

# 2006-2007 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. Alice Karen Sawyer  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

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

School Mailing Address 811 West Florence  
(If address is P.O. Box, also include street address.)

Denison Texas 75020-7633  
City State Zip Code+4 (9 digits total)

County Grayson State School Code Number\* 091903102

Telephone (903)462-7331 Fax (903)462-7376

Web site/URL www.denisonisd.net E-mail ksawyer@denisonisd.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 11, 2007

Name of Superintendent\* Dr. Henry Scott  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Denison I.S.D Tel. (903)462-7014

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

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.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

## **PART I - ELIGIBILITY CERTIFICATION**

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

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not 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 2006-2007 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 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. 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 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.



***[Throughout the document, round numbers 1 or higher to the nearest whole number. Use decimals to one place only if the number is below 1.]***

6. Racial/ethnic composition of the school:
- |            |                                  |
|------------|----------------------------------|
| <u>67</u>  | % White                          |
| <u>11</u>  | % Black or African American      |
| <u>17</u>  | % Hispanic or Latino             |
| <u>0.7</u> | % Asian/Pacific Islander         |
| <u>5</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: 30%.

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

|            |   |     |
|------------|---|-----|
| <b>(1)</b> | Number of students who transferred <i>to</i> the school after October 1 until the end of the year   | 35  |
| <b>(2)</b> | Number of students who transferred <i>from</i> the school after October 1 until the end of the year | 54  |
| <b>(3)</b> | Total of all transferred students [sum of rows (1) and (2)]   | 89  |
| <b>(4)</b> | Total number of students in the school as of October 1  | 292 |
| <b>(5)</b> | Total transferred students in row (3) divided by total students in row (4)                          | 30  |
| <b>(6)</b> | Amount in row (5) multiplied by 100   | 30% |

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

Number of languages represented: 1  
 Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: 79%.

Total number students who qualify: 232.

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:  $\frac{21\%}{63}$  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>0</u> Autism                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deafness              | <u>10</u> Other Health Impaired                |
| <u>0</u> Deaf-Blindness        | <u>20</u> Specific Learning Disability         |
| <u>9</u> Emotional Disturbance | <u>23</u> Speech or Language Impairment        |
| <u>0</u> Hearing Impairment    | <u>0</u> Traumatic Brain Injury                |
| <u>1</u> Mental Retardation    | <u>0</u> Visual Impairment Including Blindness |
| <u>0</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>17</u>        | <u>5</u>         |
| Special resource teachers/specialists | <u>2</u>         | <u>1</u>         |
| Paraprofessionals                     | <u>8</u>         | <u>0</u>         |
| Support staff                         | <u>4</u>         | <u>0</u>         |
| Total number                          | <u>32</u>        | <u>6</u>         |

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 15:1
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. Also explain a high teacher turnover rate.

|                                     | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|-------------------------------------|-----------|-----------|-----------|-----------|
| Daily student attendance            | 96%       | 97%       | 96%       | 97%       |
| Daily teacher attendance            | 96%       | 96%       | 97%       | 97%       |
| Teacher turnover rate               | 0%        | 0%        | *23%      | *19%      |
| Student dropout rate (middle/high)  | NA        | NA        | NA        | NA        |
| Student drop-off rate (high school) | NA        | NA        | NA        | NA        |

\* 23% / 19% - teachers left due to pregnancy/husband transfers

### **PART III – SUMMARY**

Golden Rule Elementary in Denison, Texas, is rich in time-honored traditions based on excellence in education derived from meaningful, productive relationships among students, teachers, parents, business and corporate partners, and the community. Golden Rule, established in 1890 as part of the tight-knit “Cotton Mill District,” formed a community support system that continues to thrive and grow today. In 1922, the wooden, one-room school house burned, and a new building was erected. Generations of “Golden Rulers” have enjoyed the current facility for 87 years, becoming part of the Denison ISD family in 1964 when the Cotton Mill area was annexed. The campus serves Head Start students (ages three and four) through fifth grade and is also the site of the DISD Emotional Adjustment Class (EAC).

