set forth in the No Child Left Behind Act. In 2004-2005, Smith's attendance rate was above 97% and participation rate was greater than 99%.

Information on the implementation of the passing rate can be found at:

<http://www.tea.state.tx.us/student.assessment/taks/standards/scalescorecuts0305.pdf>

Information regarding Smith Elementary's TAKS assessment data can be found at:

<http://www.tea.state.tx.us/student.assessment/reporting/taksagg/yr0405/index.html>

Information on the Academic Excellence Indicator System (AEIS) is at:

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

## **2. Using Assessment Results**

Assessment drives instruction at Smith Elementary. Teachers have assessment tools ranging from the TAKS data to individual, informal assessments used during instruction. Teachers receive extensive training at the district and campus levels in using these tools. Every summer and fall, teachers and administrators use software programs to disaggregate our TAKS results. Teachers use this data in tailoring instruction and tutoring plans based on a child's strengths and weaknesses. Administrators work with vertical and horizontal teams, studying data, and looking for trends in our curriculum and instruction. As trends become apparent, the staff identifies the positive ones and develops improvement ideas for weak ones. Using this information, teachers collaborate to develop and maintain strong instructional practices

Math and science benchmarks and literacy assessments give teachers more tools for monitoring student progress during the year. By analyzing data from these assessments, teachers quickly address student and instructional needs to close gaps. Literacy assessments assist teachers in targeting a child's needs in fluency, comprehension, phonemic understanding, and spelling concepts.

Our CARE team, a committee comprised of the counselor, assistant principal, dyslexia, reading specialist, special education and regular education teachers, collaborates in identifying the needs of at-risk students. They study the assessments previously mentioned, as well as two national standardized tests, CoGAT and ITBS, teacher anecdotal records, and parent input to construct a better picture of a student's learning styles, strengths, and weaknesses. Data from these assessments assists the team in determining appropriate interventions needed for student success.

Since Smith services LEP students from two other schools, we have a higher than average exemption rate as seen in 2002-2003 fourth grade data. The Language Proficiency Assessment Committee (LPAC) uses the RPTE and LAT test results to study student progress in developing language proficiency. Data from these tests assist teachers in developing interventions for LEP students.

### **3. Communicating Assessment Results**

The world of assessments can be confusing. Communication is vital in helping parents, students, and the community understand the important facts. At Smith, formal communication regarding student progress occurs in a variety of forms.

In order to effectively communicate with parents about assessment data, teachers must have a clear understanding of how to read and interpret the data. School administrators support teachers by facilitating staff development time in reading assessment data. Teachers study standardized tests and informal assessment data contained in student cumulative folders. After training, teachers feel prepared to share information and answer questions from parents.

Teachers use October parent conferences to discuss state and district assessments. During these conferences, teachers explain assessment results and discuss instructional plans for students. Teachers also continue to meet with parents of struggling students during the year to discuss updated assessments and plan interventions for student success. Teachers spend time in class showing students data from the assessments and helping students connect the importance of class instruction to the state assessment.

A Site-Based Decision Making (SBDM) committee spends one meeting quarterly studying testing data from TAKS. Staff members give updates at the quarterly meetings. Teachers, business, and community members on the committee share assessment and instructional information with the community.

Every January, school administrators send home the state-required School Report Card explaining the school's assessment results on the TAKS test. The principal conducts a parent coffee and an evening parent meeting to explain results in more detail. However, parents have busy lives, and sometimes, face-to-face conversations regarding assessment results are not possible. In an effort to meet parent communication needs, Smith uses the school website and e-mail to share information with parents. School and grade level newsletters provide hard copies of general assessment data. These different methods prove successful in sharing school-wide assessment data.

