

REVISED – March 13, 2006

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. Karen White

Official School Name Robert H. Rockenbaugh Elementary

School Mailing Address 301 Byron Nelson Parkway

Southlake Texas 76092-7423
City State Zip Code+4 (9 digits total)

County Tarrant State School Code Number* 220919104

Telephone (817) 949-4700 Fax (817) 949-4747

Website/URL www.southlakecarroll.edu/Rock/res/ E-mail whitek@cisdmil.com

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. David Faltys

District Name Carroll Independent School District Tel. (817) 949-8282

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 Mrs. Erin Shoupp

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

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

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district: 7 Elementary schools
 5 campuses K-4, 2 campuses 5th-6th
2 Middle schools
 Junior high schools
2 High schools
 1 campus is 9th-10th, 1 campus 11th-12th
11 TOTAL
2. District Per Pupil Expenditure: \$6,672.00
 Average State Per Pupil Expenditure: \$8,916.00

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
 Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 2 Number of years the principal has been in her/his position at this school.
7 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	17	3	20	7			
K	51	49	100	8			
1	57	46	103	9			
2	58	54	112	10			
3	68	59	127	11			
4	64	61	125	12			
5				Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							587

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

6. Racial/ethnic composition of the students in the school:
- | | |
|-----------------|----------------------------------|
| <u>90</u> | % White |
| <u>2</u> | % Black or African American |
| <u>4</u> | % Hispanic or Latino |
| <u>4</u> | % Asian/Pacific Islander |
| <u> </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: 6 %

[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.	24
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	12
(3)	Total of all transferred students [sum of rows (1) and (2)]	36
(4)	Total number of students in the school as of October 1	587
(5)	Total transferred students in row (3) divided by total students in row (4)	.061
(6)	Amount in row (5) multiplied by 100	6

8. Limited English Proficient students in the school: .2 %
1 Total Number Limited English Proficient

Number of languages represented: 1
 Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: .4 %
Total number students who qualify: 2

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: $\frac{13\%}{74}$ 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>8</u> Autism	<u>1</u> Orthopedic Impairment
<u> </u> Deafness	<u>9</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>22</u> Specific Learning Disability
<u>3</u> Emotional Disturbance	<u>29</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u>2</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> </u>
Classroom teachers	<u>35</u>	<u> </u>
Special resource teachers/specialists	<u>5</u>	<u>2</u>
Paraprofessionals	<u>11</u>	<u> </u>
Support staff	<u>5</u>	<u> </u>
Total number	<u>58</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. 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	96%	98%	97%	97%	97%
Daily teacher attendance	95%	95%	94%	92%	95%
Teacher turnover rate	19%	38%	17%	26%	13%
Student dropout rate (middle/high)	NA	NA	NA	NA	NA
Student drop-off rate (high school)	NA	NA	NA	NA	NA

Part III – Summary

Wealth – that would appropriately describe the affluence of the community we serve, but we possess assets of a greater significance than the taxable assessed value of the homes in our district. We have a wealth of dedicated teachers delivering a rigorous, aligned curriculum, plus parents that are highly involved in all aspects of our school, and students that are enthusiastic, creative, and motivated to succeed. Rockenbaugh’s mission is to remain committed to continuous improvement ensuring each student is valued, challenged, and successful.

Robert H. Rockenbaugh Elementary was established in August, 1997, as the fourth elementary school in the Carroll Independent School District (CISD). Located in Southlake, Texas near the Dallas-Fort Worth Airport, our current enrollment is 596 students in Pre-K – 4th grade. Our district mascot is the dragon which is one of the unifying factors for the campuses of CISD.

The leadership of Rockenbaugh began with Meryl Babcock, who opened the campus as a first-year principal. She had a vision of what our campus could become, and selected teachers that would assist her in creating an environment of excellence. Mrs. Babcock left two years ago, but the strength of the campus continues with the current principal and the shared leadership of teachers. Each grade level has a teacher appointed to the role of team leader and another teacher is the curriculum coordinator. Those leaders work collaboratively with campus administrators to ensure delivery of a strong curriculum, consistent use of student assessment data, and developing plans for continued improvement through professional learning.

