

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

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

School Mailing Address P.O. Box 487 416 West Fourth Street
(If address is P.O. Box, also include street address)

Yorktown Texas 78164-0487
City State Zip Code+4 (9 digits total)

County DeWitt State School Code Number* 062904102

Telephone (361) 564-2252 Fax (361) 564-2270

Website/URL http://www.yisd.org/ E-mail pstrieber@yisd.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Mrs. Deborah Kneese
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Yorktown Independent School District Tel. (361) 564-2252

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mr. Stephen Blaschke
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

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

PART I - ELIGIBILITY CERTIFICATION

[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
 Middle schools
 1 Junior high schools
 1 High schools
 Other

 3 TOTAL
2. District Per Pupil Expenditure: \$6,715
 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. 11 Number of years the principal has been in her/his position at this school.
 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	14	11	25	7			
K	27	19	46	8			
1	24	21	45	9			
2	20	17	37	10			
3	26	21	47	11			
4	22	20	42	12			
5	29	23	52	Other	1	1	2
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							296

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

6. Racial/ethnic composition of the students in the school:
- | | |
|------------|-----------------------------|
| 57 | % White |
| 4 | % Black or African American |
| 39 | % Hispanic or Latino |
| 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: 20 %

[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.	30
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	28
(3)	Total of all transferred students [sum of rows (1) and (2)]	58
(4)	Total number of students in the school as of October 1	289
(5)	Total transferred students in row (3) divided by total students in row (4)	.20
(6)	Amount in row (5) multiplied by 100	20%

8. Limited English Proficient students in the school: $\frac{1}{3}$ %
 Total Number Limited English Proficient
 Number of languages represented: 1
 Specify languages: Spanish
9. Students eligible for free/reduced-priced meals: 60 %
 Total number students who qualify: 179

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: $\frac{14}{42}$ %
 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> </u> Orthopedic Impairment
<u> </u> Deafness	<u> 7</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 7</u> Specific Learning Disability
<u> 1</u> Emotional Disturbance	<u>25</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </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> </u>
Classroom teachers	<u>19</u>	<u> </u>
Special resource teachers/specialists	<u> 5</u>	<u> 1</u>
Paraprofessionals	<u> 8</u>	<u> </u>
Support staff	<u> 3</u>	<u> </u>
Total number	<u>36</u>	<u> 1</u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 16:1

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	97%	97%	96%	97%	97%
Daily teacher attendance	4%	4%	5%	4%	3%
Teacher turnover rate	19%	14%	9%	0%	0%

Part III-SUMMARY

Yorktown Elementary School, one of the school district's three campuses, is a small rural school in Yorktown, Texas. Yorktown Independent School District, with approximately 650 students, strives to be highly competitive in meeting the academic needs of all students, reflecting a direct correlation to Yorktown Elementary School's motto—"Youth Excelling for Success." Located in South Central Texas with a population of approximately 2,200, Yorktown is primarily a ranching and farming community, with oil and gas production also crucial to the area.

Yorktown Elementary School's mission is to motivate each child to reach their maximum potential as a responsible, successful, contributing member of society. The school theme is "Fitting the Essential Pieces Together to Be an Exemplary Campus." The essential pieces include the students, parents, staff, and community members. Realizing that education is a shared responsibility, all stakeholders accept the challenges highlighted at the beginning of the year in school-wide orientations, which explain how to fit the essential pieces together in order to maximize student achievement.

A Texas Education Agency Recognized campus for the past two years, Yorktown Elementary School continues to set high expectations for all students in striving to reach the goal of being an Exemplary campus, the highest accountability rating given by the state of Texas. A great sense of pride and accomplishment is shared by all stakeholders as assessment data reveals success that is achieved by ALL students. Student achievement confirms that dedication, hard work, and the commitment of the entire school community are key ingredients for increased student performance.