It would be easy to paint a grim picture of the challenges endured daily by Golden Rule students, including homelessness, incarcerated parents, substitute and foster parents, homes without heat, air or indoor plumbing, eviction from homes, family violence and abuse and loss of family members. Seventy-nine percent of Golden Rule students are economically disadvantaged with a 30% mobility rate, figures that provide the basis for our simple but powerful Campus Mission Statement: “To provide opportunities for all students to reach their full potential as responsible and productive individuals.”

In order to reach each student’s full potential, our daily operations focus solely on the premise that learning and curriculum are “non-negotiable” and can only be provided if we first and foremost establish the calm, consistent, loving “home” that so many of our students desperately need. Armed with the knowledge that education is the only road out of poverty, Golden Rule teachers constantly partner with every available community resource to help insure the basic human needs of all children --- food, clothing, safety and shelter --- so that students can concentrate on learning and thus reach their full potential.

Abundant examples of this community-school partnership can be found throughout Golden Rule: a local car dealer who has not only provided thousands of dollars worth of school supplies, incentives and rewards over the past decade, but who has also consistently attended almost every celebration, festival and awards assembly --- cooking burgers and celebrating success with the kids; a local foundation that provides several thousand dollars annually to buy coats, shoes, clothes, medicine and other emergency items for disadvantaged students; school “grandparents” who work routinely in classrooms to provide educational assistance as well as much-needed confidence boosters that come in frequent hugs, smiles, praise and words of encouragement; an army of volunteer readers and tutors, some who “work” fulltime before, during and after school, to further insure that all students achieve mastery in all subjects, at all levels.

Golden Rule utilizes resources from all available sources to provide multiple learning opportunities and “safety nets” for struggling students, including classroom assistants, extended day program, classroom guidance and individual counseling, literacy support, Head Start, technology, special education, multi-sensory instruction, ESL, and HOSTS.

The Golden Rule professional teaching staff has remained consistent (zero turn over rate) for the past three years, maintaining a needed consistency in our students’ lives. Our teachers’ willingness to continually search for new and better ways for students to learn has provided countless opportunities for student success, as evidenced by our state Exemplary rating. Therefore, we choose not to paint a grim picture for our students at all. Instead, we paint a picture of opportunity, hope, and student success for all of the Golden Rule students!

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

### **1. Assessment Results:**

Texas Assessment of Knowledge and Skills (TAKS) is administered to all Texas public school students in grades 3-12. It measures academic performance based on mastery of Texas Essential Knowledge and Skills objectives and is the single most important component used to assign all Texas public schools with a School Report Card. The purpose is to determine an accountability rating for every school district and campus in Texas, giving school patrons a fair and accurate view of each school's performance when compared to similar schools across the state. TAKS presents a tough challenge with important consequences, but Golden Rule has always maintained the belief that with innovative curriculum planning, the realization that all children learn differently, and a dogged dedication to mastery for all children, the school and its students could capture the state's highest and most prestigious rating.

Campus and district ratings include: Exemplary (school population passing rate is 90% or better); Recognized (school population passing rate at 80% and above); Academically Acceptable (school population passing rate at 70% or better); Academically Unacceptable (school passing rate below 70%). In order to advance to the next grade level, third grade students must pass the TAKS reading test, and fifth grade students must pass the TAKS tests in both reading and math. Special Education students must also pass the SDAA test (State Developed Alternative Assessment). A detailed explanation can be accessed using the Accountability Manual at [www.tea.state.tx.us/perfreport/aeis](http://www.tea.state.tx.us/perfreport/aeis).

As a proud Exemplary school, Golden Rule students achieved a passing rate of 90% or more in every subject on TAKS (reading, language arts, writing, math, and science). Particularly impressive is the fact that the subgroup of economically disadvantaged (79% of the student body) has maintained an extremely high rating over the past three years, exhibiting consistency in mastery. In addition, all Golden Rule students passed the 3<sup>rd</sup> grade reading and the 5<sup>th</sup> reading and math tests, advancing every student to the next grade level! Last but not least, all Special Education students passed the SDAA test!