### **4. Sharing Success**

Education personnel at the campus, district, and state levels recognize the expertise our teachers. Smith staff members provide workshops for other teachers in the district and the region. Two Smith teachers



recently presented at a Dallas Metroplex science convention. The district frequently uses Smith’s staff to help write curriculum and lead content area committees. In addition, other school districts send teams to observe our instructional practices and the physical design of the school. Veteran staff members have served as mentors for new Smith teachers and personnel at other schools. Staff members make a significant impact in the district by accepting promotions. Teachers from Smith have moved to assistant principal roles, district content coordinator roles, and other leadership roles at new campuses.

Smith also shares its successes through newsprint and television media. Due to our diligence, Smith has been the subject of numerous newspaper pictures and articles, including a front page story in the *Dallas Morning News*. Smith staff, students, and parents recently shared the positive impact our school has on students with Fox 4 television news. As a result, the news station produced a news segment during the nightly news highlighting our success and innovation.

The administrative team, principal, assistant principal, and counselor spend a substantial amount of time meeting and dialoguing with their counterparts at other schools in the district and state. These interactions provide conversations about best practices and research-based methodology. Teachers, likewise, spend time with team leaders in content meetings discussing best practices and successes shared at Smith.

A local cable channel provides a unique method of sharing success. Monthly student highlights run on the channel. Parents and students enjoy seeing the various activities and accomplishments from Smith. Many times the highlights contain clips of our student news team, NSE News, in action on our morning broadcast.

## **PART V – CURRICULUM AND INSTRUCTION**

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### **1. Curriculum**

Smith Elementary provides a rigorous, well-balanced, and motivating curriculum. Teachers deliver this well-developed curriculum using the most innovative, research-based instructional methods. However, great curriculum and outstanding instructional methods are meaningless if students are not successful. A quick glance at the data shows that students are extremely successful at Smith. Considering the high number of “Commended Performance” scores on the state assessments, Smith students far exceed the baseline expectations.

The reading/language arts curriculum integrates writing and reading through a developmental approach. Teachers utilize a multi-dimensional approach to reading involving phonics, guided reading, and quality literature. Six Trait Writing instruction provides students an opportunity to analyze literature and incorporate strong writing components in their compositions. Quick writes, response journals, and writer’s workshop provide students a variety of strategies to develop writing skills.

With a philosophy of creating lifelong problem solvers, the math curriculum embeds real-world problems and the use of manipulatives into everyday instruction. Through the use of logic problems, problem solving systems, and hands-on activities, students connect to math in a meaningful way. In addition, teachers use pre-assessments to differentiate math instruction in each math unit. Differentiation allows students to experience a rigorous curriculum while developing a deeper understanding of key math concepts. Teachers use a variety of classroom assessments including journals, performance tasks, and

observations to monitor student progress. Math benchmarks provide in-depth data which teachers use to individualize and adjust instruction throughout the year.

Like our math curriculum, Smith's science curriculum focuses on making science relevant and real. Using inquiry-based instruction, field investigations, science labs, and technology, teachers bring science to life and engage students in active learning. A favorite science unit involves an outdoor education camp. Three days and nights at this camp nourishes a science passion in all of the students. Because the science curriculum is not based on a book, teachers use a variety of assessments to determine student understanding of key concepts and science processes. Science journals, benchmark assessments, rubrics, and class discussion involving the upper levels of Bloom's Taxonomy are all examples of how teachers differentiate science assessment to ensure student success.

At Smith, social studies is much more than the study of dates, famous people, and wars. Beginning in our early grades, students gain an awareness of key units in society by studying families, communities, cities, and states. As students move into the upper grades, they apply their knowledge of families and communities to key concepts that relate to Texas, the United States, and the world. Teachers use PowerPoint presentations, computer projects, video clips, and research to engage students in meaningful activities. A highly attended Veteran's Day program, school-wide Black History Month activities, a Cinco de Mayo program, and a unique study of Frisco's history are examples of how social studies is an active learning process for our students.

Smith's library supports each of these curriculum areas. Reading programs encourage students to read and recognize their success. The Texas Bluebonnet program motivates students to read and take assessments over award winning books in Texas. In addition to the reading programs, Smith's librarian assists teachers by providing units and research projects in social studies and science.

