

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 Ms. Mary Ann Jordan
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

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

School Mailing Address 100 Little Maverick Trail, P. O. Box 31
(If address is P.O. Box, also include street address)

Eastland Texas 76448-0031
City State Zip Code+4 (9 digits total)

County Eastland State School Code Number 067903101

Telephone (254) 631-5080 Fax (254) 631-5085

Website/URL http://www.eastland.esc14.net E-mail majordan@eastland.esc14.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 January 9, 2006

Name of Superintendent Mr. Donald W. Hughes
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Eastland Independent School District Tel. (254) 631-5120

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 January 9, 2006

Name of School Board
President/Chairperson Mr. Gordon Wollam
(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 January 9, 2006

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: 1 Elementary schools
 1 Middle schools
 0 Junior high schools
 1 High schools
 0 Other
- 3 TOTAL
2. District Per Pupil Expenditure: \$7,048
- 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. 10 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	19	16	35	7			
K	68	47	115	8			
1	42	43	85	9			
2	52	26	78	10			
3	45	39	84	11			
4	36	46	82	12			
5	40	43	83	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							562

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

6. Racial/ethnic composition of the students in the school: 74 % White
1 % Black or African American
23 % Hispanic or Latino
1 % Asian/Pacific Islander
1 % 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: 25 %

[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.	65
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	78
(3)	Total of all transferred students [sum of rows (1) and (2)]	143
(4)	Total number of students in the school as of October 1	570
(5)	Total transferred students in row (3) divided by total students in row (4)	0.251
(6)	Amount in row (5) multiplied by 100	25

8. Limited English Proficient students in the school: 7 %
37 Total Number Limited English Proficient

Number of languages represented: 2
Specify languages: Spanish, Gujarati

9. Students eligible for free/reduced-priced meals: 62 %

Total number students who qualify: 347

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: $\frac{9}{50}$ % 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> </u> Autism	<u> 1 </u> Orthopedic Impairment
<u> </u> Deafness	<u> 7 </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 15 </u> Specific Learning Disability
<u> 3 </u> Emotional Disturbance	<u> 21 </u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> 1 </u> Traumatic Brain Injury
<u> 1 </u> Mental Retardation	<u> 1 </u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	

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

	Number of Staff	
	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u> 1 </u>	<u> 0 </u>
Classroom teachers	<u> 32 </u>	<u> 2 </u>
Special resource teachers/specialists	<u> 9 </u>	<u> 1 </u>
Paraprofessionals	<u> 15 </u>	<u> 0 </u>
Support staff	<u> 6 </u>	<u> 0 </u>
Total number	<u> 63 </u>	<u> 3 </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%	97%	96%	96%	96%
Daily teacher attendance	95%	95%	95%	95%	95%
Teacher turnover rate	3%	3%	3%	3%	5%
Student dropout rate (middle/high)	NA%	NA%	NA%	NA%	NA%
Student drop-off rate (high school)	NA%	NA%	NA%	NA%	NA%

PART III – SUMMARY

It is the mission of the Eastland Independent School District to provide all students with educational opportunities, which allow them to develop to their maximum potentials intellectually, physically, and socially, in order to become responsible citizens and contributing members of society. Inherent within this purpose and mission is the belief that all students can learn and that school can make a positive difference in the lives of its students. As evidenced by assessment results, all areas of the curriculum support the mission of providing all students an exceptional education.

