

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: Elementary Middle High K-12

Name of Principal Mrs. Mary Ann Bargmann

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

Official School Name Mary Alice Skaggs Elementary School

(As it should appear in the official records)

Mailing Address 3201 Russell Creek Dr.

(If address is P.O. Box, also include street address)

Plano

City

TX

State

75025-4044

Zip Code+4 (9 digits total)

County Collin

School Code Number 043-910-133

Telephone (469) 752-3300

Fax (469) 752-3301

Website/URL <http://k-12.pisd.edu/schools/skaggs> E-mail mbargma@pisd.edu

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.

Date _____

(Principal's Signature)

Name of Superintendent Dr. Doug Otto

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

District Name Plano

Tel. (469) 752-8100

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.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Duncan Webb

(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.

Date _____

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

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: 42 Elementary schools
 12 Middle schools
 _____ Junior high schools
 8 High schools
 5 Other

 67 TOTAL
2. District Per Pupil Expenditure: \$10,391.00 (Actual financial data from funds)

 Average State Per Pupil Expenditure: \$8916.00

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. 1 Number of years the principal has been in her/his position at this school.

 6.5 If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K	66	53	119	8			
1	52	72	124	9			
2	61	51	112	10			
3	64	54	118	11			
4	50	65	115	12			
5	43	54	97	Other	1	1	2
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							687

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

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------|----------------------------------|
| <u>38</u> | % White |
| <u>3</u> | % Black or African American |
| <u>3</u> | % Hispanic or Latino |
| <u>56</u> | % Asian/Pacific Islander |
| <u>0</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: 5%

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	16
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	24
(3)	Total of all transferred students [sum of rows (1) and (2)]	40
(4)	Total number of students in the school as of October 1	776
(5)	Total transferred students in row (3) divided by total students in row (4)	0.05
(6)	Amount in row (5) multiplied by 100	5

8. Limited English Proficient students in the school: 13%
106 Total Number Limited English Proficient

Number of languages represented: 20

Specify languages: Bengali, Cantonese, Chaochow, Farsi, Hindi, Japanese, Kannada, Korean, Mandarin, Marathi, Polish, Spanish, Taiwanese, Tamil, Telugu, Thai, Tigrinya, Turkish, Urdu, and Vietnamese

9. Students eligible for free/reduced-priced meals: 3%

Total number students who qualify: 21

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: 6%
41 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>5</u> Autism	<u>1</u> Orthopedic Impairment
<u> </u> Deafness	<u>9</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>5</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>18</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u>1</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>34</u>	<u> </u>
Special resource teachers/specialists	<u>21</u>	<u>1</u>
Paraprofessionals	<u>7</u>	<u>1</u>
Support staff	<u>5</u>	<u> </u>
Total number	<u>69</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: 20:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	98%	98%	98%	98%	98%
Daily teacher attendance	92%	95%	95%	94%	94%
Teacher turnover rate	13%	19%	1%	27%	21%
Student dropout rate (middle/high)	N/A%	N/A%	N/A%	N/A%	N/A%
Student drop-off rate (high school)	N/A%	N/A%	N/A%	N/A%	N/A%

PART III - SUMMARY

“Reach for the Stars,” our motto at Skaggs Elementary, warmly welcomes students, staff and parents at the entrance of our building proclaiming the school’s commitment to challenging each student to daily reach their potential. At Skaggs everything we do is a collaborative effort to maximize the exceptional abilities of our diverse population. Our mission statement embraces a dedication to educating responsible students, who can realize a life-long love of learning and the empowerment to be leaders and contributors in a challenging and ever changing world. This long-standing vision and commitment to high standards and higher expectations has won the respect and attraction of many cultures. Skaggs’s reputation of sustained excellence has become a melting pot for families literally from around the world who value a good education. Each day, this diverse population of students is immediately embraced by a community of teachers, parents and administrators who ensure Skaggs is a place where children are loved, respected and challenged. Every year staff and community revisit our mission statement and feel proud that we “really live” these words. This child-centered philosophy begins with creating a nurturing environment where children can flourish. Parents frequently comment that their children never want to leave Skaggs.