Golden Rule also qualified for Gold Performance Acknowledgement based on the student attendance and performance rate when compared to 40 other similar public schools in six demographic areas, including the school's percentage of African American, Hispanic, White, Economically Disadvantaged, Limited English Proficient, and Mobile students. Golden Rule's attendance rate was an outstanding 96.15%, the result of a school-family partnership that stresses and rewards daily attendance. Golden Rule also achieved Commended Gold Performance in Reading/ELA (English as a Second Language) and Mathematics as well as Comparable Improvement in Reading/ELA. (Comparable Improvement measures how students improve on the TAKS Math and Reading/English Language Arts tests from one year to the next, then compares the change to that of the 40 other similar schools.) Schools whose overall student performance ranked in the top 25%, which Golden Rule did, received Gold Performance Acknowledgment. A more detailed explanation of Gold Performance Acknowledgement can also be found in the 2006 Accountability Manual on the web.

For Golden Rule Elementary, the Exemplary rating and Gold Performance Acknowledgement achieved by the school in 2005-2006 provided a cause for grand celebration, with children, teachers and parents joining hands to celebrate unprecedented success. "Exemplary" and "Gold Performance" quickly cast the school's teachers and students into a glowing spotlight that reflected the unique spirit of teamwork that facilitates success at every level for each and every child. Golden Rule is one of Texas's top schools because educators instill in each and every student the belief that with hard work and determination, all things are possible.

## **2. Using Assessment Results:**

Data analysis of benchmark and standardized tests provides valuable information for determining the effectiveness of instruction. Golden Rule teachers carefully study assessment results and use the information as they plan lessons, develop interventions, and enhance instruction. When assessment data indicates need, students are assigned to HOSTS, Literacy Support, Extended Day, ESL, special education, Compass Lab and other special programs for skills enhancement or remediation.

Schools receive TAKS data showing specific objectives that each student mastered or did not master. Teachers reteach the missed objectives during our extended day program, and supplementary certified teachers work on skills enhancement during the school day. Emphasis is placed on 3<sup>rd</sup> grade reading and 5<sup>th</sup> grade reading and math since these are the TAKS subjects students must pass for promotion to the next grade. Over the past three years, overall reading TAKS scores have improved from 92% to 98% passing; math scores have improved from 79% to 93% passing; science scores have improved from 70% to 90% passing. By monitoring individual student growth and adjusting instruction to the needs of the students, we were also successful in raising reading scores of our 4<sup>th</sup> grade students in 2005 from 68% mastery to 100% mastery in their 5<sup>th</sup> grade (2006).

Our success rate at Golden Rule can be attributed to careful analysis of achievement data, individualized student-centered interventions, and to our deeply rooted belief that all students deserve quality educational opportunities that permit them to reach their full potential.

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

Timely, consistent reporting of academic achievement results is a priority at Golden Rule because we value parent involvement and recognize that parents are crucial to student success. Every four weeks, a report related to testing results and academic progress is sent home. Also, benchmark test results are communicated to parents immediately after they are compiled. If remediation is needed, parent-teacher conferences are held to develop an individualized plan. Teachers provide daily communication through assignment sheets that are to be signed by the parent, and conferences are held if the student's grades drop. In addition, parents/guardians may access their child's grades online at any time.

Texas Education Code requires each district's Board of Trustees to publish an annual report consisting of (1.) the Performance and Profile sections for the district and for every campus in the district; and (2.) the Campus Comparable Improvement Reports. The TAKS results are given to the parent/guardian when the state returns them to the schools (usually within two to three weeks of the testing). Teachers make every effort to individually congratulate each student and explain to them performance results. State-generated School Report Cards, which include the School Accountability Rating and the overall scores for the school, are sent home with the students near the end of the school year. To communicate the success of the school with the community, school ratings are published in the local newspaper.

At the end of each nine week reporting period, we celebrate student successes at our Koalaty Celebration awards assembly where recognition is given for grades, citizenship, academic improvement, attendance, reaching reading and math goals, etc. Our PTO (Parent Teacher Organization) is involved in the celebrations and provides awards for our students. Every student receives a neck chain which is used to hold "dog tags" awarded for achievement in academics, attendance, and citizenship. A student can receive as many as 25 awards by the end of the school year. Our gym is always filled with friends, family, and community members who attend our celebrations and proudly cheer for our very successful students!