Siebert Elementary is a Title I School-wide campus with 62% low-income students. Based on the Texas Assessment of Knowledge and Skills (TAKS) scores, it is a “Recognized” campus. Not only are students in 3rd through 5th grades tested over state objectives, but 1st and 2nd grade students are given locally developed tests designed to measure the progress of those students. The Texas Primary Reading Inventory (TPRI) is administered to all kindergarten, 1st, and 2nd grade students. The Standardized Test for Assessment of Reading (STAR) is given to all students once per semester and at the end of the school year to determine reading levels and growth in reading skills. The test results allow the librarian, classroom teachers, and students to determine the appropriate reading level. Results allow teachers to monitor and adjust throughout the year. To ensure that Siebert Elementary School meets the federal AYP standards, the staff is comprised of highly qualified, professional, certified teachers and paraprofessionals. Staff development is provided through the Regional Service Center and locally developed programs. These programs range from updated requirements for the Professional Development Assessment System (PDAS), new and refresher courses in technology, information about special programs, specific academic teaching areas, bipolar/Asperger/ autism diagnoses, behavior management, and community/parent involvement.

Siebert has many opportunities for all students to meet state proficiency and advanced levels of academic achievement through school-wide reform strategies. This year Siebert has instituted a transitional kindergarten classroom to better meet the needs of those students repeating kindergarten. An extended year is offered to borderline students having difficulty mastering Texas Essential Knowledge and Skills (TEKS) objectives.

Siebert Elementary is expanding its facilities to include 13 new classrooms. With this expansion, classes presently housed in portable buildings will be brought into the main building. Special classes will have more space, and testing and conferencing rooms will be available.

Various programs serve special populations in the school. On-going coordination and communication between these programs and regular classroom personnel is achieved through faculty meetings, grade level meetings, the internet, and instant messaging. Effective, timely assistance is available to students experiencing difficulty and in need of extra assistance. Accelerated Reader (AR) along with a well-stocked library motivates students to read. Technology enriches the curriculum. There are two computer labs serving students daily. Classrooms are equipped with several computers that have network/internet/printer access. Accelerated Math enhances the math curriculum in grades 3-5.

Parents are encouraged to be involved in the education of their children. The Parent Teacher Organization (PTO) hosts monthly meetings highlighting a specific grade level. PTO coordinates and sponsors a very exciting and rewarding fun day for all students in grades 3-5 for completion of strategies during TAKS testing. PTO manages the AR reward system. Breakfast with Dad and Breakfast with Mom gatherings are held monthly. Parents are also encouraged to eat lunch with their children. Special library programs are held throughout the summer to encourage family reading participation.

Siebert is known as a “child-friendly” school. High expectations are reflected in all areas of the campus while cooperation and collaboration are evident among students and staff.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results

The Texas Assessment of Knowledge and Skills test (TAKS) is administered to measure the statewide curriculum in reading, writing, math and, science at various grade levels. The TAKS test is a measurement of the state's mandated curriculum, the Texas Essential Knowledge and Skills (TEKS). There are four levels of accountability. These are Academically Unacceptable, Academically Acceptable, Recognized, and Exemplary. Each student population sub-group must meet these levels. TAKS requires students to use higher-order thinking and problem-solving strategies to test their understanding of the subjects. In 2004, TAKS was revised to increase the amount of academic knowledge, thus requiring students to perform at a higher level.

Some students identified with learning disabilities, according to their Individual Education Plans, take the State Developed Alternative Assessment (SDAA) implemented in 2001. It is designed for students for whom the TAKS is not an appropriate measure. The Admissions, Review, and Dismissal (ARD) committee determines the level at which each student should be tested and the acceptable passing score.

Since the 1998-99 school year, Siebert has been rated either Recognized or Exemplary. In 2003-2004 and 2004-2005 Siebert was rated as Recognized. Only 24% of the 7,908 campuses in the state received this rating. The passing standard for TAKS is increasing each year as the new test is implemented. Siebert continues to be Recognized as requirements are raised.