Yorktown Elementary School students receive ongoing assistance to perform on their grade level. In addition to the core Reading and Math instruction included in all students' daily schedules, kindergarten through fifth grade teachers provide Accelerated Reading Instruction (ARI) and Accelerated Math Instruction (AMI). One-on-one and small group intense intervention are offered on a daily basis to assist struggling students, while including enrichment and extension activities for students who meet grade-level criteria. An additional intense intervention time, "Homeroom Highlights," is an integral part of the first through fifth grade schedule from 2:50-3:30 p.m. daily. The Pre-Kindergarten, Kindergarten, Reading, and Physical Education teachers, as well as the eight Yorktown Elementary School paraprofessionals are assigned to one of the first through fifth grade homeroom classes. All first through fifth grade teachers provide the necessary one-on-one and small group intense Reading and Math intervention for their homeroom students who are struggling, while the additional adult assigned to their homeroom provides enrichment activities for the students performing on grade level.

Yorktown Elementary School takes great pride in its open-door policy, which encourages parent and community involvement. Volunteers help the staff by listening to students read, reading to students, helping students take Accelerated Reader tests, serving as Site-Based Decision Making committee members and parent organization officers/members, as well as assisting with a variety of school activities (Career Day, Red Ribbon Week, The Leukemia Society's Pennies for Patients, field trip chaperones, room mothers, and fundraisers). Parents and grandparents are special guests at Grandparent's, Dad's, and Mom's Breakfasts. Yorktown Elementary School is fortunate to have community members who are part of the school's Mentor Program in which individual volunteers spend one hour per week mentoring a student.

Yorktown Elementary School offers a structured program that is well-rounded, yet flexible enough to meet the needs of each student. Students learn the Texas Essential Knowledge and Skills curriculum and participate in a variety of programs that promote self-esteem and increase awareness of issues that are relevant to their lives.

The Yorktown Elementary School staff members are committed to ensuring educational excellence to empower all children to reach their fullest potential in a safe and positive learning environment. The staff consistently do whatever it takes for the success of the students, including keeping parents well-informed of student progress through personal conferences, telephone conferences, and home visits.

At Yorktown Elementary School the essential pieces are linked together for a perfect fit, resulting in a positive, rich education for ALL students.

Part IV- INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results

Yorktown Elementary School administers the state-mandated Texas Assessment of Knowledge and Skills (TAKS) test, which measures students' understanding of the state-mandated curriculum, the Texas Essential Knowledge and Skills (TEKS). In an effort to match the TEKS objectives that are taught with the TAKS assessments that are administered, they are aligned, and both reflect alignment with the No Child Left Behind federal legislative requirements. The levels of performance for the TAKS, as determined by the state, include the "Met Standard" level and the "Commended Performance" level. In order to show mastery in the "Met Standard" level, a student must earn a scale score of 2100. The "Commended Performance" level scale score is 2400.

Students in third grade take the TAKS test in Reading and Math; students in fourth grade take the TAKS test in Reading, Math, and Writing; and students in fifth grade take the TAKS test in Reading, Math, and Science. In Texas, the Student Success Initiative (SSI) requires third graders to master the Reading test in order to be promoted. Fifth graders must master the Reading and Math tests in order to be promoted. As determined by each student's Admission, Review, and Dismissal (ARD) committee, special education students are administered one of the following tests: the TAKS, the TAKS-Inclusive (TAKS-I), the State Developed Alternative Assessment (SDAA II), or the Locally Developed Alternative Assessment (LDAA), according to each student's instructional level.

Kindergarten, first, second, and third grade students at Yorktown Elementary School are given the Texas Primary Reading Inventory (TPRI) which assesses phonemic awareness, graphophonemic knowledge, comprehension, and fluency. Kindergarten teachers administer the TPRI in the middle and the end of the year. First and second grade students are given the TPRI at the beginning of the year, mid-year, and end of the year. Third grade is assessed using the TPRI at the beginning and end of the year.