Smith students participate in a highly successful art curriculum that focuses on four essential elements: perceiving, expressing, knowing, and evaluating. These elements help students develop an appreciation for art, artistic ability, and learn how to critically evaluate art. Like all other curriculum areas at Smith, our students spend the majority of their time working with hands-on applications in art class. Smith students eagerly apply their artistic skills by participating in PTA and community art competitions.

## **2. Reading Curriculum**

Smith Elementary's reading curriculum encompasses an eclectic approach and philosophy. With an ultimate goal of developing fluent readers with good comprehension skills, our staff provides balanced instructional methods. Based on the National Reading Panel's researched recommendations, the curriculum contains phonemic awareness, phonics, fluency, vocabulary, and comprehension as essential components. Teachers use a wide variety of assessment tools to identify a child's capabilities and determine the best approach for instruction.

Reading instruction occurs in a variety of settings. Teachers provide differentiated instruction through whole class lessons, guided reading groups, shared and independent reading, one-on-one instruction, and learning centers. In addition to these different settings, our students learn and utilize reading skills in a variety of texts, both narrative and expository. Teachers work with students daily in guided reading groups and continually assess student reading success. This continuous assessment ensures that students work at the appropriate reading levels necessary for their success.

In addition to our reading curriculum, Smith utilizes parent tutors, high school student volunteers, and a reading specialist to meet student needs. Accelerated Reading Instruction (ARI) provides small group

instruction with a reading specialist for students struggling with reading skills. These interventions and an outstanding curriculum ensure success for all students.

Our teachers recognize the significant link between reading and writing development. Through reading and writing workshops, making-words lessons, and studying quality literature and authors, the curriculum provides a framework for students to develop and strengthen skills in these areas. This curriculum and the exceptional instructional methods employed have proven successful in developing good readers. State test scores in third, fourth, and fifth grades indicate the curriculum's success. In 2004-2005, 99% of all third, fourth and fifth grade students "met standard" on the TAKS reading test. Of this same group, 55% achieved "Commended Performance." More importantly, Smith students enjoy reading!

### **3. Curriculum Area of the School's Choice: Math Curriculum**

A successful math curriculum teaches students key concepts at the concrete level and facilitates student application of these concepts at higher, abstract levels. Smith Elementary's math curriculum achieves this using differentiation, key resources, and daily problem solving. Assessment data shows that this combination in the curriculum produces successful student results.

A close analysis of the assessment data indicates student growth in "Commended Performance" scores in math. This is a result of differentiating instruction and daily activities involving logic problems. Teachers provide real life connections to math concepts during whole class instruction, small group instruction, a variety of math activities, and tutoring. Students spend time solving, discussing, and sharing logic problems. As a result, students increase their ability to problem solve, use inference skills, and draw conclusions based on reasonableness.

Working logic problems is not the only time students have the opportunity to discuss problems and share their thought processes. Differentiating content, process, and product enables students to develop a deeper understanding of concepts. After a pre-assessment, teachers use "menus" to facilitate instruction at a variety of levels. While some students work independently or in pairs, a teacher meets with flexible groups to give small group instruction. These groups operate much like a guided reading group.

Finally, resources play a valuable role in helping students connect with math concepts. A 90-minute instructional block allows teachers to incorporate manipulatives, basic skill instruction, software programs, and higher order thinking skills. Teachers use parent volunteers to help construct manipulatives and math activities. Differentiated activities provide support to students at their level. Manipulatives allow students to develop a concrete understanding of math concepts before moving to abstract levels. These curriculum and instructional methods have maintained a high success rate for students on the TAKS test, almost doubling our commended scores in three years.

### **4. Instructional Methods**

Smith Elementary teachers employ instructional methods with two key standards in mind: meeting individual needs and helping students connect to learning in meaningful ways. With the philosophy of differentiation in mind, teachers use data from pre-assessments, previous year's testing, and personality assessments to guide their instruction. Teachers differentiate process, product, and content to meet the needs of each student. Real-world application and hands-on activities help students connect to key concepts. Using manipulatives, science experiments, guest speakers, community historians, service projects, and an outdoor learning center are examples of how teachers help students make relevant connections.