#### **4. Sharing Success:**

Denison ISD has seven “neighborhood” elementary schools which contribute to a family atmosphere among our principals and teaching staff. The close-knit community of schools helps teachers and principals share and borrow ideas from each other. Collaboration is the key to success throughout our district. Our most recent district project was “Write from the Beginning” (a continuum of writing skills from K-5) where a core of teachers was trained to teach other teachers throughout the district. Three Golden Rule teachers were trained and shared the writing information with all Denison ISD teachers. “Working on the Work” (WOW) is an ongoing initiative district wide that provides many opportunities for collaboration. In addition, curriculum sharing sessions allow ideas to flow freely from school to school, with teachers working together setting benchmark strategies for each grade level and subject. Teachers are encouraged to share engaging activities at grade level and vertical curriculum meetings as well as during campus team planning.

Golden Rule teachers understand the importance of relationships with community groups and other educational facilities. Teachers from surrounding schools frequently visit the Golden Rule campus. Student teachers and education majors from the nearby colleges and universities often choose to complete their student teaching with us. Our teachers are always willing to supervise student teachers, welcoming them with open arms and a wealth of knowledge to share. We also have the pleasure of working with the Denison High School student teacher program where high school seniors receive practical training from our teaching staff. The Golden Rule staff diligently works to insure student success and is willing to share that expertise with others at a moment’s notice, always modeling the philosophy that “success is possible, and all students can reach their full potential”!

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

#### **1. Curriculum:**

The curriculum for Denison ISD and for Golden Rule Elementary is based on the Texas Essential Knowledge and Skills objectives. This is the state-mandated curriculum which constitutes the specific skills/objectives that every K-12 student is expected to master at each grade level. Texas Assessment of Knowledge and Skills (TAKS), the state mandated assessment, is directly aligned to those same objectives. Curriculum is data driven at the school/district level. Benchmarks are used to measure the student’s mastery of objectives during particular benchmarking time periods. After each benchmarking period, teachers are provided data that outlines which objective/s require remediation for either groups of students or for individual students. Instruction is adjusted according to the data received from the benchmark tests. Basically, instruction is data driven at Golden Rule Elementary with constant monitoring and adjusting of instruction.

Curriculum provides a solid foundation in reading, math, writing, science, and social studies. Although we do not have a formal fine arts/art program, teachers provide exciting opportunities for students in the areas of the arts. Since many of our students come from environmentally deprived home situations, teachers make every effort to provide engaging learning activities like visiting the Myerson Orchestra Center in Dallas, Eisenhower Birthplace, The Science Place, Dallas Art Museum, the Gainesville Zoo, Sneed Prairie, Camp Goddard (one week science trip in Oklahoma for all 5<sup>th</sup> grade students), Grayson County College plays and Community Players.

The language arts curriculum integrates a balance of reading, writing, listening and speaking. Our goal is to produce fluent readers who can competently transfer learning through their reading skills to all subjects and needs in life. The reading/writing objectives are district and state based. However, the teachers provide many engaging opportunities to spark interest and enthusiasm in the students. The students are encouraged to read Accelerated Reader books and earn points toward awards at our Koalaty Celebrations which take place every nine weeks. We have a school goal of the number of books the students read on their reading level. Before students receive credit for the book, they must pass a test which shows understanding of the content of the book. School-wide, motivating students to read is emphasized daily.

Golden Rule Elementary strives to help students put computation skills to work in real life. We believe it is critically important for students to understand real-world application of skills they are expected to master, with special emphasis placed on the use of problem solving strategies. Student learning is accentuated with the use of manipulatives, hands-on activities, technology software, and real life problem solving activities.

Our social studies curriculum spans from relationships to others in the lower grade levels to history and geography in the upper grades. Through social studies, students are able to integrate all subjects, especially reading and writing. This is a great opportunity for students to work in engaging activities such as group study, making presentations, and role play.

Science TEKS are taught through the use of scientific experiments and hands on discovery. Use of video streaming and guest speakers are a must. All 5<sup>th</sup> grade classes have the opportunity to visit a live science lab where they stay day and night for one week studying life and earth science.