Test data reported in Yorktown Elementary School's Academic Excellence Indicator System (AEIS) show that prior to 2004, TAKS results revealed that Yorktown Elementary was not meeting the needs of ALL students, specifically the Hispanic and Economically Disadvantaged sub-groups. An accomplishment of which our campus is most proud shows that since 2004, scores improved, especially in the Hispanic and Economically Disadvantaged sub-groups in the following areas: third grade Reading, Math, and All Tests Taken; fourth grade Reading; and fifth grade Reading, Math, Science, and All Tests Taken. Yorktown Elementary earned Texas Education Agency's Texas Successful School Award in 2000 and 2001, and the Recognized accountability rating in 2004 and 2005. In addition, Yorktown Elementary earned Gold Performance Acknowledgements in the following areas for 2004: Reading, Math, Writing, and Science. In 2005 the school received Gold Performance Acknowledgements in Math, Writing, and Science. Additional assessment information is located on the Texas Education Agency websites: <http://www.tea.state.tx.us/perfreport/aeis/2005/index.html> and <http://www.tea.state.tx.us/student.assessment/reporting/taksagg/yr0405/index.html>.

According to Yorktown Elementary School's disaggregated data, as calculated in Region 3 Education Service Center's Data Disaggregated Program for the 2004-2005 school year, state, region, and district data were compared. Highlighted successes, along with their contributing factors, showed that our campus scores surpassed the state, region, and district scores in all student sub-groups in Reading, Math, and Science. Contributing factors consisted of the campus restructuring efforts, which included small group and one-on-one intense intervention, ability grouping, and extended time on task in Reading and Math. In addition, the Hispanic and Economically Disadvantaged student sub-groups greatly improved their performance in Reading, Math, and Science. A contributing factor included the classroom teacher and the Language Arts specialist identifying students' specific deficiencies and providing small group and one-on-one intense instruction. Finally, more than 85% of the students in grades three through five passed All Tests Taken. Contributing factors included additional time spent on task during "Homeroom Highlights" and after school tutorials in which ALL staff members participated.

Assessment results reflect that the Hispanic and Economically Disadvantaged sub-groups continue to show academic equity in correlation with all sub-groups. As noted in our theme, Yorktown Elementary School is "Fitting the Essential Pieces Together to Be an Exemplary Campus."

2. Using Assessment Results

Yorktown Elementary School's theme highlights our student, parent, staff, and community expectation to strive for excellence. Yorktown Elementary believes that high expectations lead to high student achievement. In order to ensure improvement in student performance, our campus follows a sequential, structured plan that begins with "TAKS Camp" meetings attended by classroom teachers, the Language Arts specialist, and the principal. Agenda items discussed at these meetings include checking the spring TAKS results, studying the Disaggregated Data, reviewing TAKS Information Booklets, planning for restructuring efforts, reviewing TAKS Passing Standards, and analyzing completely all TAKS strategies to be used consistently by all grade levels.

A thorough analysis of the state's testing results is completed, and data from the state's assessment report is carefully reviewed, along with reports generated from Region 3 Education Service Center's Data Disaggregation Program. Individual student strengths and weaknesses are identified, and teachers use this information to guide instruction and to identify instructional groups. Teachers prepare a TAKS Scope and Sequence, which answers the questions of what will be taught, how it will be taught, and when it will be taught. A TAKS and SDAA II benchmark schedule is prepared with students completing two benchmark tests per subject area. After each benchmark test is administered, students who are not mastering the assessment items, as well as students showing mastery, are identified. Restructuring efforts are implemented and, for students showing non-mastery, the focus is on small group and one-on-one intervention, ability grouping, extended time on task in the core subject areas, and tutorials during the school day, as well as after school in order to reteach the objective items that reveal weaknesses. To assist in the school-wide efforts to produce exemplary achievement results, each third through fifth grade homeroom class is equipped with three campus staff members that help promote the intense after school tutorial. Students showing mastery on the benchmark are provided enrichment and an extension of the skills they have already learned.

This approach provides the structure needed to ensure academic success and, along with the overall support of all stakeholders, continues to guide Yorktown Elementary School in its efforts to be a state Exemplary campus, the highest rating a school can attain.

3. Communicating Assessment Results

Yorktown Elementary School is dedicated to "Fitting the Essential Pieces Together to Be an Exemplary Campus." This theme of high expectations is clearly articulated to all students and staff as everyone recites it at the conclusion of daily morning announcements. Student performance is communicated to parents, students, and the community in a variety of ways.

Initially, school-wide assessment results are shared by the principal at the beginning of the year Pre-Kindergarten through fifth grade orientation general session. Teachers follow up in their grade level orientation meetings with specific student expectations.