In 2005, because of our strong emphasis on reading and its correlation to all aspects of academic success, 97% of Siebert's 3rd grade students, 82% of 4th grade students, and 97% of 5th grade students met the TAKS passing standard on the reading portion of the test. Additionally, 92% of 3rd grade students, 79% of 4th grade students, and 100% of 5th grade students met the passing standard in math. We are especially pleased with the scores of our Hispanic population. In 3rd grade reading they consistently scored from 93-100% for the last three years. In 4th grade reading they scored from 80-86%. In 5th grade reading they scored from 88-100%. We attribute these results greatly to the aid of a state academic reading grant that placed authentic literature in the homes of our non-English speaking students. This competitive grant was written by Siebert personnel and awarded by the Texas Education Agency. In math our Hispanic students scored 93-100% in 3rd grade; 4th grade 80-89%; and 5th grade 100% all three years. Siebert was awarded Gold Achievement awards in 2004 and 2005 for outstanding performance in reading and science.

Third grade students are tested in math and reading on this statewide test. A passing score on the reading portion is required for promotion to the 4th grade. Fourth grades students are tested in math, reading, and writing. Fifth grade students are tested in math, reading, and science. They are required to pass the reading and math portions in order to be promoted to the 6th grade. Students are provided three opportunities to achieve the state designated standards.

The Texas Primary Reading Inventory (TPRI) is given individually to all kindergarten, 1st, and 2nd grade students by their classroom teacher. This face-to-face exchange of information allows the teacher to be intimately aware of each individual student's needs.

Web Address: <http://www.tea.state.tx.us/perfreport/aeis/>

2. Using Assessment Results

Faculty and staff at Siebert utilize staff development time prior to the start of school to analyze assessment data. Grade-level data is analyzed and teachers work together to identify areas of need to target instruction to remedy these gaps. These planned improvements are included in the Campus Improvement Plan (CIP). The CIP is reviewed throughout the year to reassess activities and monitor progress.

Each grade level meets to disaggregate TAKS and TPRI assessment data by objectives in order to refine instruction. Data is reviewed on an objective-by-objective basis to determine specific problem areas. Individual student data is further examined to identify targeted objectives for individualized instruction. Students are assigned to tutoring groups based on their skill and achievement levels. Tutoring occurs during the school day in all grade levels. Additional tutoring is provided through technology-based curricular programs in reading and math. These programs provide extra assistance prior to the start of the school day. Students are motivated to attend these sessions due to the immediate feedback provided and the attraction of using computers.

Curriculum teams in grades PreK-5 meet to address gaps in instruction between grade levels to vertically align the curriculum, based on data disaggregation. Meetings are held prior to the beginning of the school year and each six weeks thereafter.

Based on the identified needs discovered through data analysis, teachers and staff self-select individualized staff development sessions provided by the Education Service Center or other appropriate training facilities. Vital information is then shared with the entire faculty. School-wide staff development is planned based on students needs.

Teachers use information gathered from the assessment analyses to plan lessons appropriate for their students. These diagnostic measures help to determine areas of weakness and prescriptive steps that can be taken to improve instruction and learning.

3. Communicating Assessment Results

Texas schools are required to distribute a formal TAKS School Report Card to parents of all students. This report includes campus, district, and statewide TAKS percentages. All scores appear in the local and area newspapers. Individual student scores are sent home with every student detailing their test results. To inform parents of the Student Success Initiative, advising them that all 3rd and 5th graders must pass TAKS reading and/or math to be promoted, Siebert hosts multimedia presentations during PTO meetings displaying past scores, successes, and requirements. All 3rd and 5th grade parents are provided with a Student Success Initiative brochure detailing the assessment process and requirements. A computer program entitled TAKS Manager helps educators make predictions concerning students' future performances on assessments. This data is utilized in conferences with parents and students to help ensure success. Teachers have conferences with students individually concerning their test results and needed strategies. Students are rewarded with a TAKS celebration following the administration of the tests. This rewards students who use their strategies to help ensure success on tests. Teachers were awarded t-shirts on receipt of our Exemplary rating. The following website is available to parents, teachers, and administrators providing more information and results: <http://www.tea.state.tx.us/student.assessment/>.