The attitude of continuous improvement can be seen in classrooms throughout the campus. Staff members participate in book studies, research new instructional strategies, and implement methods that increase student success. We believe our continued learning is necessary to increase student learning. Collaboration is important in the planning of all instruction within a grade level, and common planning times are scheduled each day while students are engaged in science lab, art, music, physical education, and library.

From the moment you enter our building and see the PTO bulletin boards filled with photos of smiling faces, you’ll find indicators of the value we place on establishing a strong partnership with parents. Dad’s Invasion Day, Author Celebration Day, Family Funfest, Bingo Night, Grandparents’ Luncheon, Fall Cook-Out, and Mystery Readers are a few of the opportunities involving members of the family in activities that develop a system of support. Our parents give generously of their time – volunteering each day in our front office, helping in the cafeteria on special occasions, supervising special interest clubs on campus, creating delightful displays of student work, and assisting the teachers with other responsibilities. Additionally, our parents provide financial support by establishing several fundraisers during the year. We have used those funds to purchase computers, classroom libraries, and continued learning opportunities for our staff.

The children at Rockenbaugh are amazing! Each morning brings a new opportunity to watch their happy smiles as they ride in on their bikes, race off the bus, or give a last wave to their parent as they grab their backpack from the car. There is no doubt about it, we’ve got great students. Their individual talents and interests are recognized and promoted through numerous campus clubs. We have Spanish Club, Chess Club, Dragon Tale News (students staff our daily television broadcast of announcements), Running Club, Jump Rope Club, Bluebonnet Club, Music Makers, Safety Patrol, Recyclers, Odyssey of the Mind, Science Lab Assistants, and Math Marvels. We also have several organizations that meet regularly on our campus, including three groups of Brownies, Cub Scouts, and four basketball teams.

We are a successful school - using a measure beyond test scores that is found in the lasting value of relationships between teachers, students, and parents. Success is seen in the campus culture that celebrates the importance of working with children who will become our future leaders. Our success is the commitment to create a place of excellence and accomplishment for every child at Rockenbaugh.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results

In spring 2003, the Texas Education Agency implemented the Texas Assessment of Knowledge and Skills (TAKS). The TAKS is a criterion-referenced test developed to measure the statewide curriculum, the Texas Essential Knowledge and Skills (TEKS) in reading, math, writing, social studies, and science at designated grade levels beginning with 3rd grade. Test questions are categorized by objectives that are vertically aligned 3rd-8th grade and 9th-11th. The tests increase in rigor each year to assess student learning along a continuum.

Assessment results are used to determine student, campus, and district performance. Standards for TAKS have been established through the use of scale scores, a statistical measure that accommodates for differences in the difficulty of tests used for each administration. There are three levels of achievement. Commended Performance has a scale score of 2400 and indicates high academic achievement. This is the highest performance level set by the State Board of Education. Met Standard has a scale score of 2100 and represents satisfactory achievement with a sufficient understanding of the knowledge and skills measured. Did not Meet the Standard is below the passing standard and indicates that a student's knowledge and skills are insufficient. Additional information on assessment may be obtained at <http://www.tea.state.tx.us/student.assessment/>.

Students that are served in special education receive accommodations and are given the State-Developed Alternative Assessment II (SDAA II). In spring 2005, the SDAA II was implemented because it is more closely aligned with the TAKS. It asks questions in more authentic ways, and assesses more of the Texas Essential Knowledge and Skills (TEKS) than the previous SDAA. On the SDAA II, there are no predetermined passing standards established by the state. Instruction and achievement levels are developed for individual students by the Admission, Dismissal, and Review (ARD) committee. Test results indicate if a student Met ARD Expectations by reporting a "Yes" or "No".

