

INQUIRY-BASED SCIENCE INSTRUCTION

CAMPUS

Lackland Elementary School
Exemplary 2005-06

DISTRICT

Lackland ISD

INITIAL IMPLEMENTATION

2004-05

PROGRAM SUMMARY

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

Key strategies of the program include creating a position for a science facilitator, establishing vertical teams, and using inquiry-based resources.

Outcomes include an increase in the percentage of students passing science TAKS.

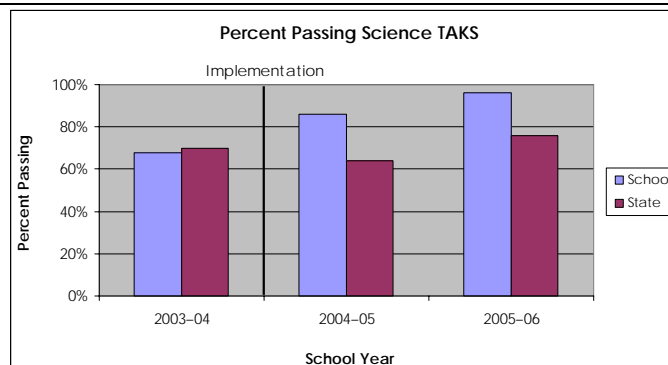
EFFECTIVENESS

Before

Prior to program implementation, in 2003-04, the percentage of grade 5 students passing science TAKS was 68%, compared to the state average of 70%.

After

After implementation, the percentage of grade 5 students passing science TAKS improved. In 2005-06, 96% of grade 5 students passed science TAKS, compared to the state average of 76%. In addition, campus staff reported an increase in student engagement.



Source: AEIS

CONTEXT/IMPLEMENTATION

Demographics (2005-06)

Grade Levels Served		EE-6	Campus Enrollment		655
Ethnic Distribution			Economically Disadvantaged	355	54.2%
African American	135	20.6%	Limited English Proficient (LEP)	24	3.7%
Hispanic	148	22.6%	At-risk	154	23.5%
White	342	55.2%	Mobility (2004-05)	207	34.4%
Asian/Pacific Islander	25	3.8%			

Source: AEIS

Background

- In 2003-04, staff reported that the campus's accountability rating fell from Exemplary to Academically Acceptable due to performance on science TAKS.
- Staff determined that science instruction at the school was ineffective:
 - The science curriculum was not aligned with state standards.
 - Teachers were not teaching the entire TEKS, just the science objectives they were most comfortable teaching.
 - Instruction consisted of textbook-based teaching with occasional labs.

Procedures

- The school created a position for a part-time science facilitator who was charged with aligning the school's curriculum with the TEKS and focusing instruction on inquiry-based learning.
- Teachers were provided release time for staff development in new teaching techniques.
- A team of teachers, including one teacher per grade level, was provided release time to develop a scope and sequence that was vertically aligned with the TEKS.
- Teachers on the team then provided the draft to the teachers in their grade level for input.
- Grade-level teachers also met with the science facilitator to develop a binder of inquiry-based activities using materials from a variety of respected science resource organizations.
- Science activity binders were revised quarterly.

CAMPUS/DISTRICT STAFF**Kay Norton, Principal**

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

[Best Practices Feedback Survey](#)