In addition to communicating state assessment results, Siebert is in constant contact with parents. Weekly citizenship folders are sent home for parents to view. Three-week and six-week progress reports are sent home. The PTO publishes a newsletter outlining events at Siebert. A marquee is positioned in front of the school grounds to provide current information. The AR store along with AR reports keep parents abreast of student progress in reading. Awards assemblies are held to celebrate student successes in all areas, from physical education and music to TAKS tests.

The school website is available at <http://www.eastland.esc14.net>.

4. Sharing Success

Siebert Elementary is proud of our students', staff members', and teachers' accomplishments. We will accommodate requests for others to investigate our success and visit our school.

We have numerous teachers and administrators visit our campus to gather information that will help them improve their schools. Classroom, Reading Recovery, music, and technology teachers from other schools

are among the many who visit Siebert for new ideas. Title I campuses also visit Siebert to glean information concerning our successes. We have numerous requests for our teacher-created assessment tests for our 1st and 2nd grade students. Forms created by our ESL teacher, who served on a national panel to help create ESL testing documents, are requested. We have student teachers each spring and several college students observe our classes. The Texas Education Agency visited our campus after an extremely successful program was implemented through funding by the Academics 2000 Reading Grant. A local church group came for a visit to view our cafeteria/kitchen to get ideas for their facilities.

Teachers present sessions sharing their successes and strategies locally, at our Education Service Center, at state and national conferences, and in other school districts. We have a Reading Academy instructor who has presented numerous training sessions to teachers from all over the state. The principal actively shares strategies and techniques at the Service Center, conferences, universities, and with community service organizations. Grant writing techniques are shared with city and county entities. Our web page continuously shares our successes with others.

Siebert openly embraces the opportunity to share its strategies and successes with others. As our students leave Siebert and enter the middle school here or in other districts, we feel we are sharing our greatest successes of all, our students.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum

Siebert Elementary has a history of academic excellence. The curriculum is based on the state-mandated Texas Essential Knowledge and Skills (TEKS), which serve as the foundation for the curriculum with various extensions and enhancements added to provide all students with a rounded curriculum that spirals from Early Childhood through 5th grade. The curriculum is student-centered. Critical thinking and problem solving are emphasized throughout the curriculum. A variety of resources are used to develop creative and innovative lessons. Different strategies are used to meet the needs of all students.

Reading/Language Arts The reading program at Siebert incorporates the skills of listening, speaking, reading, literature, and writing. Instruction occurs daily in all classrooms and is integrated into all curriculum areas. The reading program stresses phonics, word attack skills, comprehension, vocabulary, fluency, and incorporates a variety of literary genres. Reading is supported by a well-stocked library providing continuous access to quality fiction and non-fiction books on appropriate levels for all students. The collection of library books consists of approximately 16,300 books with reading levels ranging from kindergarten to 8th grade. Book circulation increased from 59,018 books in 2001 to 118,422 books in 2005. Big books and classroom sets of books are available from our teacher resource library. Manuals, arranged by subject and grade level, are housed in the workroom for easy access by teachers and staff. Writing instruction follows a process model with students writing for a variety of purposes and audiences. At the same time, the mechanics of writing—spelling, capitalization, punctuation, handwriting, grammar, and word usage—are emphasized.

Math The math program emphasizes meaning and understanding as a foundation for mathematical concepts and problem solving. Students are engaged in hands-on, concrete experiences using manipulatives to help them understand concepts. Students move from the concrete to more abstract levels as they mature and develop their skills.

Science The science program incorporates a demonstration, hands-on methodology. Students are actively engaged in experiments and research to better understand concepts that are taught. Fifth graders hold a science fair each May. They are able to demonstrate their experiments to the entire school, as younger students are encouraged to visit.

Social Studies Character education and good citizenship are stressed during daily announcements and weekly classroom guidance sessions. Students receive instruction on the history and traditions of our country and state. Field trips are taken to experience various places around the state. Community involvement activities include canned good drives, coin campaigns, and various art contests.

