

ENHANCED ELEMENTARY SCIENCE INSTRUCTION

CAMPUS

John A. Winship
Elementary School
Recognized 2006–07

DISTRICT

Spring ISD

INITIAL IMPLEMENTATION

2006–07

PROGRAM SUMMARY

The **goal** of Winship Elementary's program is to improve student performance in science.

Key strategies include reorganization of grade 5 teaching staff and assignments, differentiated instruction, and science-focused extracurricular and parent involvement activities.

Outcomes of the program include increases in the percentages of students passing science TAKS and performing at the Commended level.

EFFECTIVENESS

Before

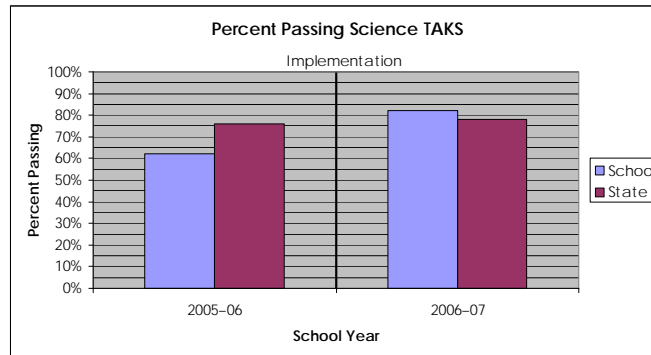
Prior to program implementation, in 2005–06, the percentage of students passing grade 5 science TAKS was 62%, compared to the state average of 76%. The percentage of students performing at the Commended level on science TAKS was 11%, compared to the state average* of 16%.

After

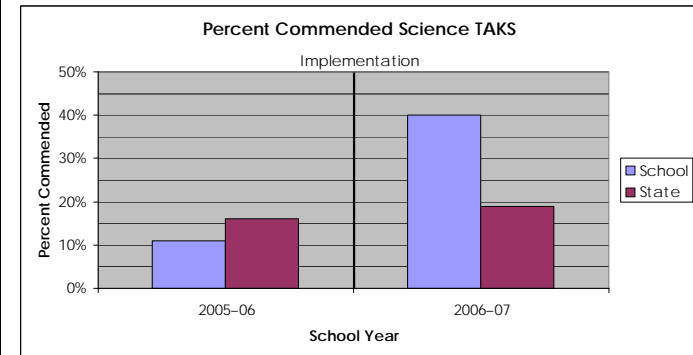
After implementation, the percentage of students passing the science TAKS increased to 82% in 2006–07, compared to the state average of 78%. The percentage of students performing at the Commended level on science TAKS increased to 40%, compared to the state average of 19%.

Additionally, campus staff reported that in a survey given at the end of the 2006–07 school year, 85% of grade 5 students reported that science was important and that they had a better understanding of scientific concepts.

* State averages of Commended-level performance reflect all grades tested (3–11).



Source: AEIS



Source: AEIS

CONTEXT/IMPLEMENTATION

Demographics (2006-07)

| Grade Levels Served | EE-5 | Campus Enrollment | 833 |
|----------------------------|-----------|---|-----------|
| Ethnic Distribution | | Economically Disadvantaged | 242 29.1% |
| African American | 147 17.6% | Limited English Proficient (LEP) | 46 5.5% |
| Hispanic | 200 24.0% | At-risk | 99 11.9% |
| White | 448 53.8% | Mobility (2005-06) | 271 29.6% |
| Asian/Pacific Islander | 35 4.2% | | |

Source: AEIS

Background

- Winship Elementary's accountability rating in 2004-05 was Recognized but dropped to Academically Acceptable in 2005-06 due to science TAKS performance.

Procedures

- During summer 2006, the campus principal, assistant principal, and instructional specialist developed a comprehensive plan for improving science instruction in all grades and increasing science TAKS scores. The principal presented the plan to the entire school staff prior to the 2006-07 school year for feedback and buy-in.
- The grade 5 teaching team was reorganized to facilitate changes in science instruction. Some teachers left the campus, some teachers from other grade levels were reassigned to grade 5, and some new teachers were hired. Teachers were assigned to teach science based on their subject-area expertise.
- Working with the principal and the instructional specialist, the new grade 5 team developed and posted annual disaggregated performance goals for science.

- Teachers received training from a regional education service center in the use of science curriculum resources as well as on-campus training in vocabulary building and non-fiction reading related to science concepts.
- Monthly science curriculum meetings were held after school, and district science curriculum directors met one day each nine weeks with all Winship teachers to discuss science objectives.
- Teachers developed and administered science assessments every three weeks based on classroom instruction in grades 3–5 to identify students who would benefit from small group tutoring.
- A plan was developed to provide differentiated instruction for science.
 - Students scoring below 35 on science assessments worked one-on-one with the instructional specialist.
 - Students scoring 35–50 on science assessments were assigned to a weekly science study group of no more than five students. The principal, assistant principal, and counselor facilitated these study groups.
 - Office staff, paraprofessionals, the librarian, and art, music, and physical education teachers were assigned grade 5 science “buddies” (students who scored 50–55 on the science assessment). These staff members were given general questions about science to discuss with the students. This activity was designed to build students’ confidence in relation to science and science learning.
- The instructional specialist and science teachers developed science homework packets that were sent home with students in grades 3–5.
- Administrators and the grade 5 team developed interdisciplinary lessons to be used by all teachers in the grade level one week per month. Lesson focus was based on assessment data identifying concepts needing reinforcement.
- A Science Attack Week was scheduled the week prior to TAKS during which all grade 5 teachers integrated science concepts into all lessons. In addition, science teachers conducted a lab each day in order to review science concepts.
- As part of morning announcements, a science question of the day was announced over the school’s intercom system. Students were encouraged to submit questions to be considered for announcements.
- Parents were invited to two parent nights during the school year focused on science, a Science Fun Night and a Science Fair/Curriculum Night.
- Winship and another district campus shared a \$10,000 grant to purchase personal copies of books for students on oceanography and the ecosystem and to support two Saturday excursions to assist in a beach clean-up and visit a local park on Earth Day.

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| | <p>CAMPUS/DISTRICT STAFF</p> <table><tr><td data-bbox="533 321 1033 505"><p>J.C. Harville, Principal John A. Winship Elementary School Spring ISD 2175 Spring Creek Spring, TX 77373 281-891-8210</p></td><td data-bbox="1033 321 1919 505"><p>Dr. Ralph Draper, Superintendent Spring ISD 16717 Ella Boulevard Houston, TX 77090 281-891-6025</p></td></tr></table> | <p>J.C. Harville, Principal John A. Winship Elementary School Spring ISD 2175 Spring Creek Spring, TX 77373 281-891-8210</p> | <p>Dr. Ralph Draper, Superintendent Spring ISD 16717 Ella Boulevard Houston, TX 77090 281-891-6025</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](#)