Numerous academic achievements in reading, math, art, music, science and our “Exemplary” rating from the Texas Education Agency each year demonstrate how effectively we teach our progressive curriculum while accommodating the unique needs of so many first generation English speakers with exceptional potential.

Skaggs’s three most effective strengths contributing to these successes are: high expectations, parent involvement and teamwork. Teachers use the most current, research-based instructional strategies to maintain high expectations. Ongoing professional development provides training to facilitate effective implementation. Instructional time is maximized to actively engage students in a variety of learning experiences including multi-tasking, hands-on integrated activities, writing and reading across the curriculum and specialized programs. There is a culture of hard work, high expectations and huge hearts in sustained incredible opportunities that promote a successful and responsible learning community. All stakeholders share this philosophy and support each other in this endeavor.

Skaggs values a mutual collaborative partnership between parents and teachers. Instrumental are the parent/teacher/principal relationships established through effective communication and genuine, vested interests in doing what is best for children. Clearly evident are parents and teachers working above and beyond through a foundation of trust and hope. Our parent community and staff are untiringly committed to shared responsibility and abundant caring to ensure our vision of student success. The school’s culture of positive relationships and parent partnerships support this child-centered/high expectation environment.

At Skaggs we are all one team. The accomplishments of one are the successes of all. Our vertical teams allow us to effectively align curriculum. Grade level teams plan together the teaching of state objectives. Specialized departments collaborate with teachers to support classroom instruction. There is a consistency in all we do across instruction, procedures and policy. Regularly we come together, dialogue and develop better plans to help students be successful. Together we teach students lifelong learner traits like being quality producers and responsible citizens. These skills are carefully and purposefully integrated throughout the instructional day and are designed to equip our students to be productive, contributing members of society.

Our vision is to never lose sight of what it feels like to learn something new as we share the challenges and the triumphs of that process. Each new day is another opportunity to reach one more child, feel connected in our work’s purpose and make a difference in the lives of the children. Skaggs’s students look forward to each school day to reach new stars!

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Skaggs Elementary has a prestigious reputation for receiving an *Exemplary* state rating by the Texas Education Agency for the entire ten years it has been in existence. In addition, we received “Gold Performance Acknowledgement” in all areas: attendance, commended reading, commended math, commended science and commended writing. Students in grades three, four and five are given the TAKS (Texas Assessment of Knowledge Skills) battery of tests that measure student understanding of concepts and skills in mathematics, reading, writing and science. Special need students unable to take the TAKS are required to take an alternative assessment, SDAA (State Developed Alternative Assessment). Student results on these exams are compared to state standards to determine the level of achievement that may be credited to a campus. Results are evaluated in the aggregate (for all students) as well as disaggregated (among different ethnic groups, special education populations, gifted and low socio-economic populations).

Skaggs Elementary sets goals to move beyond the minimum state standard for passing (scale score of 2100 or answering 70% of all items correctly) and work toward higher commended percentages on the state assessment (scale score of 2400 or answering 90% of all items correctly). When compared to the state’s average during each of the past two years, Skaggs Elementary had students with higher commended scores, an average of forty-four percent higher than the state average and twenty-six percent higher than the district average. This level of performance indicates that students at Skaggs receive an exceptional education in the core academic areas. One hundred percent of the special education population tested on the SDAA met their projected levels of achievement as predicted by the Individual Education Plan (IEP).

The RPTE (Reading Proficiency Tests in English) is administered to Limited English Proficient (LEP) students in grades three, four and five. This assessment provides a statewide, standardized measure of how well these students are learning to read in English. Our LEP students demonstrate a high level of proficiency as measured on this assessment. Test results indicate that a significant majority of students achieve a proficiency rating of *advanced high*.

The national standardized CogAT (Cognitive Aptitude Test) is administered to all third and fifth grade students. This assessment gives insight into each student’s academic potential. Scores are combined with additional district assessments to place students in appropriate programs or instructional settings. Our results indicate a high percentage of students with above average ability who need enriched and extended learning as well as differentiated instruction, which they receive through our academic programs.

Third, fourth and fifth grade students take MAP (Measures of Academic Progress) tests, which are a computerized achievement test in mathematics, reading and language. Each test is custom-designed to provide an accurate and immediate measure of a student’s achievement and growth over time while monitoring the progress of all students toward state standards.

