

U.S. Department of Education
2016 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [] Magnet [] Choice

Name of Principal Mrs. Zaida G. Gonzalez

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

Official School Name Andrew Trautmann Elementary School

(As it should appear in the official records)

School Mailing Address 810 Lindenwood Drive

(If address is P.O. Box, also include street address.)

City Laredo State TX Zip Code+4 (9 digits total) 78045-2132

County Webb County

Telephone (956) 473-3102 Fax (956) 473-3199

Web site/URL http://tes.unitedisd.org E-mail zaidag@uisd.net

Twitter Handle

https://twitter.com/trautmantexans Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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

Date _____

(Principal's Signature)

Name of Superintendent*Mr. Roberto Santos E-mail rsantos@uisd.net

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

District Name United Independent School District Tel. (956) 473-6243

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

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Ricardo Rodriguez

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

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

Date _____

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

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The public school has met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination.
3. To meet final eligibility, a public school must meet the state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) for the year in which they are nominated (2015-2016) and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2010 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2011, 2012, 2013, 2014, or 2015.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. 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 OCR has accepted a corrective action plan from the district to remedy the violation.
10. 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.
11. 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

Data should be provided for the most recent school year (2015-2016) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 27 Elementary schools (includes K-8)
 - 9 Middle/Junior high schools
 - 4 High schools
 - 0 K-12 schools
- 40 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. Number of students as of October 1, 2015 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	25	20	25
K	56	43	99
1	64	53	117
2	83	61	144
3	64	63	127
4	61	76	137
5	66	65	131
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	419	381	800

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 0 % Asian
 - 0 % Black or African American
 - 99 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 0 % White
 - 0 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2014 – 2015 school year: 6%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2014 until the end of the 2014-2015 school year	27
(2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 school year	20
(3) Total of all transferred students [sum of rows (1) and (2)]	47
(4) Total number of students in the school as of October 1, 2014	792
(5) Total transferred students in row (3) divided by total students in row (4)	0.059
(6) Amount in row (5) multiplied by 100	6

6. English Language Learners (ELL) in the school: 33 %
259 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Spanish

7. Students eligible for free/reduced-priced meals: 20 %
Total number students who qualify: 163

8. Students receiving special education services: 7 %
56 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 conditions. It is possible that students may be classified in more than one condition.

- | | |
|--------------------------------|--|
| <u>24</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>10</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>8</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>10</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>1</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>1</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

9. Number of years the principal has been in her/his position at this school: 3
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	37
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	7
Paraprofessionals	37
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 21:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	98%	98%	97%	98%	98%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2015.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award. 2010

15. In a couple of sentences, provide the school's mission or vision statement.

ATES inspires all students to reach fullest potential by creating an atmosphere conducive to learning with the cooperation and communication between students, parents, and staff.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SUMMARY

Andrew Trautmann Elementary School (ATES), located in Laredo, Texas, is part of twenty-seven elementary schools and 40 schools total in the United Independent School District (UISD). Laredo is located on the north bank of the Rio Grande in South Texas, across from Nuevo Laredo, Tamaulipas, Mexico. Constructed in 1982, our school incorporates a unique and challenging floor plan, with 25 underground classrooms. The school's current demographics are reflective of Laredo's 96% Hispanic population. The total population is currently 797 students. The makeup of the school is 99% Hispanic, 46% economically disadvantaged, 47% identified at risk, and 33% Limited English Proficient (LEP). Culturally, all of ATES's students come from Spanish speaking households where colloquial Spanish is predominately the norm. Therefore, an everyday challenge is to communicate in competent, academic English instruction so that students gain a command of the English language.

ATES's mission is to inspire all students to reach their fullest potential by creating an atmosphere conducive to learning with cooperation and commitment between students, parents, and staff. Students are highly prepared to be goal oriented in and out of the classroom, as well as lifelong learners. Students are consistently recognized for their academic excellence. Some recognitions include: Top Scholars' Award, Top Ten Graduates' Award, Top Accelerated Readers' (AR) Award, Top AR Class Trophy, Student of the Month, Presidential Award, National Elementary Honor Society (NEHS), and Advanced Performance Recognition (some of which were initiated at Trautmann Elementary). Recognition for high dedication to academics is the platform to success, and self-motivation drives the competitive nature of the learning community. Moreover, students selflessly give back to the community by participating in food and monetary drives for the Laredo Food Bank, American Heart Association, and Leukemia and Lymphoma Society. Additionally, students devote talents and treasures by volunteering their time at a local assisted living facility.