Assessment results are shared by the principal at the first meeting of the year held by the Always Believing in Children (ABC) parent, staff, and community organization. Student performance is shared with parents in weekly folders sent home every Wednesday, as well as three-week progress reports and six-week report cards.

Each six weeks the principal presents students Recognition Certificates for their accomplishments during the six weeks (Honor Roll, Perfect Attendance, and Good Citizen). Student successes (Honor Roll, Perfect Attendance, Spelling Bee results, and UIL awards) are included in the [Yorktown News-View](#), our weekly newspaper.

Every year a public hearing is held to present the Academic Excellence Indicator System (AEIS), which shows the district and campus assessment results. A copy of our campus School Report Card (SRC), which is based on the AEIS, is sent home to all parents. The Yorktown Independent School District Board of Trustees sends assessment information to all parents as well.

Beginning in November and continuing through April, the principal includes in the monthly parent newsletter a copy of the year's benchmark testing schedule and the state assessment calendar.

TAKS/SDAA II Family Nights and individual conferences are held to share students' benchmark results with parents. At these conferences students, parents, and teachers sign the TAKS/SDAA II Contract, which states that everyone will strive for excellence on the upcoming tests.

The principal holds TAKS/SDAA II talks with every student after each of the benchmarks to encourage and motivate them to continue doing their best to meet their goals.

A letter is sent home the day before testing begins wishing students good luck and reminding parents to make sure their child gets a good night's sleep.

In addition to all of the above forms of communication, home visits are made by staff to ensure that ALL parents are kept well informed of their child's progress. The all-encompassing efforts made by the Yorktown Elementary School stakeholders assist in meeting the goal of being a Texas Education Agency Exemplary campus.

4. Sharing Success

As a No Child Left Behind-Blue Ribbon School Nominee, Yorktown Elementary School is most willing and eager to share successful instructional programs and practices with other schools.

Currently, the staff shares ideas, strategies, and educational practices with one another in various ways: as mentors to first year teachers and teachers new to the campus, as Coordinating Teachers for student teachers, by opening their classrooms for observations by education students from local universities, and in the "Workshop Sharing" segment of each of the monthly staff meetings.

Yorktown Elementary hosted visits from surrounding campuses, as well as sent staff members to other campuses in an effort to learn and share best educational practices.

One of the campus teachers is a New Jersey Writing Project in Texas (NJWPT) Trainer and, on numerous occasions, has shared her expertise with other campuses, as well as presented at Region 3 Education Service Center workshops.

Currently a campus teacher is participating in the Teacher Partners' Pilot Program sponsored by Region 3. In keeping with the goal to improve student performance in Reading, the Pilot Program encourages teachers to work collaboratively with Region 3 personnel and other teachers in the Region 3 area to ensure that all students access the Reading curriculum, as specified in the Texas Essential Knowledge and Skills (TEKS).

Yorktown Independent School District is a member of the South Texas Rural Systemic Initiative (STRSI), which works with participating Texas districts to improve the Mathematics and Science performance of all students through systemic reform. Three Yorktown Elementary teachers participate in STRSI's Teacher Partner Academies and Summer Institutes, in which a wealth of sharing and learning take place. The principal and a teacher shared a presentation at STRSI's Summer 2005 Institute that focused on Yorktown Elementary's successful TAKS Science results and strategies used to achieve that success.

The principal shared a presentation for first year principals at Region 3 in the fall of 2005 and hosted the January 2006 Administrators' Issues and Opportunities Cadre session on our campus. The presentation was titled Six Types of Teachers.

In addition, the principal is a member of the Texas Elementary Principals and Supervisors Association (TEPSA) and attends their yearly Summer Conferences to gain valuable information and to network with other educators.

As a No Child Left Behind-Blue Ribbon School Nominee, Yorktown Elementary School will continue its efforts to share successful school achievement with other schools and communities. Additionally, the school looks forward to every learning opportunity shared by other educators.

PART V-CURRICULUM AND INSTRUCTION

1. Curriculum

Curriculum at Yorktown Elementary School is based on the Texas Essential Knowledge and Skills. Teachers continuously refine instructional methods to better meet the needs of all students. In

addition, flexible grouping allows staff members to provide intense intervention for students in need while others interact with enrichment activities.