Physical education (P.E.) and fine arts Every student participates daily in a structured P.E. program. TEKS/TAKS objectives are supported through the P.E. program. Students participate in *Jump Rope for Heart* each year. The *President's Fitness Award* program is utilized to encourage fitness. All students participate in a pullout music program. They receive daily instruction from a certified music teacher. Each grade level performs a PTO program during the year. The performances include speaking, acting, and singing. Art instruction is incorporated into the regular classroom. Local art associations invite students to participate in art contests. Throughout the year theater performances are viewed including the Fort Worth Opera and various groups from Abilene.

Technology Technology is incorporated into all areas of the curriculum. Students have access to computers in each classroom and the library. Two labs exist to serve all students. Students attend computer classes three to four times each week.

2. Reading

Siebert's reading program has the goal of enabling students to develop skills that allow them to become fluent readers. We develop in our students a love of reading and confidence in their abilities to independently read a variety of genres. Our core reading program consists of scientifically-researched methods which stress phonics, word attack skills, comprehension, vocabulary, and fluency. Teachers and the principal spend time visiting other campuses and speaking with representatives from publishers to help determine the most appropriate materials to be used by our students. Selections are made based on action-research findings. The Accelerated Reader program from Renaissance Learning serves as a motivational tool allowing students to test their comprehension utilizing computers. A reading placement test is given, which provides teachers information that assists students in choosing appropriate books for their reading levels. Teachers enhance students' vocabularies by oral reading of quality literature. Choral reading, reader's theater, and reading buddies are supplemental methods used in classrooms. Computer programs are used to provide extra assistance to struggling students and to challenge students on level and above. Reading Recovery provides one-on-one intervention for 1st graders struggling with beginning reading skills.

The library serves as a hub of activity as students select books to read. The library circulates an average of 700 books each day. Students enjoy reading because the library is an exciting place, filled with books on all levels and covering all interests. Community activities are infused into the reading program to provide motivation to read.

Newspapers, textbooks, magazines, biography, autobiography, fiction and nonfiction selections are used to expose students to a variety of literature. Vocabulary, spelling, comprehension, prediction, inferencing, and high-level thinking skills are included in daily lessons. Writing and grammar are taught and integrated into the reading curriculum.

3. Mathematics, Science, Art, Etc.

The science curriculum at Siebert is a hands-on approach using the scientific method. In the lower grades, science and social studies are often integrated within the reading program. Non-fiction books are used to reinforce instruction and expand it beyond the classroom. Grades three through five are departmentalized to increase the intensity of instruction. Each content area reinforces math and reading objectives.

The math curriculum focuses on basic skills, real-world application, problem solving, and higher order thinking skills. Skills are reinforced daily with drill, practice, contests, and technology programs. The math TEKS are taught using supplemental materials in addition to state-adopted textbooks. In-depth daily review of past learning supports vocabulary retention. Teachers utilize visual aides to increase math awareness. Due to our focus on the math curriculum, Hispanic TAKS scores rose from 52% in 1994 to >99% in 2005 in 5th grade. All scores for 5th grade students rose from 79% in 1994 to >99% in 2005.

Art is integrated into other subjects and presented as creative learning opportunities. Self-expression is encouraged. Seasonal art projects are often used. Music classes are attended by all students. Special musical performances are presented by each grade level. A special group of singers, the Siebert Singers, serves as the campus choral group. All students participate in a structured physical education class daily. Fitness is the goal of the class.

We believe the reason we have been successful each year is due to our team effort. We discuss classroom management, instruction and strategies daily to enhance our curriculum. We correlate lesson plans and TEKS objectives in order to instruct students across the curriculum.