PISD (Plano Independent School District) provides locally developed district assessments in math, language arts and science to assess skills, which provide data necessary to help the teachers enrich and meet individual student needs.

In addition to performing above district and state standards, Skaggs Elementary performs well above the standards set forth for meeting the federal Adequate Yearly Progress (AYP) as described in the No Child Left Behind Act of 2001. The attendance rate (98%) and the exam participation rate (99%) are above the AYP standards of 90% and 95%, respectively.

More information regarding the Texas assessment and accountability systems can be found at <http://www.tea.state.tx.us/perfreport/aeis/2005/index.html>.

2. Using Assessment Results:

All instruction and grouping decisions at Skaggs Elementary are made through the use of standardized assessments: CogAT, MAP, TPRI (Texas Primary Reading Inventory), TAKS (Texas Assessment of Knowledge and Skills), district diagnostic tests, teacher observations and informal assessments. Each staff member has access to a district-computerized program that provides item analysis and testing results for all of this data. Through the combination of these assessments, staff can effectively create targeted goals for best practices to help each student reach their potential. The disaggregating of test data ensures differentiation of instruction, sets goals for student mastery of concepts and driving instruction. Across grade level vertical teaming in each of the core academic areas proves to be beneficial in planning for continuity of instruction. This same test data assists the staff to target students who are candidates for tutoring, remediation or extension. The Plano Accelerated Reading program (PAR) and Accelerated Instruction in Math (AIM) provide an extra layer of instruction that focuses on non-mastered skill areas. During the monthly CARE (Committee for Assessment, Review and Evaluation) meetings, this data is used to develop accommodations for students and to identify those who may be eligible for additional support through ESL (English as a Second Language,) special education, dyslexia instruction or participation in district math and reading programs. The data also drives professional development, which is designed to equip teachers with the tools they need to meet the needs of all students.

3. Communicating Assessment Results.

Collaborative teamwork between students, parents and staff is a driving force at Skaggs Elementary. Through a safe, comfortable, and mutually beneficial working partnership, standards for student success are created. Early in the year, Skaggs holds a *Meet the Teacher Day* and *Parent Information Nights* to establish the groundwork for sharing important information. Parents are given necessary general information as well as strategies to help their child at home. Parent conferences occur after the first nine weeks and throughout the year as needed to keep parents informed of the testing results and to celebrate student successes and goals.

The staff at Skaggs Elementary uses school newsletters, our school website, e-News (district information) and email to communicate events and information to parents and the community. Our SBIC (School Based Improvement Council) meetings provide an opportunity for parents, the community and teachers to analyze data and set academic, citizenship and attendance goals for the school year. Every parent receives a campus report card that details the campus's state of Texas accountability rating and information regarding student performance on the state TAKS academic assessment. The principal reviews the report card at our annual public SBIC meeting and during a general PTA (Parent and Teacher Association) meeting. Accountability results are published in local newspapers, website and district newsletters.

Each nine-week period of school, students receive report cards in third, fourth and fifth grades. Portfolio reporting is used in kindergarten, first and second grades. The state's "Student Success Initiative" information packet is sent home to each family. Through letters and conferences, parents are informed if their child qualifies for participation in the remedial PAR or AIM programs, and they receive information about TAKS, CogAT and MAP testing results.

4. Sharing Success:

Skaggs Elementary openly and proudly shares our best practices and successes with others. Being on the forefront of new ideas and technology, such as piloting a science PDA (Personal Digital Assistant) program for students, our staff is continually exploring and developing their talents to ensure optimal student success. We welcome student teachers, other school staff members and high school students to visit our school to observe new strategies. District personnel are regularly invited to Skaggs, so we can showcase our instructional program. Staff members have written grants for academic vocabulary

opportunities specifically targeted for our ESL population, and some teachers are featured in a district's reading video modeling good practices. Additional staff has acted as district mentors for new teachers in Texas's alternative certification programs. Our administrators, ESL and PACE teachers, literary specialist, and two counselors meet monthly with their respective departments in a collaborative effort to facilitate learning for all students. Skaggs Elementary is also a part of the Western States Benchmarks Consortium, which is a select group of districts located around the country that are committed to identifying and sharing best practices and to closing the achievement gap for all students. Campus teachers serve as excellent instructional role models for student teachers and high school students who are interested in pursuing an educational career. Through our *sister-school* program, students at Skaggs Elementary realize the power of reaching out to another school and sharing our resources.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum.