Successful and consistent parental involvement is an innate component of the school's support system. Some of ATES's traditional events include the Annual Family Picnic, Night at the Museum, NEHS Induction Ceremony, Tea Time with the Counselor, and Meet the Teacher orientation. Through various campus events, ATES establishes high academic expectations for a successful and positive school year. In addition, it provides ample opportunities for parents to participate in their child's education throughout the year, hence, achieving 100% parental involvement. Teachers, administration, and support staff bridge the expectations by serving as role models in a positive, nurturing setting. All students actively engage in lessons implementing a depth and complexity model based on rigor and relevance in each content area. Students develop science generalizations through Concept-Based Curriculum and Instruction (CBCI). Learning is enriched and applied through researched based best practices such as Annual Science Fair, Super Outrageous Scientists (S.O.S), Children's Outrageous Reading Experiences (C.O.R.E.), novel-based Reading Fair, Writing Extravaganza, and Science Showcase presentations. Students showcase their skills through extracurricular activities such as V-Brick Texan Anchors, Student Council, Tomorrow's Teachers, and Positive Behavior Intervention and Support (PBIS). As a result, since 2012, students achieving Advanced Level Performance in all subject areas have increased an average of ten percent annually. As of 2014-2015, 39% of all students achieved Advanced Level Performance in STAAR. Additionally, the number of LEP students garnering this achievement has grown from 5% to 29%. A month prior to the school term, teachers meet at the annual Trautmann T-Party where they set goals and review student profiles to anticipate student needs. Teacher retention is very high and 54% of professional staff has 11-20 years of teaching experience.

ATES and its stakeholders are unified yearly with themes such as "First and Fabulous", "Breaking Barriers", and "The Choice". The annual theme is emblazoned on school spirit shirts and standardized based bulletin boards. The tradition of excellence projects ATES as a model school among UISD as well as neighboring school districts. The recognition as a 2010 Blue Ribbon School has paved the way for a plethora of district initiatives in the use of journal writing across the curriculum, S.O.S., CBCI based bulletin boards, live morning broadcasts, and NEHS Induction Ceremony. Teachers share their professional expertise within the district through Professional Learning Communities (PLC) utilizing distance learning technology. ATES teachers collaborate with the UISD Department of Curriculum and Instruction to create and review scope

and sequence for each grade level and tutor students from other UISD Tier III campuses during Fantastic Fridays and Super Saturdays. Active learning is evidence of ATEs's continual success in achieving the highest percentage passing rates for STAAR assessments among 27 UISD elementary schools. Other distinctions awarded to ATEs include: 2012-2013 TEA's Academic Achievement in Reading/ELA and Mathematics; 2013-2014 Academic Achievement in Reading/ELA, Mathematics, Top 25 Percent Student Progress, Top 25 Percent: Closing Performance Gaps, and Postsecondary Readiness; and 2014-2015 Academic Achievement in Reading/ELA, Science, Top 25 Percent Student Progress, Top 25 Percent: Closing Performance Gaps, and Postsecondary Readiness, TEA High Progress and High Performing School Recognition, 2015 Inaugural Honor Roll School, and highest attendance rates across the school district.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The core curriculum at ATEs is based on the Texas Essential Knowledge and Skills (TEKS). Standards are implemented into each grade level to provide instruction to students within each subject area. At the beginning, middle, and end of each year, administration and teachers analyze the student data. Based on individualized results, curriculum and instruction are revised, to meet student needs. ATEs plans instruction accordingly for weekly lessons utilizing the district's scope and sequence curriculum, which includes supplemental instructional resources such as state assessment practice workbooks, technology applications, and suggested learner-centered activities that enrich the TEKS instruction.