4. Instructional Methods

Siebert incorporates a variety of instructional methods from direct instruction of large groups to one-on-one tutoring to cater to the needs of all student populations. Cooperative learning groups are utilized to teach higher order thinking skills and social skills needed in today's society. Hands-on instruction is encouraged. Listening centers are provided. Technology is incorporated in all areas of the curriculum. Software applications support specific skills and reinforce classroom teaching. Many different presentation methods are utilized, such as overhead projectors, LCD panels connected to computers, and dry-erase boards. Students are provided with individual dry-erase boards for showing work and demonstrating skills. Cross-level reading buddies encourage older as well as younger students to read. Visits from local high school "celebrities," such as football players and band students, provide opportunities for students to hear their heroes read. Exercises involving eye-hand coordination help young students. The Accelerated Reader program serves as a check on reading comprehension, as well as providing extra motivation for students to read.

Constant monitoring and assessment of student performance are critical for identifying weaknesses and areas that require other instructional methods, both as a whole grade level and for individual students. Tutorial sessions are held each morning for students needing extra assistance. These sessions utilize computer programs and websites that reinforce skills and teach students using different instructional methods.

Teachers constantly search for methods to reach students. Different methods are required for different students. This may involve a different teacher helping a student understand the concept. Peer tutoring is often appropriate. Hearing a student of the same age explain a concept is sometimes what is needed for understanding. The student providing the tutoring also benefits as their learning is extended. Siebert teachers and staff are willing to use any research-based method that will help a child be successful.

5. Professional Development

Effective staff development is essential in order to keep pace with new and innovative strategies for curriculum and instruction. Teachers and staff at Siebert attend group sessions involving student assessment, special needs issues, special education, technology, curriculum, campus safety, and security. All are allowed to self-select workshops from the Regional Education Service Center based on performance on the teacher evaluation document, principal's suggestions, self-evaluation, and teacher interest. Several teachers attend workshops involving English as a Second Language (ESL). Content area workshops provide support in instructional strategies, activities, data analysis, and learning styles.

Faculty meetings are held to keep teachers abreast of the latest instructional findings and strategies. Grade levels meet to discuss issues specific to their needs. Teachers in each grade level have the same conference/planning period to facilitate team planning. Cross-level meetings are held to ensure transition from one grade to the next. Teachers have access to technology training, as needs arise, through the campus technology staff. Training is provided as new curricular materials are acquired. This training may be during the summer or throughout the school year. The Regional Education Service Center offers workshops throughout the school year and during the summer on a variety of subjects. Specialists are brought to the campus to present strategies on such areas as phonemic awareness, textbook integration and usage, ESL, special education issues, and thinking maps.

Teachers use student “traveling files” to keep up-to-date information concerning student needs. Information placed in the files includes TAKS information, special education needs, modification needs, teacher-observed needs, and other information crucial to the student’s development. Teachers meet together to discuss information concerning each student to better meet each need.

The goal of all staff development at Siebert is to improve the quality and effectiveness of instruction and increase student learning and achievement.

**No Child Left Behind—Blue Ribbon School
Texas Third-Grade Criterion-Referenced Reading Test**

Subject: **Reading** 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	Feb/April	March	March
SCHOOL SCORES			
% At or Above Met Standard	97%*	>99%*	96%
% At Commended Performance	40%	35%	32%
Number of students tested	78	81	76
Percent of total students tested	93%	90%	92%
Number of students alternatively assessed	6	9	7
Percent of students alternatively assessed	7%	10%	8%
SDAA scores (alternatively assessed)	83%	N/A	100%
SUBGROUP SCORES			
1. Economically Disadvantaged			
% At or Above Met Standard	96%*	>99%*	94%
% At Commended Performance	29%	31%	25%
Number of students tested	31	42	36
2. African American			
% At or Above Met Standard	NA	NA	NA
% At Commended Performance	NA	NA	NA
Number of students tested	1	1	0
3. White			
% At or Above Met Standard	>99%*	>99%*	97%
% At Commended Performance	38%	34%	33%
Number of Students Tested	68	58	61
4. Hispanic			
% At or Above Met Standard	>99%*	>99%*	93%
% At Commended Performance	57%	38%	21%
Number of Students Tested	7	21	14

*Indicates scores include 1st and 2nd test administration.