Rockenbaugh has maintained excellent assessment results and increased student performance. Since the inception of TAKS, we have had 98-100% of our students achieving Met Standard or above for each grade level and subject tested. The Commended Performance achieved by our students has increased consistently in the past three years, reflecting the depth of our instruction. The 3rd grade scores have risen from 53% to 81% in reading, and from 57% to 78% in math. Our 4th grade scores have increased from 43% to 59% in reading, 46% to 68% in math, and 41% to 62% in writing. Although our campus does not have subgroups large enough to be accountable by state standards, we strive to ensure continued progress for all students.

Rockenbaugh's sustained improvement has earned our campus several awards. The Texas Education Agency has rated our campus as Exemplary, the highest accountability ranking in the state, based upon TAKS/SDAA II scores. Our commended scores earned us the Gold Performance Acknowledgements in reading, math, and writing. Additionally, for the past three years, we have been named an Honor Roll School by the Texas Business and Education Coalition and Just for the Kids, TBEC/JFTK. www.just4kids.org *Texas Monthly* has given Rockenbaugh a "Five Star Rating" indicating that it is in the top 20% of schools in the state when compared to those with similar demographics. *D Magazine* has listed our campus as one of the top 250 schools in the Dallas-Fort Worth area, ranking number 5 in 2005, among "Upper Income" campuses.

We are pleased with the state assessment results, but we are not complacent. Our accomplishments serve as a catalyst to increase our capacity for learning for staff and students. We will continue to strive to improve the services, support, and outcomes for each child at Rockenbaugh.

2. Using Assessment Results

Recognizing the importance of reviewing all data available on our students is an integral part of planning in every area of our campus. We believe that assessment should direct our decisions for the instruction and types of intervention and/or enrichment provided for each student. We review individual student progress in a variety of teacher groups to broaden our ability to provide support. Our staff reviews are planned and purposeful.

Establishing appropriate support for every student begins early in the school year. These decisions are made after completing district-developed assessments during the first six days of school, by using early release days for students. All elementary campuses are dismissed at 11:00 a.m. and teachers schedule a time to individually assess each student during those afternoons. This allows us to develop specific plans and work with campus teachers and the administrators to provide help for students working below grade level.

Assessment is integrated in the daily structure as formative data used to plan for student learning. Our K-2 teachers use running records and reading conferences to document progress. We utilize pre-tests for each math unit and use the results to form small groups for specific instruction and/or enrichment for students that have mastered those skills. Students also are provided with assessment tools to chart their own learning. An example would be the use of a Reader's Notebook where students chart the books they've read that week, determine what genre it is, and what goals they have for reading. The teacher uses these notebooks during their individual conference with the student.

Several campus groups meet regularly to review assessment results and develop specific plans to assist students. "Progressors" is our reading review team that meets each month to review the progress of all kindergarten – 2nd grade students. We discuss types of support that are needed for each student reading below grade level and how to improve our programs. Every grade level has "Math Trackers" which meets each six-weeks to review benchmarks, student work, and pre/post tests of students. Each grade level meets weekly and part of each meeting is designated to reviewing student progress and concerns.

3. Communicating Assessment Results

Establishing and maintaining strong communication with parents and members of the community is a priority at Rockenbaugh. We establish both formal and informal methods of information networks within and outside of our school. We recognize the support gained from keeping parents informed and involved with all aspects of our school, as well as the daily progress of their children.

Communication begins before the first day of school with teachers sending letters to their students with information about themselves and some of the activities of the year. We schedule Curriculum Night to provide an overview of the curriculum, our grading policy, strategies to incorporate in reading at home, plus class routines and expectations for behavior. Our campus has a web site for each grade level and a teacher on each team designated to update it weekly. Parents can locate information on upcoming tests and projects. Each teacher maintains daily communication through student folders for sharing progress in behavior and work habits. A "Wednesday Folder" is used to transfer completed work and campus information notes. We use e-mail daily to inform parents of concerns and the progress of their child. We also have one day each semester on which every teacher is provided a substitute to allow them to schedule conferences with all parents.