Teachers effectively use technology to both individualize instruction and help students make connections. Classroom projectors and document cameras give teachers the use of a visual medium with which the students are very familiar and comfortable. Teachers design PowerPoints, games, and use the media to model good writing and problem solving. In addition, teachers use computers for differentiated student activities, virtual field trips, and video conferencing with other schools and organizations. Students participate in web quests, research, and content software applications. They design PowerPoint presentations and use other multimedia programs to create original student pieces. This gives teachers alternative means of assessment with scoring guides that allow students to expand their technological skills and demonstrate their creativity.

Smith's staff fulfills student learning needs by designing and providing instruction in large group, small group, and one-on-one settings. Effective planning and development of differentiated activities allows teachers to form small groups to meet specific learning needs. Small group and individual instruction occur during the school day with classroom teachers, the Parents As Tutors program, high school student volunteers, and after school with classroom teachers tutoring students. Increased levels of mastery on campus, district, and state assessments validate the success of providing instruction in a variety of settings for all students.

## **5. Professional Development**

Smith Elementary promotes lifelong learning for our staff as well as our students. The growth and development of each staff member is paramount to the continued success of students. Smith's administration and staff grow professionally using a variety of approaches. Team leaders and administrators study data and discuss instructional needs of students. Classroom observations, formative conferences, and questionnaires are used to identify the development needs of staff. Such input guides the use of professional development time for the coming school year.

Our school staff development plan for all school faculty targets specific areas for growth. Careful planning affords teachers time for discussion with colleagues and development of new instructional strategies. As an example, Smith focused on math instruction and differentiation for two years. Teachers designed differentiated instruction and activities for their classrooms. As a result of the campus-wide focus, math "commended" scores have almost doubled.

Another approach to professional growth involves a summative conference in the spring with an administrator. During this conference, each teacher establishes goals for professional growth. We provide differentiated methods of professional growth for meeting teacher needs. Book studies, seminars, after-school workshops, on-line courses, graduate courses, and workshop presentations are examples of ways staff members choose to guide their own growth. Several teachers are pursuing advanced degrees. The expertise developed in areas like reading and leadership supports at-risk learners and provides guidance to colleagues.

This combination of whole staff and individual approaches for development produces successful growth in areas critical for instructional excellence. It also allows each individual a choice in topics and methods that best fits their needs. By modeling differentiation in professional development, Smith Elementary creates meaningful connections for teachers to differentiate instruction in their classroom, while meeting the individual needs of each child.

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

Subject Reading Grade Third

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	February/April	March/April	March/April
<b>SCHOOL SCORES*</b>			
% At or Above Met Standard	100%	99%	100%
% At Commended Performance	66%	64%	50%
Number of students tested	108	89	108
Percent of total students tested	96%	95%	98%
Number of students alternatively assessed	5	5	2
Percent of students alternatively assessed	4%	5%	2%
<b>SUBGROUP SCORES</b>			
1. White			
% At or Above Met Standard	100%	100%	100%
% At Commended Performance	67%	68%	51%
Number of Students Tested	88	70	93
<b>STATE SCORES**</b>			
% At or Above Met Standard	93%	91%	89%
% At Commended Performance	37%	35%	26%

\*Data Sources: <http://www.tea.state.tx.us/student.assessment/reporting/taksagg/year.html>  
<http://www.tea.state.tx.us/perfreport/aeis/>

\*Data Source: <http://www.tea.state.tx.us/student.assessment/reporting/results/summary/taks.html>