Information may be verified at <http://www.tea.state.tx.us/perfreport/aeis/> using Siebert's campus number 067903101. Information provided at this site provides % only. For verification of actual numbers tested, please see <http://www.eastland.esc14.net/>

**No Child Left Behind—Blue Ribbon School
Texas Third-Grade Criterion-Referenced Reading Test**

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	92%	97%	96%
% At Commended Performance	21%	29%	26%
Number of students tested	80	82	76
Percent of total students tested	95%	91%	94%
Number of students alternatively assessed	4	8	5
Percent of students alternatively assessed	5%	9%	6%
SDAA Scores (alternatively assessed)	80%	100%	N/A
SUBGROUP SCORES			
<i>1. Economically Disadvantaged</i>			
% At or Above Met Standard	86%	98%	97%
% At Commended Performance	16%	20%	23%
Number of students tested	31	41	35
<i>2. African American</i>			
% At or Above Met Standard	NA	NA	NA
% At Commended Performance	NA	NA	NA
Number of students tested	1	1	NA
<i>3. White</i>			
% At or Above Met Standard	93%	98%	97%
% At Commended Performance	21%	34%	26%
Number of Students Tested	71	59	61
<i>4. Hispanic</i>			
% At or Above Met Standard	>99%	95%	93%
% At Commended Performance	17%	19%	29%
Number of Students Tested	6	21	14

Information may be verified at <http://www.tea.state.tx.us/perfreport/aeis/> using Siebert's campus number 067903101. Information provided at this site provides % only. For verification of actual numbers tested, please see <http://www.eastland.esc14.net/>

**No Child Left Behind—Blue Ribbon School
Texas Third-Grade Criterion-Referenced Reading Test**

Subject: **Reading** Grade: **4** 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	82%	92%	86%
% At Commended Performance	21%	33%	10%
Number of students tested	80	72	69
Percent of total students tested	90%	89%	92%
Number of students alternatively assessed	9	9	6
Percent of students alternatively assessed	10%	11%	8%
SDAA scores (alternatively assessed)	89%	100%	100%
SUBGROUP SCORES			
<i>1. Economically Disadvantaged</i>			
% At or Above Met Standard	74%	82%	83%
% At Commended Performance	14%	21%	0%
Number of students tested	49	33	34
<i>2. African American</i>			
% At or Above Met Standard	NA	NA	NA
% At Commended Performance	NA	NA	NA
Number of students tested	0	0	2
<i>3. White</i>			
% At or Above Met Standard	82%	93%	85%
% At Commended Performance	28%	35%	12%
Number of Students Tested	58	57	52
<i>4. Hispanic</i>			
% At or Above Met Standard	80%	86%	85%
% At Commended Performance	5%	29%	0%
Number of Students Tested	21	14	14

Information may be verified at <http://www.tea.state.tx.us/perfreport/aeis/> using Siebert's campus number 067903101. Information provided at this site provides % only. For verification of actual numbers tested, please see <http://www.eastland.esc14.net/>

**No Child Left Behind—Blue Ribbon School
Texas Third-Grade Criterion-Referenced Reading Test**

Subject: **Mathematics** Grade: **4** 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	79%	84%	89%
% At Commended Performance	20%	4%	4%
Number of students tested	80	74	69
Percent of total students tested	90%	91%	92%
Number of students alternatively assessed	9	7	6
Percent of students alternatively assessed	10%	9%	8%
SDAA scores (alternatively assessed)	100%	100%	100%
SUBGROUP SCORES			
<i>1. Economically Disadvantaged</i>			
% At or Above Met Standard	69%	76%	90%
% At Commended Performance	13%	3%	3%
Number of students tested	48	34	34
<i>2. African American</i>			
% At or Above Met Standard	NA	NA	NA
% At Commended Performance	NA	NA	NA
Number of students tested	*	*	*
<i>3. White</i>			
% At or Above Met Standard	77%	84%	92%
% At Commended Performance	22%	5%	6%
Number of Students Tested	59	58	52
<i>4. Hispanic</i>			
% At or Above Met Standard	89%	80%	85%
% At Commended Performance	15%	0%	0%
Number of Students Tested	20	15	14