Skaggs Elementary is committed to high levels of achievement through a curriculum that promotes comprehensive and interactive instruction. Teachers collaborate both horizontally and vertically to ensure continuity in all areas of curriculum. The core of the curriculum is tied to the state TEKS (Texas Essential Knowledge and Skills) and aligned to TAKS (Texas Assessment of Knowledge and Skills). To monitor student progress and ensure student success, teachers utilize various tools and best practices including tutoring, observations, interviews, discussions, projects, simulations, performance tasks, rubrics, various questioning techniques, multi-sensory techniques and formal written tests. With our diverse student population at Skaggs, multicultural connections are emphasized daily. All instruction is geared toward higher level thinking and individual learning styles. Our focus is on student success in a comfortable learning environment that encourages students to take risks.

Our language arts program provides a balanced approach to literacy instruction that combines the best theory and learning strategies to match the learning styles of individual children. This curriculum promotes reading growth that integrates phonics, spelling and language skills to connected texts in reading and writing. The scope and sequence of the curriculum and TEKS provides instruction that meets the various diverse needs of students with the goal of all students reading and writing at their potential. Teachers provide levels of support through shared, guided and independent instruction. Vocabulary enrichment is an integral part of our language arts program. This is critical with our diverse population.

Our mathematics program provides instruction in an environment that actively engages students in the learning process. Opportunities are provided for students to value mathematics, become confident in their abilities and experience effective connections to the real world. The curriculum is aligned with the NCTM (National Council of Mathematics) standards. Problem solving, language and communication within and outside mathematics and formal/informal reasoning underlie all math content areas. Students use these processes with technology, manipulatives and other mathematical tools to support the development of conceptual understanding, problem solving and critical thinking skills. Varied assessment strategies allow continual monitoring.

Social studies, science and health are integrated into a curriculum that is active, challenging and student-centered. This TEKS-based model is divided into six overarching concepts housed in an electronic curriculum planner. Website links, video clips, PowerPoint presentations, field trips and ancillary materials accompany each specific objective. Basic and higher order concepts are achieved through hands-on science experiments, themed projects and activities. Field investigations include an outdoor learning camp. This curriculum incorporates technology including networked student and teacher computers, CD-ROMs, laserdisc players, VCRs, large screen monitors, and digital cameras. Sixteen wireless laptop computers are also available for student use.

Students participate in physical education, music and art. The physical education department emphasizes fitness for life through exercises and activities, while teaching a healthy life-style. The goal of our music program is musical literacy based on the teaching of Zoltan Kodaly. Students are engaged in activities where they hear music of the highest quality, sing a variety of folk music, play singing games and read music independently. Students build on prior knowledge and leave fifth grade with a strong foundation that can be applied in middle school choir or instrumental ensembles. Our visual arts program includes a curriculum based on DBAE (Discipline Based Art Education); art production, aesthetics, art history and art criticism. Students are engaged in activities where they see art of the highest quality, learn about the elements including principles of design and create works of their own based on the concept taught. Our students are successfully represented each year in the PTA Reflections' program with some students' work advancing to district and state levels. An annual Fine Arts Night showcases students' art and music.

2. Reading:

Skaggs Elementary believes that all students should be actively involved in the learning process. Through a partnership, teachers and students work toward building a strong literacy rich environment balanced to give reading and writing equal status. The basis for our balanced literacy program comes from the National Reading Panel Report's research-based best practices. It is aligned with the TEKS student objectives required by the state of Texas as minimal standards of proficiency for public school children. In addition, Skaggs Elementary's reading curriculum supports the district's language arts program. The curriculum framework recognizes the importance of cognitive and affective dimensions of literacy that help all students perform at their highest level. In partnership, classroom teachers, ESL teachers, special education teachers, gifted trained teachers and the literacy specialist differentiate curriculum to provide optimal learning in whole group, guided reading groups, independent work and individualized instruction. Our integrated language arts curriculum connects all aspects of phonics/word study, vocabulary extension programs such as *Word Masters*, reading comprehension, grammar, spelling and writing in meaningful contexts. Literacy stations provide students with opportunities for independent practice and choices based on learning styles and levels of instruction. Writers' Workshop provides experiences for students in the five-step writing process while developing the six traits of writing. Daily integration of technology provides support for the reading program. The gifted specialist in the building provides *Thinkercise* to teach creative problem solving and logical thinking skills to all classes. The school librarian reinforces the reading curriculum by addressing grade level specific TEKS's objectives in the areas of research, literary selections, author studies, and *Read Alouds* using fiction and non-fiction selections. The special education teachers support a student's individual education plan (IEP) for reading by providing reinforcement of the general education teacher's objectives or by using their training from the *Strategic Reading* program for students who receive reading instruction in a resource room setting.