More formal methods of communicating assessment data and student progress are scheduled and reviewed regularly. Progress reports are sent to parents every three weeks if there are concerns related to behavior or academic achievement. Report cards are provided every six weeks for all students, and parents are encouraged to schedule a conference if they have any questions. The principal reviews all report cards each six weeks and notes any questions to discuss with the teacher. We have developed a Reading Rubric to include with the report card that provides a more objective measure of a student's skills in reading. The rubric lists a student's reading level, fluency level, and level of comprehension. The rubric also has the level for each area, noting if it would be considered on, above, or below grade level at that point in the year. Parents have found this to be more informative than a grade. We have a Site-Based Decision Making Committee comprised of teachers, campus administrators, parents, and community representatives that reviews assessment data and determines needs and goals related to instruction and staff development. Minutes from each meeting are posted on our campus web site for a wider distribution of discussions and plans. A Campus Report Card is sent to parents each year to inform them of Rockenbaugh's student performance on state assessments and our accountability rating.

4. Sharing Success

We understand the importance of establishing a collaborative relationship with other campuses as a means of sharing our strategies, as well as gaining new information on best practices from other schools.

We work closely with the other campuses in our district and welcome the opportunity for teachers to visit our classrooms and discuss how to improve instruction. Our teachers serve on district vertical teams and curriculum committees, using the occasion to share ideas and strategies. Our staff also believes that every professional development day can be a time for learning from, and sharing with, other educators. Our campus has participated in a book study with another campus in our district and the teachers visit our classrooms to observe the strategies in action. We have had campuses from outside our district schedule days to work with our teachers on our reading program and the utilization of student data. A reading rubric used in conjunction with our report cards was shared with all campuses in our district. Our teachers are anxious to pass on what is working with their students and appreciate the collegial relationship fostered in the process.

Both campus administrators participate in district and regional groups through the Educational Service Center that provide opportunities to share current practices and programs. Contact is maintained through e-mail with administrators within and outside our district, providing suggested research, book studies, data collection, vertical teaming efforts, staff development, and programs we've found to be effective. Conferences at the Texas Elementary Principals and Supervisors Association (TEPSA) are used to network with other districts and exchange ideas for increasing successful instruction.

As a TBEC/JFTK Honor Roll School, we have provided information regarding all aspects of our instructional program. We have shared specific ideas at the round table discussions with other schools at the annual awards presentation.

We also know that each time a teacher leaves Rockenbaugh they can take the knowledge they gained here and use it to increase the success of students at other campuses and districts. We maintain close contact with many teachers that have taken positions with other districts and continue to provide information on our programs and results. We willingly share what we're doing and the impact it has on student learning. Each educator that leaves our campus has the opportunity to use the skills they developed here and build successful environments for students elsewhere.

PART V – Curriculum and Instruction

1. Curriculum

The Texas Essential Knowledge and Skills (TEKS) serve as the foundation for our curriculum and we align instruction to ensure that we cover each of the student expectations for knowledge and skills in every content area. We provide continuity among classes within a grade level to guarantee that every student learns the same base of knowledge and skills.

Our goal for the language arts program is to create authentic experiences that instill a love of reading and writing in our students. The curriculum is a balanced integration of reading, writing, listening, and speaking activities at all grade levels. Teachers conference regularly with students to assess their skills in reading and writing and specific instruction is provided to support their progress. Students write daily and share their compositions with the class, parent editors, and the principal. Several grade levels have an "Author Celebration" when parents are invited for an afternoon of listening to students present their books to the group. Our 4th graders are paired with other grade levels during "Writing Buddies" to share written work with the younger students.

Problem-solving skills and developing a deep understanding of number sense is evident in each grade level and within every unit of study. Lessons are structured to help students see the connection between classroom activities and their application outside of school. Curriculum maps for math have been developed over the past two years, equipping us to view the scope and sequence of math instruction from kindergarten through 4th grade. Our staff utilizes a wide range of resources including activities from Marilyn Burns, National Council of Teachers of Mathematics (NCTM), and our textbook (to a very limited extent).