Reading plays a foundational role in the success of all students. Students engage in guided instruction, vocabulary reading, and shared reading daily. Reading and ELA instruction in prekindergarten provides a complete program that focuses on building phonemic awareness, phonics skills, vocabulary, listening comprehension, and foundational writing skills. Prekindergarten instruction is enriched through the Little Texans' Readers Club, where the school librarian reads and engages students and parents in preparation for academic readiness while implementing hands on activities. Kindergarten through second grade teachers establish a reading fluency expectation above district standards. All students, prekindergarten through fifth grade, participate in classroom spelling bees held every marking period. All students engage in a campus reading incentive program to develop fluency, vocabulary, and comprehension. New vocabulary and a figurative language phrase are introduced during morning announcements, an initiative reinforced daily. All grade levels implement daily journal writing techniques that target revising, editing, and reflection with the appropriate feedback. A 30 minute period is allotted daily to Drop Everything and Read (D.E.A.R.) so that students are engaged in novel study. Meanwhile, students in need of enrichment or interventions are provided with various resources to improve their academics. For example, students attend extended day tutorials, use computerized intervention programs equipped with bilingual accommodations, and receive Response to Intervention (RtI) services. Advanced Performance afterschool workshops assist above-level students to achieve Advanced Level Performance in state assessments.

Mathematics instruction evolves according to newly adopted Mathematics TEKS. Instruction is based on critical thinking, problem solving strategies, and higher order thinking skills implementing subject-specific vocabulary. The lessons are presented to make connections with the use of math in everyday life skills. Students practice a Problem of the Day and teachers spiral difficult concepts to provide ongoing improvement and skill mastery. Math Bees are held weekly in the classrooms with winners recognized at school and district levels. ATEs also has Math Olympics Day across all grade levels where the students participate in hands on math activities. This allows the students to make connections with the in-class lessons to the outside world.

Science instruction is enhanced and brought to life at ATEs through Super Outrageous Scientists (S.O.S.) conducted bi-monthly during the school year, where teachers coordinate and plan hands on activities and experiments that allow for a richer understanding of the science TEKS. These activities provide a deeper understanding of the scientific process as all students from prekindergarten to fifth grade actively engage in spiraled TEKS-based experiments related to the state assessments' categories. The activities are based on the 5-E model, which allows students to engage, explore, explain, extend, and evaluate. Students performing below level are introduced to vocabulary and concepts during small-group instruction and lessons are preceded by educational videos to build prior knowledge. Meanwhile, enrichment activities include field trips to landfills, environmental science centers, zoos, and aquariums to make real world connections.

Social Studies instruction is embedded throughout reading and writing. The teachers are provided with lessons from the district's scope and sequence which are aligned to the TEKS. ATEs hosts a Career Day and Career Shadow Day, which allows students to better understand the connection between the acquired knowledge and skills in class to the working community. Students engage in extension character building activities reinforcing the moral themes in novels such as Pay It Forward and Wonder.

ATES's prekindergarten program consists of one teacher for approximately 40 students who participate in the program annually. These students are instructed based on thematic units from a comprehensive research based program incorporating the prekindergarten guidelines as set by the Texas Education Agency. UISD admits only students that meet the eligibility criteria of economically disadvantaged, active military families, homeless, and Limited English Proficient. Therefore, an average of 75% of students enrolled in prekindergarten qualifies due to their LEP status. Consequently, the core curriculum emphasizes academic readiness skills to build English fluency. The alignment and fidelity in campus initiatives prove to deliver success in the primary grades. Local initiatives, as streamlining library services across grade levels including prekindergarten, have served to launch district initiatives to prepare students for core-curriculum academic readiness.

2. Other Curriculum Areas:

ATES's fine arts program consists of classes serviced in a two-week rotation for all kindergarten through fifth grade students. Fine arts instruction is planned according to the Texas Essential Knowledge and Skills and is integrated with core subjects in every art lesson. The consistency of interdisciplinary studies is evident. Whether it be younger students pasting shapes together to create a symmetrical owl, after listening to the story, *Pedal's Fall Change* by Joy Findlay, or students using terms like "cut along the perimeter," "paint within the area," or "fold the vertices inward," cross-curricular vocabulary is instilled and practiced in everyday art objectives.