Our Golden Rule staff respects the dignity of our students who come to us lacking so many developmental skills. The curriculum is strengthened by a staff that makes up for environmental differences and operates on the premise that every child deserves a quality education. Teachers keep abreast of the latest training opportunities related to curriculum and instruction to maintain high expectations for student learning.

## **2a. Reading:**

At Golden Rule, reading is the basis for student success in all subjects. All readers are closely monitored and assessed through district benchmarks, TPRI (Texas Proficiency Reading Inventory), Reading Plus, and Accelerated Reader. Continual monitoring and assessing provides teachers with necessary information for flexible grouping of students. In the lower grade levels, reading is approached through Saxon Phonics, while upper grades are literature based. Golden Rule chose the integrated reading and writing approach because it facilitates fluency, comprehension and critical thinking skills in our students.

HOSTS, (Help One Student to Succeed), a national reading mentoring class, provides one-on-one instruction in reading. Students are selected for this class based on assessments mentioned above. Community mentors are provided with individualized lessons for use with struggling students. HOSTS uses data from benchmark testing and teacher input to design individualized reading lessons. Students attend HOSTS four days a week and make tremendous progress during the school year. Our HOSTS program has received the National Exemplary rating for the past eight years.

Literacy Groups are available for students as a reading motivation process for the younger students. Also, ESL support is available to students who have not mastered the English language.

Accelerated Reader is our best success at motivating students to read. Students must pass the Accelerated Reader comprehension test in order to earn credit for reading a book or to receive an award. We celebrate our reading successes at the Koalaty Celebration which takes place at the end of each nine week reporting period. Last year, Golden Rule students read over 55,000 books (average of 240 books per student)! Needless to say, we had quite a celebration for the students' awesome success.

### **3. Additional Curriculum Area:**

Along with reading, math is a necessity for all students to master. Golden Rule uses a variety of resources and methods to deliver effective mathematics instruction. Teachers currently use the Harcourt Brace math text and supplement this program with TAKS preparation materials in the upper grades. All grade levels use manipulatives to guide hands-on activities which enhance our math instruction geared toward teaching to a wide variety of learning styles. All Golden Rule teachers have a copy of the state TEKS and use the objectives to plan math instruction. Technology is used daily to aid math instruction. Every classroom has at least three computers available for student use; in addition, the campus has two computer labs for classroom use. Computer-based programs include *Math Facts in a Flash*, *Compass Learning Odyssey*, *Study Island*, *C.M.E.Z.*, and *Accelerated Math*.

Problem solving is a main focus of our math program. A problem solving model is used to teach our students problem solving techniques and strategies. Examples of these techniques are: guess and check, work backwards, make an organized list, make a table, draw a picture, act it out, and brainstorm. All grade levels are involved in the extended day program where one-on-one teaching is available in math for at-risk students. Because we are dedicated to student success, we are constantly tracking individual student progress and academic growth. Grades K-5 students are given benchmark tests throughout the year. Teachers analyze student results to identify areas of strengths and weaknesses. We use this testing information to formulate a plan of intervention to target problem areas. Our math curriculum and resources are driven by our desire to enable students to meet their full potential.

### **4. Instructional Methods:**

Golden Rule Elementary teachers use multiple, varied instructional strategies to promote academic success for each student. Because of the lack of environmental backgrounds of our students, our homogeneous classrooms have a wide range of ability and developmental levels. Instruction is based on our Mission Statement: "To provide opportunities for all students to reach their full potential as responsible and productive individuals." Our methods of instruction include practices of lectures, discussion, questioning, drill/practice, and modeling; however, our student success rate goes far beyond the use of these traditional instructional practices. Teachers use benchmark assessments to adjust instruction according to the data received from the benchmark tests. Using this data, teachers assign students to flexible groups based on the skill needs of the students. Golden Rule uses Title 1 funds to hire extra teacher assistants and certified teachers who help with the remediation process. In addition, the teachers provide an Extended Day Service (one hour after school up to three afternoons a week) where students are assigned if they need one-on-one instruction. Our Compass computer lab manager also offers an hour after school once a week for both parents and students. "Safety nets" such as HOSTS, dyslexia classes, special education, Literacy Support, ESL, and GT (gifted) are available for students who qualify or show a need in these areas. In each instructional setting, the staff relies on collaborative interaction to motivate the students to learn. Teachers design engaging, hands-on lessons that spark the students' interest in each lesson. Their philosophy is patterned after the following familiar quote: "Tell me and I will forget; show me and I will remember; involve me and I will learn."