3. Math:

Skaggs Elementary's math program is built around a problem-centered approach dedicated to providing a quality education for all students. Instruction is based on the TEKS and is designed to build basic understanding in number, operations, and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry and spatial reasoning; measurement; and probability and statistics. The district developed online curriculum guide provides a spiraling scope and sequence of instruction which utilizes multiple resources.

Conceptual models and manipulatives are used to teach abstract thinking and computational fluency. Through the use of CGI (Cognitively Guided Instruction), children utilize multiple solution strategies to solve problems and extend their thinking. As a prelude to the accelerated middle school math program, all of our fifth grade students receive instruction using CMP (Connected Math Project). Because

mathematics is taught with real world connections, students learn to value mathematics and become confident problem solvers willing to take risks.

Strengths and areas for growth are assessed through district diagnostic tools, nationally normed tests, MAP (Measure of Academic Progress), CogAT (Cognitive Aptitude Test) and teacher observations. Instruction is carefully planned to differentiate for each learner's needs through small group teaching and multi-tasking activities. Additionally, students are remediated through AIM (Accelerated Instruction in Math) or tutoring sessions and are enriched with extensions through diverse activities to leave no child left behind.

4. Instructional Methods:

Skaggs Elementary's teachers collaborate and coach one another in order to enhance the education of all our students. Future trends and numerous research based methodologies are studied and employed by the staff to meet the needs of our diverse student population. Strategies from Bertie Kingore, Howard Gardner and Robert Marzano are utilized throughout all content areas to challenge and enrich the education of Skaggs's high-achieving students.

Teachers assess and adjust teaching within flexible grouping of students. The learning tasks are cognitively engaging, and lessons are results driven. Students build proficiencies of skills by working on independent projects, partner research, small group work stations and lessons, or through whole class instruction and discussion. Lessons additionally include multi-tasking activities and one-on-one work with peer or teacher support. Based on individual needs, enrichment and remediation can be given to self-directed learners. Teachers utilize strategies that promote critical discussion and prompt students to ask questions as they assimilate new knowledge prompting students to reach high academic potentials. Technology is incorporated throughout all subject areas with seamless integration.

Additional efficient strategies include community connectedness and parental involvement. At Skaggs we cultivate a respectful and supportive relationship among staff, students and parents. Community spirit and success are built through sharing purpose and ideals, having opportunities to provide service, allowing developmentally appropriate opportunities for autonomy and control, developing home activities and supporting school neighborhood activities. Partnerships between teachers and families look at shared goals, problem solving, and accountability for students' learning outcomes. These family/school relationships support optimal school performance.

5. Professional Development:

Each new day is another opportunity to make a difference in the lives of boys and girls. We do this with the belief that we are all learners. As "*star*" polishers, we are always searching for best practices to implement and sharing research-based strategies with colleagues. As a team of educators, we are always on a quest to be our own personal best for our Skaggs's Stars.

All teachers are required to take a minimum of thirty hours of professional development provided by the district which is aligned with the state and campus goals. Skaggs consistently exceeds this by participating in additional training to meet the unique needs of our students.

Our professional development each year begins with a thorough analysis of formal test results. Vertical teams in each academic area evaluate their program of instruction to determine and recommend staff inservice needs that focus on student success.

The "Train the Trainer" model has proven to be an effective practice by not only bringing instructional strategies to our staff but also by developing leadership. The campus literacy specialist attends monthly trainings in effective reading and writing instruction, which she shares with staff through modeling and informal training. The administrators conduct monthly grade level specific curriculum meetings to share best practices and current research-based methodologies. District curriculum coordinators and outside consultants are frequently invited to collaborate with staff on ways to extend and enrich student learning to develop students' full potential.