In the area of Language Arts, staff members utilize process-writing strategies based on New Jersey Writing Project in Texas. In grades kindergarten through second, teachers have implemented Lucy Calkins' First Hand: Units of Study for Primary Writing to scaffold the development of writing skills and to improve written communication in the upper grades. Students use 6+1 Traits of Writing to actively participate in analyzing the quality of writing. Core instruction in Spelling begins in kindergarten through second grade with Project Read, and continues with Scientific Spelling in grades three through five.

Reading instruction focuses on active student involvement with the text in order to make connections and strengthen comprehension. Students use consistent strategies from one grade level to the next during their entire time at Yorktown Elementary. Reading instruction utilizes the state-adopted basal, trade books, TAKS practice materials, the technology-based Waterford Early Reading Program, hands-on activities, vocabulary practice, and educational websites.

Math concepts must be modeled and practiced to become permanent. Sharon Wells Math provides Yorktown Elementary classrooms with a means of distributing practice. Instruction is supplemented with hands-on experiences to provide a basis for understanding numbers and explaining mathematical processes.

Science instruction focuses on developing the knowledge and ability to use the tools and processes in scientific inquiry. Study Island, United Streaming, Laser Disc, the state-adopted textbook, and supplemental printed resources are used for instruction. Opportunities to apply concepts in real-life situations through hands-on experiences are an integral part of achieving high levels of student success in Science. In addition, Career Day demonstrations place emphasis on Science.

Connecting concepts across the curriculum along with use of literature supports the Social Studies curriculum. The state-adopted textbook provides classrooms with the focal point of instruction. The Building Esteem in Students Today program, supported by the six pillars of character, reinforces citizenship and social skills throughout the year. Guidance sessions are presented by our counselor, who also organizes the Yorktown Elementary Mentor Program to support students.

Fine Arts instruction is closely tied to the core curriculum taught in each classroom. Participation in various content-related poster contests throughout the year provides students opportunities to artistically express knowledge. Teachers incorporate a variety of music experiences in their lessons. All Yorktown Elementary students have a role in our Christmas program. Fourth and fifth graders unite their voices in the thirty-member school choir. While listening, singing, playing instruments, and moving to the music, they learn about aspects of music such as tempo, pitch, and rhythm. Throughout the year, the choir performs various programs. In addition, students have the opportunity to participate in the University Interscholastic League Art contest, which involves learning titles of paintings along with the artist and nationality. The Music Memory contest offers an opportunity to develop music appreciation by studying composers and their music with emphasis on time period, style, and theme.

Creating a fun, successful learning environment for all students based on the belief that fun can serve as both a means and a motivation for students is the goal of our Physical Education Department. When children become motivated, they are more focused on learning, which can develop healthy attitudes both in and out of the classroom that eventually lead to a lifestyle of regular physical activity.

Our belief at Yorktown Elementary is that a unified effort, which includes students, staff, parents, and community, is required to fit the essential pieces together that lead to success.

2. Reading

Yorktown Elementary School's reading curriculum has at its foundation the following components: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Staff members strongly agree with Dr. Susan Hall's research, which shows the urgency for early intervention. Teachers in consecutive grade levels communicate special needs of students in order to maximize instructional time and to ensure that time is not wasted with concepts that children have already mastered. Data obtained

from Dynamic Indicators of Basic Early Literacy Skills (DIBELS) along with Texas Primary Reading Inventory (TPRI) and other informal screening tools inform grouping and instructional decisions. Progress monitoring after each round of intervention is an essential part of the process. Additional personnel are assigned to provide intense support in kindergarten through second grade, and students identified for dyslexia services receive instruction in Neuhaus Basic Language Skills (Alphabetic Phonics). Reading teachers offer additional support to classroom teachers with Accelerated Reading Instruction (ARI). Teachers continually plan, assess, and re-adjust to meet the needs of all students. In order to expedite use of materials and planning, as well as fine tune instructional strategies, teachers participate in summer curriculum writing.