## **5. Professional Development:**

Golden Rule Elementary focuses on students, with emphasis on providing education that touches every facet of child development—physical, social, emotional, and intellectual. To achieve this, Golden Rule teachers and staff cannot exist in a vacuum. Instead, they constantly seek new ideas, searching for deeper, broader knowledge and effective techniques of instruction. Denison ISD allocates multiple resources toward outstanding professional development. The Director of Instruction and six Curriculum Coordinators spend tremendous amounts of time and energy consulting with campus representatives regarding staff training needs. DISD and individual campuses follow a carefully designed Professional Development plan which is based on this needs assessment. One of the most recent professional development initiatives provided for the entire district is Phil Schlechty's, "Leadership in School Reform, Working on the Work." Learning how to work in "Professional Learning Communities" is another successful district initiative. Both philosophies encourage the Golden Rule teachers and the principal to rely on each other and provide engaging lessons that help students achieve success in school and life.

In addition, to allow campuses the opportunity to learn and share together, four early release days are built into our district calendar. Principals organize professional development specific to campus needs. During early release days, teachers have opportunities to work with district grade level curriculum coordinators, analyzing assessment data and learning ways to utilize data to improve instruction. Early release days also give collaborative teams of teachers the opportunity to build engaging lessons that motivate students to enjoy learning.

Golden Rule teachers participate in numerous ongoing professional development opportunities throughout the year, proudly enhancing their teaching skills. As a result, Golden Rule is among the top 7% in the state and one of the highest achieving schools in the district which exemplifies that it truly is possible to "bridge the gap" in learning, demonstrating success for all students.

***No Child Left Behind – Blue Ribbon School***

Grade 3 Reading (Language Arts or English)

Subject: Reading Grade: 3 Test: Texas Assessment of Knowledge and Skills (TAKS)

Edition/Publication Year: 2005-2006 Publisher: Texas Education Agency

**State Tests**

|  | 2005-2006  | 2004-2005  | 2003-2004  | 2002-2003  |
|--|------------|------------|------------|------------|
| Testing month                                | Feb./April | Feb./April | Feb./April | Feb./April |
| <b>SCHOOL SCORES*</b>                        |            |            |            |            |
| % "Meeting" plus "Exceeding" State Standards | 100%       | 100%       | 90%        | 96%        |
| % "Exceeding" State Standards                | 42%        | 41%        | 13%        | 21%        |
| Number of students tested                    | 33         | 37         | 43         | 28         |
| Percent of total students tested             | 83%        | 90%        | 80%        | 78%        |
| Number of students alternatively assessed    | 7          | 4          | 11         | 8          |
| Percent of students alternatively assessed   | 17%        | 10%        | 20%        | 22%        |
| <b>SUBGROUPS SCORES</b>                      |            |            |            |            |
| <i>1. Economically Disadvantaged</i>         |            |            |            |            |
| % "Meeting" plus "Exceeding" State Standards | 100%       | 100%       | 88%        | 100%       |
| % "Exceeding" State Standards                | 46%        | 48%        | 9%         | 18%        |
| Number of Students Tested                    | 26         | 25         | 29         | 17         |

Texas Education Agency changed the state assessment at the end of the 2002-2003 school year to a much more rigorous Texas Assessment of Knowledge and Skills (TAKS).

Students in 3<sup>rd</sup> reading and 5<sup>th</sup> reading & math have a second opportunity to take the TAKS test which becomes the score officially posted.