Science is taught through a collaborative process of classroom lessons and lab activities that enrich student learning. Our science teacher works with K-4 students once each week in our science lab using field investigations as part of the scientific process, which involves questioning, predicting, researching, hypothesizing, and reaching conclusions. Learning is never confined to the building as students use the Outdoor Learning Center, located on our campus, to study plant parts and functions, animals, habitats, ecosystems, composting, and gardening. Our science teacher works cooperatively with classroom teachers to select literature and resources that enhance units of study.

Our social studies curriculum is developed on the premise that the world today is best understood when viewed through a lens that encompasses historical events and the importance of contributions made by individuals or groups that overcame obstacles and worked for the improvement of others. Each grade level designs lessons on citizenship, culture, economics, geography, government, and history. Cultural awareness is increased by inviting parents to share in a study of the significance of celebrations, including Kwanzaa, Ramadan, Dawali, Hanukkah, Yom Kippur, Chinese New Year, and Cinco de Mayo. History is brought to life when 3rd graders work in groups to form pioneer families, complete with alternate names, and recreate their journey to settle new territory. They write about their journey, solve math problems related to spending limited money for supplies, and read novels related to that period in history.

Due to budget cuts in the spring 2003, music is provided to elementary students for one semester. Our music curriculum focuses on creating a means of self-expression through performance, and the students demonstrate enthusiasm, talent, self-confidence, and appreciation through singing, movement, and playing a variety of instruments. Our students are actively engaged in each lesson, whether demonstrating differences in pitch through the rise and fall of bubbles or dancing and singing to a jazz tune. Our music instruction promotes learning through lessons that are bound by enthusiasm, energy, and movement.

Participating in the “joy of doing” is part of what makes our art program special according to the art teacher. The TEKS provides the framework for the curriculum and lessons are developed around four strands: perception, creative expression/performance, historical and cultural heritage, and critical evaluation. Instruction is provided in sketching, painting, print making, pottery, and mixed media. Literature-based activities integrate the language arts curriculum and allow students to respond with creative expression. Important qualities of our art education include the value placed on students creating individualized pieces and an appreciation for the intrinsic talents and abilities of every child.

Our physical education program recognizes the importance of establishing a healthy lifestyle and provides students with a variety of activities that enhance their physical and cognitive development. Lessons focus on skills development and movement, personal health and wellness, and using positive social skills when participating in group activities. The skills related to volleyball, basketball, soccer, tennis are taught in incremental segments and allow students to gain confidence through practice. Rotation stations allow students to move through areas such as the climbing/swinging rope, hula hoop, jump rope, throwing/catching games, and tumbling.

2a. Reading

Recognizing that a student’s ability to read well is a strong indicator of success in all subjects, we designate a major portion of the instructional day to provide students with opportunities to experience literature in a variety of formats that are frequently integrated with math, social studies, and science. We ensure every student, based upon their individual needs as determined through assessment, has instruction in phonemic awareness, phonics, vocabulary development, reading fluency, and comprehension strategies.

Our planning begins with assessing each student using a district-developed diagnostic assessment. We also use the Developmental Reading Assessment (DRA) at the primary grade, and Burns and Roe in 3rd to determine specific needs for every student. Running records, fluency probes, and reading conferences provide data to chart progress of our students on a consistent basis.

Our decisions regarding strategies are guided by research and work from Irene Fountas, Gay Su Pinnell, Timothy Rasinski, Maria Clay, and most recently, Sharon Taberski. This culminates in providing the foundation for the development of our instruction. Through the use of systematic instruction, teachers model reading strategies and thinking skills associated with comprehending text. Students are provided time to practice their skills through read aloud, paired reading, small group, or individually. Students are

encouraged to read a variety of genres, and self-select books based upon their interests and ability. Discussions related to what the children are reading occur daily in each class.