Teacher Reading Academy materials and the reading basal are used in reading instruction along with Project Read. The pre-kindergarten program at Yorktown Elementary is heavily language based. An integral part of reading instruction on our campus is consistency in modeling comprehension strategies from year-to-year and teacher-to-teacher. Maximizing opportunities to build on prior learning is critical.

Extensive teacher modeling and encouraging active student involvement with the text is a key component to reading instruction. Teachers model read-aloud-think-aloud and making connections to the text as supported in Mosaic of Thought by Keene and Zimmermann. This enables teachers to scaffold instruction and employ the gradual release model through the use of homogeneous flexible small groups to meet individual needs. Read Naturally is used to develop reading fluency.

Students are encouraged to develop a love of reading through a variety of opportunities including Bedtime Story Night and the Pizza Hut Book-It Program. Parents have access to materials available for check-out in the Parent Center of the Yorktown Elementary School Library.

3. Mathematics

Students at Yorktown Elementary School receive the Math Texas Essential Knowledge and Skills curriculum, which includes the strands of number operations and quantitative reasoning, patterns, relationships, and algebraic thinking, measurement, geometry and spatial reasoning, and probability and statistics. Horizontally and vertically aligned strategies and vocabulary ensure that students receive consistent instruction from grade level to grade level. Problem solving strategies are modeled during the 60-90 minutes of Math instruction daily, and manipulatives are incorporated so that students experience success while independently solving real-world problems. Teachers also use various resources to supplement lessons in order to build confident problem-solvers and promote higher levels of thinking. All student ability levels are incorporated in our Campus Improvement Plan, which offers tutoring for our special education students and University Interscholastic League Number Sense as a means for students to enrich their math skills. Students who need additional Math help also receive Accelerated Math Instruction (AMI) in intense, small groups, and often receive one-on-one instruction in order to work on areas that need improvement. All students receive tutoring prior to the TAKS and SDAA II to strengthen deficits. Every teacher on campus is actively involved in this tutoring program, and group size is usually no larger than two students with one teacher. By working in small groups during this time, students receive support in needed areas in order to be successful, not only on the TAKS test, but also in real-world problem solving. Two math benchmarks per year are given. The results determine grouping for classes and tutoring. Students at Yorktown Elementary School are provided opportunities to actively engage in their learning and prepare for their future by doing whatever it takes. Parents are actively involved by attending Fall orientation and Spring TAKS meetings. By fitting the essential pieces together, the Math program at Yorktown Elementary School is experiencing success.

4. Instructional Methods

Yorktown Elementary School implements multiple instructional methods so that no child is left behind. Intense, small group, and one-on-one instruction is implemented, as well as enrichment activities throughout the grade levels to ensure academic success. Teachers spend time during the summer writing curriculum to develop lesson plans, scope and sequence, and refine instructional methods to meet the needs of each student. Student data accumulated from the TAKS, SDAA II, T.P.R.I., DIBELS, benchmark testing, and subject area testing are analyzed in order to locate and focus on weak areas. Two on-campus reading specialists assist struggling readers by using research-based programs and dyslexia strategies. Teachers have also received training in the New Jersey Writing Project in Texas methods and have implemented writing strategies to help students communicate using the written word. Students are actively engaged in various Math and Reading strategies that are consistent across grade levels. Students in kindergarten through fifth grade use Accelerated Reader, and incentives are in place to help promote comprehension skills. STAR placement tests are given at the beginning of school to find reading levels and are again given at the end of school to measure reading growth. Reading and Writing fluencies are charted each six weeks, and results are discussed with each student. Writing journals are used in Science and Social Studies classes in order to promote critical thinking. Reading, Writing, and Math are blended with technology when students go to the computer lab weekly. Students in grades two through five participate in classroom, campus, and county spelling bees. Community members promote high expectations for learning at our annual Career Day. Ready Writing, Number Sense, and Oral Reading are a few of the events in which our students have excelled in University Interscholastic League academic competition where Yorktown Elementary School has placed first or second in that competition the last eight out of nine years. Field trips are taken by each grade level to enrich students' learning. Students eagerly update portfolios that are passed to the next grade level to show progress. The teachers at Yorktown Elementary School hold the belief that "anything is possible if you try."