***No Child Left Behind – Blue Ribbon School***

Grade 4 Reading (Language Arts or English)

Subject: Reading Grade: 4 Test: Texas Assessment of Knowledge and Skills (TAKS)

Edition/Publication Year: 2005-2006 Publisher: Texas Education Agency

**State Tests**

|  | 2005-2006  | 2004-2005  | 2003-2004  | 2002-2003  |
|--|------------|------------|------------|------------|
| Testing month                                | Feb./April | Feb./April | Feb./April | Feb./April |
| <b>SCHOOL SCORES*</b>                        |            |            |            |            |
| % "Meeting" plus "Exceeding" State Standards | 94%        | 68%        | 95%        | 88%        |
| % "Exceeding" State Standards                | 37%        | 12%        | 34%        | 12%        |
| Number of students tested                    | 33         | 34         | 41         | 37         |
| Percent of total students tested             | 94%        | 89%        | 85%        | 100%       |
| Number of students alternatively assessed    | 2          | 4          | 7          | 0          |
| Percent of students alternatively assessed   | 6%         | 11%        | 15%        | 0%         |
| <b>SUBGROUPS SCORES</b>                      |            |            |            |            |
| <i>1. Economically Disadvantaged</i>         |            |            |            |            |
| % "Meeting" plus "Exceeding" State Standards | 100%       | 68%        | 100%       | 83%        |
| % "Exceeding" State Standards                | 32%        | 18%        | 45%        | 9%         |
| Number of Students Tested                    | 22         | 22         | 20         | 23         |

Texas Education Agency changed the state assessment at the end of the 2002-2003 school year to a much more rigorous Texas Assessment of Knowledge and Skills (TAKS).

Students in 3<sup>rd</sup> reading and 5<sup>th</sup> reading & math have a second opportunity to take the TAKS test which becomes the score officially posted.

***No Child Left Behind – Blue Ribbon School***

Grade 5 Reading (Language Arts or English)

Subject: Reading Grade: 5 Test: Texas Assessment of Knowledge and Skills (TAKS)

Edition/Publication Year: 2005-2006 Publisher: Texas Education Agency

**State Tests**

|  | 2005-2006  | 2004-2005  | 2003-2004  | 2002-2003  |
|--|------------|------------|------------|------------|
| Testing month                                | Feb./April | Feb./April | Feb./April | Feb./April |
| <b>SCHOOL SCORES*</b>                        |            |            |            |            |
| % "Meeting" plus "Exceeding" State Standards | 100%       | 100%       | 88%        | 80%        |
| % "Exceeding" State Standards                | 21%        | 52%        | 50%        | 11%        |
| Number of students tested                    | 33         | 21         | 28         | 28         |
| Percent of total students tested             | 87%        | 95%        | 100%       | 100%       |
| Number of students alternatively assessed    | 5          | 1          | 0          | 0          |
| Percent of students alternatively assessed   | 13%        | 5%         | 0%         | 0%         |
| <b>SUBGROUPS SCORES</b>                      |            |            |            |            |
| <i>1. Economically Disadvantaged</i>         |            |            |            |            |
| % "Meeting" plus "Exceeding" State Standards | 100%       | 100%       | 85%        | 76%        |
| % "Exceeding" State Standards                | 19%        | 50%        | 57%        | 10%        |
| Number of Students Tested                    | 21         | 14         | 14         | 21         |

Texas Education Agency changed the state assessment at the end of the 2002-2003 school year to a much more rigorous Texas Assessment of Knowledge and Skills (TAKS).

Students in 3<sup>rd</sup> reading and 5<sup>th</sup> reading & math have a second opportunity to take the TAKS test which becomes the score officially posted.

**No Child Left Behind – Blue Ribbon School**

Grade 3 Mathematics

Subject: Mathematics Grade: 3 Test: Texas Assessment of Knowledge and Skills (TAKS)

Edition/Publication Year: 2005-2006 Publisher: Texas Education Agency

**State Tests**

|  | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|--|-----------|-----------|-----------|-----------|
| Testing month                                | April     | April     | April     | April     |
| <b>SCHOOL SCORES*</b>                        |           |           |           |           |
| % "Meeting" plus "Exceeding" State Standards | 88%       | 88%       | 84%       | 100%      |
| % "Exceeding" State Standards                | 21%       | 32%       | 24%       | 38%       |
| Number of students tested                    | 34        | 38        | 36        | 27        |
| Percent of total students tested             | 81%       | 90%       | 75%       | 79%       |
| Number of students alternatively assessed    | 8         | 4         | 12        | 7         |
| Percent of students alternatively assessed   | 19%       | 10%       | 25%       | 21%       |
| <b>SUBGROUPS SCORES</b>                      |           |           |           |           |
| <i>1. Economically Disadvantaged</i>         |           |           |           |           |
| % "Meeting" plus "Exceeding" State Standards | 83%       | 86%       | 84%       | 100%      |
| % "Exceeding" State Standards                | 15%       | 31%       | 31%       | 38%       |
| Number of Students Tested                    | 26        | 26        | 12        | 16        |

Texas Education Agency changed the state assessment at the end of the 2002-2003 school year to a much more rigorous Texas Assessment of Knowledge and Skills (TAKS).