We do not use any basal readers with our students. Through funds provided by our PTO, books have been purchased for every classroom to provide texts appropriate for the diverse interests and reading levels of our children. Last year we began utilizing more expository texts with our students and discussing the differences between fiction and non-fiction reading.

Support for struggling readers is provided outside of the classroom through several programs. Our Reading Intervention Program provides one full-time and one half-time teacher to work with students one-on-one or in groups of 2-4 children on specific strategies to improve their skills. If students have been identified as dyslexic, they receive support using a Multisensory Teaching Approach (MTA) which provides intensive instruction in phonetics, writing, and spelling. Resource and Content Mastery are provided for students that qualify for special education and these teachers work closely with the classroom teacher to align instruction and review progress.

3. Math Curriculum

Our math instruction supports our campus mission of challenging each student with a rigorous and engaging curriculum. Our goal is to have our students recognize the importance of math in daily activities. Logic and problem-solving are linked to authentic situations. The use of manipulatives is observed in all classes, with students gaining a conceptual understanding and then moving to more abstract application.

Assessment is a major part of the planning for every math unit. Pre-tests are given and reviewed to determine student strengths. If a student has a thorough understanding of the material, then a compacted unit of study is provided to extend their thinking. Concurrently, students that need additional support are provided time and strategies to ensure they understand the lesson. Post-tests are designed to measure the learning and application through word problems.

The strength of our math curriculum can be seen in the alignment achieved through staff discussions and review of curriculum maps. We have developed a list of common vocabulary terms to provide consistency between grade levels. Learning from one year to the next is seamless while increasing in rigor and formats of application.

We use literature, authentic experiences, and integrate math to increase the relevancy of learning. Our third graders work on an economic unit with their novel study of Charlotte's Web. Our fourth graders have a "garage sale" once each year and funds are donated to a charity. Every fourth grader brings items from home and sets up a "store" at their desk, complete with a catchy name. Then students from other grades are invited to shop. Students price their inventory, make change, then total their amounts per class and compare the results.

Technology plays a role in our math curriculum. Power Points are used to enhance student learning by presenting information using graphics. Students also get the opportunity to create presentations on topics such as geometry and charts/graphs. Teachers review and suggest web sites to be used in class and at home that will keep students engaged and target specific skills. New software provides increased opportunity for students to practice problem-solving and logical reasoning skills.

4. Instructional Methods

We approach the instruction of our students with the desire to provide experiences everyday that will sufficiently challenge them and offer support when needed. Since assessment is integrated with instruction, we remain responsive to individual needs. Planning in grade level teams allows our teachers to review student work, discuss concerns, and increase the base of resources we use with each student and for every unit. Collaboration with our computer lab and librarian expand the learning to include research, literature, Power Point presentations, and web sites. We integrate areas of the curriculum so learning becomes more global and students see connections between subjects.

Responding to our students as individual learners remains at the forefront of our decisions. Through tiered lessons and flexible groups, students are served in a way that meets their needs. Differentiation is accomplished by giving students choices for projects and topics related to the concept of study. For example, 4th grade students studied early exploration and selected individuals to research. Some student presentations were Power Points, others composed a skit, while others provided their

information through a painting or poem. The eclectic group of explorers ranged from Neil Armstrong to Lance Armstrong. Our classrooms adapt to the learning needs of the students. Some of our 1st grade classes have lowered their tables so students can sit on the floor when working. Quiet areas for study are provided in some rooms and discussion groups are allowed in others. Groups designated to work with the teacher for tutoring change frequently, based upon assessment results. Our understanding of learning preferences allows us to structure lessons addressing the diverse needs of our students.

Providing a continuum of interventions is a factor in ensuring the success of every student. Our Quest program works with our gifted and talented students each week. The students select independent research on such topics as natural disasters, enigmas, or mysteries of the oceans. Students share their learning in presentations for their grade level. Tutoring is provided by every teacher on campus before or after school at least once each week. Students needing more support schedule additional time for assistance outside of the instructional day.