5. Professional Development

Yorktown Elementary School utilizes the information included in the Campus Improvement Plan (CIP) and District Improvement Plan (DIP) to guide our Professional Development efforts. The information accumulated is a result of the Needs Assessment completed by the staff in correlation with the campus assessment results. With curriculum being a major ingredient to school success, staff members are encouraged to participate in on-going staff development opportunities that will highlight the implementation of specific curriculum. Along with their workshop participation, staff members are asked to contribute to "Workshop Sharing," which is a time provided during our monthly staff meetings to share ideas and strategies learned during the workshops attended. Areas of focus for staff development from the CIP include the following:

Reading: Project Read, Literacy Centers, Guided Reading, Neuhaus, DIBELS Training, Higher Order Thinking Skills, TEKS/TAKS/SDAA II, Critical Reading Skills

Math: Sharon Wells, Problem-Solving

Science: Hands-On Science Strategies, Science Experiments

Writing: Proofreading, Kaye Price-Hawkins, NJWPT

Social Studies: Integrating Reading and Social Studies

Technology: United Streaming, Interactive Sites

Special Programs: Dyslexia, 504 Program Needs, Differentiated Instruction, Pre-Referral Team Training

Meeting the needs of ALL students is a major focus, and we believe that ALL staff members benefit from the specific training provided in these areas. To help with this endeavor, Dr. Ruby Payne's teachings from A Framework for Understanding Poverty provide valuable insight and strategies for children of poverty. Other yearly professional development opportunities provided for meeting the needs of ALL students include Special Education updates for Admission, Review, and Dismissal (ARD) process, Least Restrictive Environment (LRE), and using modifications in the regular classroom; English As A Second Language (ESL) strategies (88% of teachers are ESL certified); Gifted and Talented (GT)

updates (All teachers have completed the 30 hours of GT training); and TAKS/SDAA II updates and expectations.

Research-based programs incorporated in the education of our students include Project Read, Neuhaus, DIBELS, and New Jersey Writing Project in Texas. Consistent implementation of vocabulary, strategies, and practices from one grade level to the next helps boost student achievement.

The campus goal is to be a Texas Education Agency Exemplary campus. In order to realize this goal, participation in Professional Staff Development must be in place. At Yorktown Elementary School, we are “Fitting the Essential Pieces Together to Be an Exemplary Campus”!

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

Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2004-2005

Publisher Texas Education Agency

State Tests

	2004-2005	2003-2004	2002-2003
Testing month	February	March	March
SCHOOL SCORES			
% At or Above Met Standard	100%	100%	100%
% At Commended Performance	35%	48%	20%
Number of students tested	37	42	31
Percent of total students tested	98%	100%	100%
Number of students alternatively assessed	SI	SI	SI
Percent of students alternatively assessed	SI	SI	SI
SUBGROUP SCORES			
1. Economically Disadvantaged			
% At or Above Met Standard	100%	100%	100%
% At Commended Performance	22%	33%	18%
Number of Students Tested	18	19	18
2. White			
% At or Above Met Standard	100%	100%	100%
% At Commended Performance	43%	48%	21%
Number of Students Tested	23	32	15
3. Hispanic			
% At or Above Met Standard	100%	SI	100%
% At Commended Performance	23%	SI	23%
Number of Students Tested	13	SI	13

SI-Statistically Insignificant

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

Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2004-2005

Publisher Texas Education Agency

State Tests

	2004-2005	2003-2004	2002-2003
Testing month	April	April	April
SCHOOL SCORES			
% At or Above Met Standard	98%	95%	100%
% At Commended Performance	45%	36%	13%
Number of students tested	40	44	31
Percent of total students tested	100%	100%	99%
Number of students alternatively assessed	SI	SI	SI
Percent of students alternatively assessed	SI	SI	SI
SUBGROUP SCORES			
1. Economically Disadvantaged			
% At or Above Met Standard	95%	90%	100%
% At Commended Performance	32%	15%	6%
Number of Students Tested	22	20	17
2. White			
% At or Above Met Standard	100%	100%	100%
% At Commended Performance	54%	38%	13%
Number of Students Tested	24	34	16
3. Hispanic			
% At or Above Met Standard	93%	SI	100%
% At Commended Performance	33%	SI	17%
Number of Students Tested	15	SI	12