Students in 3<sup>rd</sup> reading and 5<sup>th</sup> reading & math have a second opportunity to take the TAKS test which becomes the score officially posted.

***No Child Left Behind – Blue Ribbon School***

Grade 4 Mathematics

Subject: Mathematics Grade: 4 Test: Texas Assessment of Knowledge and Skills (TAKS)

Edition/Publication Year: 2005-2006 Publisher: Texas Education Agency

**State Tests**

|  | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|--|-----------|-----------|-----------|-----------|
| Testing month                                | April     | April     | April     | April     |
| <b>SCHOOL SCORES*</b>                        |           |           |           |           |
| % "Meeting" plus "Exceeding" State Standards | 91%       | 80%       | 91%       | 85%       |
| % "Exceeding" State Standards                | 29%       | 20%       | 39%       | 15%       |
| Number of students tested                    | 34        | 35        | 23        | 35        |
| Percent of total students tested             | 87%       | 95%       | 77%       | 88%       |
| Number of students alternatively assessed    | 5         | 2         | 7         | 5         |
| Percent of students alternatively assessed   | 12%       | 5%        | 23%       | 12%       |
| <b>SUBGROUPS SCORES</b>                      |           |           |           |           |
| <i>1. Economically Disadvantaged</i>         |           |           |           |           |
| % "Meeting" plus "Exceeding" State Standards | 91%       | 78%       | 100%      | 86%       |
| % "Exceeding" State Standards                | 39%       | 26%       | 43%       | 14%       |
| Number of Students Tested                    | 23        | 23        | 14        | 22        |

Texas Education Agency changed the state assessment at the end of the 2002-2003 school year to a much more rigorous Texas Assessment of Knowledge and Skills (TAKS).

Students in 3<sup>rd</sup> reading and 5<sup>th</sup> reading & math have a second opportunity to take the TAKS test which becomes the score officially posted.

***No Child Left Behind – Blue Ribbon School***

Grade 5 Mathematics

Subject: Mathematics Grade: 5 Test: Texas Assessment of Knowledge and Skills (TAKS)

Edition/Publication Year: 2005-2006 Publisher: Texas Education Agency

**State Tests**

|  | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|--|-----------|-----------|-----------|-----------|
| Testing month                                | April     | April     | April     | April     |
| <b>SCHOOL SCORES*</b>                        |           |           |           |           |
| % "Meeting" plus "Exceeding" State Standards | 100%      | 95%       | 90%       | 83%       |
| % "Exceeding" State Standards                | 50%       | 43%       | 23%       | 20%       |
| Number of students tested                    | 32        | 21        | 30        | 29        |
| Percent of total students tested             | 94%       | 95%       | 100%      | 100%      |
| Number of students alternatively assessed    | 2         | 1         | 0         | 0         |
| Percent of students alternatively assessed   | 6%        | 5%        | 0%        | 0%        |
|  |           |           |           |           |
| <b>SUBGROUPS SCORES</b>                      |           |           |           |           |
| <i>1. Economically Disadvantaged</i>         |           |           |           |           |
| % "Meeting" plus "Exceeding" State Standards | 100%      | 100%      | 74%       | 76%       |
| % "Exceeding" State Standards                | 50%       | 50%       | 36%       | 19%       |
| Number of Students Tested                    | 14        | 14        | 14        | 21        |

Texas Education Agency changed the state assessment at the end of the 2002-2003 school year to a much more rigorous Texas Assessment of Knowledge and Skills (TAKS).

Students in 3<sup>rd</sup> reading and 5<sup>th</sup> reading & math have a second opportunity to take the TAKS test which becomes the score officially posted.