

"SACRED MORNING" TIME FOR READING AND MATHEMATICS INSTRUCTION

CAMPUS
 Bertram
 Elementary School
Recognized 2006-07

DISTRICT
 Burnet CISD

INITIAL IMPLEMENTATION
 1996-97

PROGRAM SUMMARY

The **goal** of Bertram Elementary's program is to improve student performance in reading and mathematics.

Key strategies include creation of uninterrupted instructional time in the school schedule for reading and mathematics, assignment of two adults to each classroom during this time, and individualized and small group instruction.

Outcomes of the program include improved student performance in reading and mathematics.

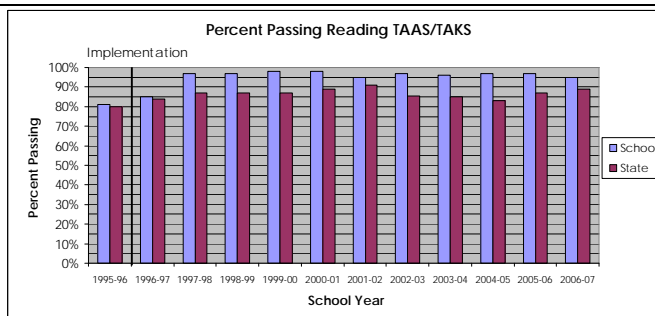
EFFECTIVENESS

Before

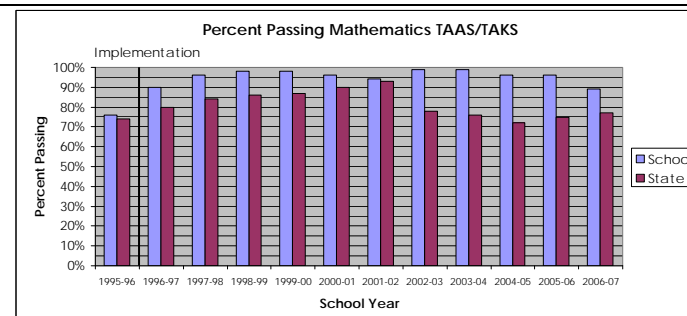
Prior to program implementation, in 1995-96, the percentage of students passing TAAS was 81% in reading (state average* 80%) and 76% in mathematics (state average 74%).

After

After implementation, the percentages of students passing reading and mathematics TAAS, and later, TAKS, improved and remained high. Reading passing rates remained at or above 95%, even with the introduction of TAKS in 2002-03; mathematics passing rates were high, ranging between 89% and 95% passing.



Source: AEIS



Source: AEIS

* State averages reflect student performance in all grades tested (3-11).

CONTEXT/IMPLEMENTATION

Demographics (2006-07)

Grade Levels Served		K-5		Campus Enrollment		400	
Ethnic Distribution				Economically Disadvantaged			
Hispanic	100	25.0%	Limited English Proficient (LEP)		188	47.0%	
White	293	73.3%	At-risk		30	7.5%	
				Mobility (2005-06)		149	35.8%
						74	20.1%

Source: AEIS

Background

- The current principal initially served as a classroom teacher at Bertram Elementary and has been at the school for 20 years.
- The campus garnered initial buy-in and support for the program from the school board, superintendent, and district and campus staff members due to the scheduling changes and additional funding required for personnel.
- Reading and mathematics instruction were identified as priority areas for improvement.
- The campus's scheduling policy allowed students to be pulled out of reading and mathematics instruction for various programs and services.
- The campus was named a U.S. Blue Ribbon School in 2006-07.

Procedures

- An uninterrupted two-hour "Sacred Morning" time period was established for reading and mathematics instruction during which no pull outs were allowed.
- During this time period, each classroom was staffed by the classroom teacher and an additional support staff member. Paraprofessionals were reassigned from clerical to instructional roles to staff these support positions. Gifted/talented, music, and physical education teachers also were assigned to serve as the second staff member in classrooms.
- All staff received the same professional development as core classroom teachers. Professional development was provided in reading and mathematics as well as in discipline, inclusion strategies, learning styles, literacy, character education, journaling, gifted/talented strategies, and technology-based instruction.
- The addition of a second staff member into each classroom reduced the teacher/student ratio to 1:10, allowing for

	<p>enrichment activities, small group instruction, and one-on-one instruction.</p> <ul style="list-style-type: none"> • Reading activities involved individualized instruction, with each student reading different books based on individual reading levels. Mathematics instruction was provided in small groups. • Classroom teachers planned instruction and defined roles for the second staff member, usually following a daily or weekly routine for small group instruction and other activities. The teacher and the second staff member often worked together to disaggregate student performance data and modify instruction. • Special education and gifted/talented services were integrated into instruction provided during Sacred Mornings. In addition, English-as-a-Second-Language students were grouped into one class or section, with Spanish-speaking staff members assigned to these classes. 		
	<p>CAMPUS/DISTRICT STAFF</p> <table border="0"> <tr> <td data-bbox="533 678 1117 854"> <p>Carla Denison, Principal Bertram Elementary Burnet CISD 315 Main Street Bertram, TX 78605 512-355-2111</p> </td> <td data-bbox="1117 678 1940 854"> <p>Jeffrey Hanks, Superintendent Burnet CISD 208 E. Brier Burnet, TX 78611 512-756-2124</p> </td> </tr> </table>	<p>Carla Denison, Principal Bertram Elementary Burnet CISD 315 Main Street Bertram, TX 78605 512-355-2111</p>	<p>Jeffrey Hanks, Superintendent Burnet CISD 208 E. Brier Burnet, TX 78611 512-756-2124</p>
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The Texas Education Agency (TEA) is seeking feedback about the best practice summaries.

Please take one minute to answer the feedback survey (six questions).

[Best Practices Feedback Survey](#)