SI-Statistically Insignificant

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

Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2004-2005

Publisher Texas Education Agency

State Tests

	2004-2005	2003-2004	2002-2003
Testing month	April	April	April
SCHOOL SCORES			
% At or Above Met Standard	87%	91%	87%
% At Commended Performance	34%	34%	23%
Number of students tested	38	32	47
Percent of total students tested	97%	100%	100%
Number of students alternatively assessed	SI	SI	SI
Percent of students alternatively assessed	SI	SI	SI
SUBGROUP SCORES			
1. Economically Disadvantaged			
% At or Above Met Standard	87%	95%	79%
% At Commended Performance	15%	30%	0%
Number of Students Tested	15	20	19
2. White			
% At or Above Met Standard	87%	100%	100%
% At Commended Performance	37%	38%	37%
Number of Students Tested	30	16	30
3. Hispanic			
% At or Above Met Standard	SI	79%	64%
% At Commended Performance	SI	36%	0%
Number of Students Tested	SI	14	14

SI-Statistically Insignificant

**No Child Left Behind - Blue Ribbon School
Grade 4 Mathematics**

Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2004-2005

Publisher Texas Education Agency

State Tests

	2004-2005	2003-2004	2002-2003
Testing month	April	April	April
SCHOOL SCORES			
% At or Above Met Standard	87%	100%	90%
% At Commended Performance	41%	41%	18%
Number of students tested	39	32	49
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	SI	SI	SI
Percent of students alternatively assessed	SI	SI	SI
SUBGROUP SCORES			
1. Economically Disadvantaged			
% At or Above Met Standard	81%	100%	85%
% At Commended Performance	36%	30%	0%
Number of Students Tested	16	20	20
2. White			
% At or Above Met Standard	90%	100%	97%
% At Commended Performance	39%	50%	29%
Number of Students Tested	31	16	31
3. Hispanic			
% At or Above Met Standard	SI	100%	71%
% At Commended Performance	SI	36%	0%
Number of Students Tested	SI	14	14

SI-Statistically Insignificant

No Child Left Behind - Blue Ribbon School
Grade 5 Reading (Language Arts or English)

Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2004-2005

Publisher Texas Education Agency

State Tests

	2004-2005	2003-2004	2002-2003
Testing month	February	April	April
SCHOOL SCORES			
% At or Above Met Standard	97%	79%	71%
% At Commended Performance	15%	32%	19%
Number of students tested	33	57	48
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	SI	SI	SI
Percent of students alternatively assessed	SI	SI	SI
SUBGROUP SCORES			
1. Economically Disadvantaged			
% At or Above Met Standard	100%	67%	63%
% At Commended Performance	14%	11%	19%
Number of Students Tested	21	27	27
2. White			
% At or Above Met Standard	100%	94%	79%
% At Commended Performance	18%	50%	21%
Number of Students Tested	17	32	28
3. Hispanic			
% At or Above Met Standard	93%	59%	60%
% At Commended Performance	14%	5%	15%
Number of Students Tested	14	22	20

SI-Statistically Insignificant

No Child Left Behind - Blue Ribbon School
Grade 5 Mathematics

Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2004-2005

Publisher Texas Education Agency

State Tests

	2004-2005	2003-2004	2002-2003
Testing month	April	April	April
SCHOOL SCORES			
% At or Above Met Standard	100%	86%	82%
% At Commended Performance	33%	29%	16%
Number of students tested	33	59	50
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	SI	SI	SI
Percent of students alternatively assessed	SI	SI	SI
SUBGROUP SCORES			
1. Economically Disadvantaged			
% At or Above Met Standard	100%	86%	72%
% At Commended Performance	33%	18%	7%
Number of Students Tested	21	28	29
2. White			
% At or Above Met Standard	100%	94%	86%
% At Commended Performance	35%	45%	21%
Number of Students Tested	17	33	29
3. Hispanic			
% At or Above Met Standard	100%	77%	76%
% At Commended Performance	36%	5%	10%
Number of Students Tested	14	22	21

SI-Statistically Insignificant