The success of specialized training in CGI (Cognitively Guided Instruction), AIM (Advanced Instructional Math) and CMP (Connected Math Project) are reflected in continual growth and high math performance of all students. Teachers' training in PAR (Plano Accelerated Reading Program) has been instrumental in the improvement of reading scores for all student groups. Training has been provided in Six Trait Writing, writing in all content areas and the use of literacy stations to develop fluent writers. Teachers attend various conferences to learn and implement strategies to meet the needs of ESL, gifted and talented, special education, and general education students, so our students continue to shine.

PART VII - ASSESSMENT RESULTS

Subject **Reading** Grade **3** Test **TAKS/TAAS**

Edition/Publication Year 2001-2005 Publisher Texas Education Agency (TEA)

	2004- 2005	2003- 2004	2002- 2003	2001- 2002	2000- 2001
Testing month	Feb.	Mar.	Mar.	Apr.	Apr.
SCHOOL SCORES*					
% At or Above Meets State Standards*	100	100	100	100	99
% At Exceeds State Standards*	81	66	68	-----	-----
Number of students tested	130	105	114	103	77
Percent of total students tested	95	97	95	95	96
Number of students alternatively assessed	7	3	6	5	3
Percent of students alternatively assessed	5	3	9	5	4
SUBGROUP SCORES					
Asian					
% At or Above Meets State Standards	100	100	100	100	100
% At Exceeds State Standards	87	75	64	-----	-----
Number of students tested	82	56	59	41	29
White					
% At or Above Meets State Standards	100	100	100	100	97
% At Exceeds State Standards	75	62	74	-----	-----
Number of students tested	44	39	50	53	39

Subject Math Grade 3 Test TAKS/TAAS

Edition/Publication Year 2001-2005 Publisher Texas Education Agency (TEA)

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	Apr.	Apr.	Apr.	Apr.	Apr.
SCHOOL SCORES*					
% At or Above Meets State Standards*	98	100	100	97	96
% At Exceeds State Standards*	75	76	66	-----	-----
Number of students tested	133	106	116	103	77
Percent of total students tested	97	97	95	95	96
Number of students alternatively assessed	4	3	6	5	3
Percent of students alternatively assessed	3	3	5	5	4
SUBGROUP SCORES					
<u>Asian</u>					
% At or Above Meets State Standards	100	100	100	100	96
% At Exceeds State Standards	84	88	71	-----	-----
Number of students tested	82	56	59	41	29
<u>White</u>					
% At or Above Meets State Standards	98	100	100	96	95
% At Exceeds State Standards	66	73	67	-----	-----
Number of students tested	47	40	52	52	39

Subject Reading Grade 4 Test TAKS/TAAS

Edition/Publication Year 2001-2005 Publisher Texas Education Agency (TEA)

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	Apr.	Apr.	Apr.	Apr.	Apr.
SCHOOL SCORES*					
% At or Above Meets State Standards*	98	99	100	100	95
% At Exceeds State Standards*	65	52	47	-----	-----
Number of students tested	102	124	101	82	89
Percent of total students tested	96	95	94	94	98
Number of students alternatively assessed	4	6	6	5	2
Percent of students alternatively assessed	4	5	6	6	2
SUBGROUP SCORES					
<u>Asian</u>					
% At or Above Meets State Standards	98	100	100	100	100
% At Exceeds State Standards	77	58	56	-----	-----
Number of students tested	57	62	43	36	33
<u>White</u>					
% At or Above Meets State Standards	100	98	100	100	92
% At Exceeds State Standards	55	53	42	-----	-----
Number of students tested	38	53	48	39	48

Subject Math Grade 4 Test TAKS/TAAS

Edition/Publication Year 2001-2005 Publisher Texas Education Agency (TEA)