Information may be verified at <http://www.tea.state.tx.us/perfreport/aeis/> using Siebert's campus number 067903101. Information provided at this site provides % only. For verification of actual numbers tested, please see <http://www.eastland.esc14.net/>

*<10 students tested.

**No Child Left Behind—Blue Ribbon School
Texas Third-Grade Criterion-Referenced Reading Test**

Subject: **Reading** Grade: **5** Test: **Texas Assessment of Knowledge and Skills**

Edition/publication year: **2004-2005** Publisher: **Texas Education Agency**

	2004-2005	2003-2004	2002-2003
Testing month	Feb/April	April	April
SCHOOL SCORES			
% At or Above Met Standard	97%*	92%	94%
% At Commended Performance	42%	28%	25%
Number of students tested			
	67	50	73
Percent of total students tested			
	84%	79%	86%
Number of students alternatively assessed			
	13	13	12
Percent of students alternatively assessed			
	16%	21%	14%
SDAA scores (alternatively assessed)			
	100%	100%	100%
SUBGROUP SCORES			
1. Economically Disadvantaged			
% At or Above Met Standard	96%*	83%	96%
% At Commended Performance	33%	6%	16%
Number of students tested			
	27	18	25
2. African American			
% At or Above Met Standard	NA	NA	NA
% At Commended Performance	NA	NA	NA
Number of students tested			
	*	*	*
3. White			
% At or Above Met Standard	98%*	92%	93%
% At Commended Performance	44%	28%	27%
Number of Students Tested			
	55	40	63
4. Hispanic			
% At or Above Met Standard	91%*	88%	100%
% At Commended Performance	36%	25%	10%
Number of Students Tested			
	11	*	10

*Indicates scores include 1st and 2nd test administration.

Information may be verified at <http://www.tea.state.tx.us/perfreport/aeis/> using Siebert's campus number 067903101. Information provided at this site provides % only. For verification of actual numbers tested, please see <http://www.eastland.esc14.net/>

*<10 students tested.

**No Child Left Behind—Blue Ribbon School
Texas Third-Grade Criterion-Referenced Reading Test**

Subject: **Mathematics** Grade: **5** 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	>99%*	96%	97%
% At Commended Performance	29%	28%	12%
Number of students tested	68	50	75
Percent of total students tested	86%	81%	88%
Number of students alternatively assessed	11	12	10
Percent of students alternatively assessed	14%	19%	12%
SDAA scores (alternatively assessed)	100%	83%	88%
SUBGROUP SCORES			
1. Economically Disadvantaged			
% At or Above Met Standard	>99%*	95%	96%
% At Commended Performance	11%	11%	8%
Number of students tested	27	19	26
2. African American			
% At or Above Met Standard	NA	NA	NA
% At Commended Performance	NA	NA	NA
Number of students tested	*	*	*
3. White			
% At or Above Met Standard	>99%*	95%	97%
% At Commended Performance	29%	28%	13%
Number of Students Tested	55	40	64
4. Hispanic			
% At or Above Met Standard	>99%*	>99%	100%
% At Commended Performance	25%	25%	9%
Number of Students Tested	12	*	11

*Indicates scores include 1st and 2nd test administration.

Information may be verified at <http://www.tea.state.tx.us/perfreport/aeis/> using Siebert's campus number 067903101. Information provided at this site provides % only. For verification of actual numbers tested, please see <http://www.eastland.esc14.net/>

*<10 students tested.