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

Subject Reading Grade Fourth

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
<b>SCHOOL SCORES*</b>			
% At or Above Met Standard	96%	98%	93%
% At Commended Performance	60%	48%	33%
Number of students tested	88	103	87
Percent of total students tested	96%	99%	92%
Number of students alternatively assessed	4	0	9
Percent of students alternatively assessed	4%	0%	9%
<b>SUBGROUP SCORES</b>			
1. White			
% At or Above Met Standard	96%	97%	94%
% At Commended Performance	59%	49%	34%
Number of Students Tested	71	86	71
<b>STATE SCORES**</b>			
% At or Above Met Standard	79%	85%	85%
% At Commended Performance	23%	25%	17%

\*Data Sources: <http://www.tea.state.tx.us/student.assessment/reporting/taksagg/year.html>  
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***No Child Left Behind - Blue Ribbon School***  
**Grade 5 Reading (Language Arts or English)**

Subject Reading Grade Fifth

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	February/April	April	April
<b>SCHOOL SCORES*</b>			
% At or Above Met Standard	99%	100%	97%
% At Commended Performance	40%	50%	39%
Number of students tested	97	94	100
Percent of total students tested	98%	96%	98%
Number of students alternatively assessed	2	4	1
Percent of students alternatively assessed	2%	4%	1%
<b>SUBGROUP SCORES</b>			
1. White			
% At or Above Met Standard	99%	100%	100%
% At Commended Performance	41%	52%	46%
Number of Students Tested	79	75	76
<b>STATE SCORES **</b>			
% At or Above Met Standard	86%	79%	79%
% At Commended Performance	23%	25%	17%

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**No Child Left Behind - Blue Ribbon School  
Grade 3 Mathematics**

Subject Mathematics Grade Third

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
<b>SCHOOL SCORES*</b>			
% At or Above Met Standard	96%	98%	100%
% At Commended Performance	46%	51%	36%
Number of students tested	108	93	107
Percent of total students tested	96%	97%	98%
Number of students alternatively assessed	4	3	1
Percent of students alternatively assessed	4%	3%	1%
<b>SUBGROUP SCORES</b>			
1. White			
% At or Above Met Standard	97%	99%	100%
% At Commended Performance	46%	51%	35%
Number of Students Tested			
2. Hispanic			
% At or Above Met Standard	90%		
% At Commended Performance	50%		
Number of Students Tested	10		
<b>STATE SCORES **</b>			
% At or Above Met Standard	82%	90%	90%
% At Commended Performance	25%	25%	18%

\*Data Sources: <http://www.tea.state.tx.us/student.assessment/reporting/taksagg/year.html>  
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**No Child Left Behind - Blue Ribbon School**  
**Grade 4 Mathematics**

Subject Mathematics Grade Fourth

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
<b>SCHOOL SCORES*</b>			
% At or Above Met Standard	98%	98%	95%
% At Commended Performance	67%	49%	28%
Number of students tested	88	104	89
Percent of total students tested	98%	100%	94%
Number of students alternatively assessed	2	0	7
Percent of students alternatively assessed	2%	0%	7%
<b>SUBGROUP SCORES</b>			
1. White			
% At or Above Met Standard	97%	98%	96%
% At Commended Performance	68%	47%	26%
Number of Students Tested	72	87	72
<b>STATE SCORES**</b>			
% At or Above Met Standard	81%	86%	87%
% At Commended Performance	28%	21%	15%

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

Subject Mathematics Grade Fifth  
 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/May	April	April
<b>SCHOOL SCORES*</b>			
% At or Above Met Standard	100%	98%	97%
% At Commended Performance	65%	39%	35%
Number of students tested	97	97	100
Percent of total students tested	98%	99%	98%
Number of students alternatively assessed	0	1	2
Percent of students alternatively assessed	0%	1%	2%
<b>SUBGROUP SCORES</b>			
1. White			
% At or Above Met Standard	100%	99%	100%
% At Commended Performance	61%	38%	43%
Number of Students Tested	79	77	76
<b>STATE SCORES **</b>			
% At or Above Met Standard	88%	82%	86%
% At Commended Performance	30%	26%	17%

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