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	Apr.	Apr.	Apr.	Apr.	Apr.
SCHOOL SCORES*					
% At or Above Meets State Standards*	100	99	99	100	99
% At Exceeds State Standards*	81	64	69	-----	-----
Number of students tested	102	125	106	83	85
Percent of total students tested	96	96	99	94	96
Number of students alternatively assessed	4	5	1	5	4
Percent of students alternatively assessed	4	4	1	6	4
SUBGROUP SCORES					
<u>Asian</u>					
% At or Above Meets State Standards	100	100	100	100	100
% At Exceeds State Standards	88	80	91	-----	----
Number of students tested	57	64	43	36	32
<u>White</u>					
% At or Above Meets State Standards	100	98	100	100	98
% At Exceeds State Standards	76	53	58	-----	-----
Number of students tested	38	53	50	40	47

Subject Writing Grade 4 Test TAKS/TAAS

Edition/Publication Year 2001-2005 Publisher Texas Education Agency (TEA)

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	Apr.	Apr.	Apr.	Apr.	Apr.
SCHOOL SCORES*					
% At or Above Meets State Standards*	98	97	99	98	95
% At Exceeds State Standards*	32	49	38	-----	-----
Number of students tested	101	124	97	83	84
Percent of total students tested	96	95	95	94	95
Number of students alternatively assessed	4	6	5	5	4
Percent of students alternatively assessed	4	5	5	6	5
SUBGROUP SCORES					
<u>Asian</u>					
% At or Above Meets State Standards	99	100	100	100	97
% At Exceeds State Standards	40	56	55	-----	-----
Number of students tested	57	64	42	37	32
<u>White</u>					
% At or Above Meets State Standards	95	94	100	95	94
% At Exceeds State Standards	24	47	26	-----	-----
Number of students tested	37	53	46	39	47

Subject Reading Grade 5 Test TAKS/TAAS

Edition/Publication Year 2001-2005 Publisher Texas Education Agency (TEA)

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	Apr.	Apr.	Apr.	Apr.	Apr.
SCHOOL SCORES*					
% At or Above Meets State Standards*	100	100	100	100	100
% At Exceeds State Standards*	61	75	48	-----	-----
Number of students tested	129	101	89	102	182
Percent of total students tested	94	94	95	95	98
Number of students alternatively assessed	8	6	5	5	3
Percent of students alternatively assessed	6	6	5	5	2
SUBGROUP SCORES					
<u>Asian</u>					
% At or Above Meets State Standards	100	100	100	100	100
% At Exceeds State Standards	61	85	58	-----	-----
Number of students tested	67	47	40	40	43
<u>White</u>					
% At or Above Meets State Standards	100	100	100	100	100
% At Exceeds State Standards	68	72	41	-----	-----
Number of students tested	53	43	41	51	124

Subject Math Grade 5 Test TAKS/TAAS

Edition/Publication Year 2001-2005 Publisher Texas Education Agency (TEA)

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	Apr.	Apr.	Apr.	Apr.	Apr.
SCHOOL SCORES*					
% At or Above Meets State Standards*	100	99	100	100	100
% At Exceeds State Standards*	73	74	68	-----	-----
Number of students tested	129	105	91	100	185
Percent of total students tested	95	98	96	95	99
Number of students alternatively assessed	7	2	4	5	1
Percent of students alternatively assessed	5	2	4	5	1
SUBGROUP SCORES					
<u>Asian</u>					
% At or Above Meets State Standards	100	100	100	100	100
% At Exceeds State Standards	85	89	83	-----	-----
Number of students tested	66	47	40	39	43
<u>White</u>					
% At or Above Meets State Standards	100	100	100	100	100
% At Exceeds State Standards	68	68	58	-----	-----
Number of students tested	53	44	43	50	127

Subject Science Grade 5 Test TAKS

Edition/Publication Year 2003-2005 Publisher Texas Education Agency (TEA)

	2004- 2005	2003- 2004	2002- 2003	2001- 2002	2000- 2001
Testing month	Apr.	Apr.	Apr.		
SCHOOL SCORES*					
% At or Above Meets State Standards*	95	94	96		
% At Exceeds State Standards*	64	59	14		
Number of students tested	131	104	94		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
<u>Asian</u>					
% At or Above Meets State Standards	96	96	95		
% At Exceeds State Standards	70	72	27		
Number of students tested	67	47	41		
<u>White</u>					
% At or Above Meets State Standards	100	95	96		
% At Exceeds State Standards	66	50	4		
Number of students tested	53	44	45		