5. Professional Development

The most important factor in the quality of instruction is the teacher. Rockenbaugh is committed to continuous improvement and encourages the personal and professional growth of every member of the staff. Throughout the planning of our professional development, we assess how our learning is impacting student performance. Selection of activities is based on the academic goals outlined in the Campus Improvement Plan adopted by the Site-Based Decision Making Team.

One of our major areas of learning for all teachers and paraprofessionals has been through the use of discussion of the Myers-Briggs Type Indicator (MBTI). The MBTI provides a measure of preferences related to how people perceive information, reach decisions, focus attention, and deal with others. Two of our teachers were certified in the administration and interpretation of the test and provide information on each of the four dimensions and associated behaviors. The result of this learning has heightened our awareness of our inherent differences and how we can use our understanding to create a cooperative climate within our school. We are also using the Murphy-Meisgeier Type Indicator for Children (MMTIC) at 3rd - 4th grades to provide a better understanding of our students, the learning that is responsive to their needs, increasing understanding of individual qualities by our students, and fostering productive relationships between students. A workshop is provided for parents to share their child's results and which characteristics are related to their preferences. We have used the information to assist us during parent conferences, dealing with students, and planning instructional strategies and activities.

Another area of need our campus addresses through professional development is aligning the curriculum and reviewing associated assessments. Reviewing curriculum maps written by each teacher occurs during scheduled district days and as part of Dragon Days each six-weeks. During our Dragon Days, campus vertical teams meet during their conference period. Their classes are grouped in teams of K-4 students and participate in special activities with physical education, music, art, and science. Teachers determine ways to increase student learning through the review of instructional plans for content, skills, and assessments. The students benefit from the time spent in their student teams by getting to know students at other grade levels as they work in cooperative groups to complete activities.

Professional learning is blended throughout the culture of our campus. Book studies, peer observations, and grade level meetings allow us to obtain new information and strengthen our ability to improve student learning.

PART VII - ASSESSMENT RESULTS

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

Subject Reading **Grade** 3

Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2004-05

Publisher Texas Education Agency

	2004-2005	2003-2004	2002-2003
Testing month	Feb.	Feb.	Feb.
SCHOOL SCORES			
% At or Above Met Standard	100	99	100
% At Commended Performance	81	77	53
Number of students tested with TAKS	118	97	131
Percent of total students tested with TAKS	97	94	94
Number of students alternatively assessed	4	6	8
Percent of students alternatively assessed	3	6	6

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

	2004- 2005	2003- 2004	2002- 2003
Testing month	April	April	April
SCHOOL SCORES			
% At or Above Met Standard	100	98	100
% At Commended Performance	59	54	43
Number of students tested with TAKS	95	129	118
Percent of total students tested with TAKS	94	97	93
Number of students alternatively assessed	6	4	9
Percent of students alternatively assessed	6	3	7

No Child Left Behind - Blue Ribbon School
Grade 3 Mathematics

Subject Mathematics **Grade** 3

Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2004-2005

Publisher Texas Education Agency

	2004-2005	2003-2004	2002-2003
Testing month	April	April	April
SCHOOL SCORES			
% At or Above Met Standard	100	100	100
% At Commended Performance	78	73	57
Number of students tested with TAKS	118	94	127
Percent of total students tested with TAKS	98	93	94
Number of students alternatively assessed	2	7	8
Percent of students alternatively assessed	2	7	6

No Child Left Behind - Blue Ribbon School
Grade 4 Mathematics

Subject Mathematics **Grade** 4

Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2004-05

Publisher Texas Education Agency

	2004-2005	2003-2004	2002-2003
Testing month	April	April	April
SCHOOL SCORES			
% At or Above Met Standard	100	99	100
% At Commended Performance	68	60	46
Number of students tested with TAKS	95	128	119
Percent of total students tested with TAKS	94	96	94
Number of students alternatively assessed	6	5	8
Percent of students alternatively assessed	6	4	6