A vast array of experiences is provided through the fine arts program. In theater arts, students are provided public speaking experiences through relevant and entertaining stage musicals based on character traits, testing skills, and diverse cultures' celebrations and traditions. These experiences have allowed the students to tap into their inner talents, leading some to receive lead roles in our community theater organizations such as Laredo Little Theater and Laredo Institute of Theatrical Education (L.I.T.E) Productions. Annual performances of Character Matters musicals in first and second grades have also proven to build good manners. Another highlight of the program is ATES's honors choir which consists of an elite group of individuals that collaborate with other students throughout the district and come together to perform two grand concerts annually along with smaller performances throughout the year. In addition, students are exposed to many different levels of visual art competitions. Several of the participants' art pieces have gone on to receive a variety of honorable mentions in school, district, city, state and national art contests. As a result, ATES thrives on discovering untapped potential and cultivates fully-rounded students, developing the whole child through the different dimensions of the fine arts program.

On any given day, physical education coaches demonstrate proper conditioning skills involving body coordination and strength, dynamic stretching exercises, and team building activities to all kindergarten through fifth grade students. Every student receives a minimum of three lessons a week for a total of 135 minutes. As part of the P.E. curriculum, an assessment program is used to measure endurance, strength, and cardiovascular and flexibility compatibility. Instruction in P.E. classes is based on data collected from this assessment which is administered three different times a year. Another integral program implemented in second grade is one that trains and empowers students with real life skills that help them recognize, avoid, and escape abuse in their lives.

Academics are embedded into all P.E. activities. Relay races require students to complete a mathematics equation in order to advance to the next level of the relay, while a Tug of War match reinforces gravity relevance. P.E. instructional activities are aligned to reinforce math and science TEKS.

ATES students are exposed to competitive events within school, district, and citywide cross-country and track meets. Physical activities taught throughout the year are demonstrated at an annual field day.

The school nurse is a considerable part of instilling health practices. Routine student evaluations consist of vision, hearing, and immunization screenings along with tracking height, weight, blood pressure, and body mass indexes of each student. ATES also participates in a dental fair, Miles of Smiles, offering free dental exams, cleanings, and sealants by licensed dental hygienists. "Breakfast in the Classroom" is the jumpstart to a healthy eating initiative. All students, regardless of socioeconomic status, are provided with a free, well-balanced meal to start their learning day.

Technology is incorporated in rigorous activities where students produce vocabulary Power Points, engage in interactive computerized quizzes, and create book trailers. Sets of tablets and Computers on Wheels (COWs), a classroom set of portable laptops, are readily available for these projects. ATEs is equipped with two computer labs that are available for all kindergarten through fifth grade students. Every homeroom class visits these labs a minimum of once a week where the lab instructor guides and encourages participation in digital applications that promote creative processes, products, and ideas, as well as exposing the students to a variety of media, formats, devices, and virtual environments as stated in the TEKS.

3. Instructional Methods and Interventions:

Andrew Trautmann Elementary School strongly believes in setting high standards for every child to be successful. Differentiated instruction is a priority since every child learns in a variety of ways. The teachers and staff at ATEs incorporate research-based programs within bilingual classes, Reading Intervention, Dyslexia program, and Special Education classes. The teachers in the bilingual classes adapt instruction, create and provide visual aids based on the English Language Proficiency Standards, and consistently check for understanding. ATEs also has a Linguistic Proficient Academic Committee (LPAC) whose purpose is to monitor the progress of all bilingual students in the classroom and provide additional language acquisition interventions as needed. Another methodology implemented consistently at ATEs is the depth and complexity model for all identified Gifted and Talented students.

Students are progress monitored as early as prekindergarten and throughout the rest of their academic years at ATEs. Classroom teachers and the Reading Interventionist closely monitor the reading levels of the students every six weeks to monitor the success of the intervention. Explicit and systematic instruction results in approximately 90% of students leaving kindergarten reading above the required district level. Students' reading levels are established utilizing the Standardized Test for the Assessment of Reading (STAR) to determine an independent reading level range. All grade levels actively participate in the campus reading incentive program throughout the year to reach goals set by the campus improvement plan. Last year alone, students read approximately 50,000 books in a school year.

Early identification of reading difficulties prompts early intervention. A daily 30 minute technology-based support has proven to be highly effective and emphasizes explicit and systematic instruction in the five essential reading components. Significant gains in reading levels are evident with struggling readers, LEPs, and recent immigrants. Reading Intervention has demonstrated to be successful by closing the achievement gap, increasing self-esteem, and cultivating lifelong readers. Afterschool tutorials and extended instructional days not only provide intervention services for at risk learners, but also enrichment for high performing students.

ATEs teachers monitor students' progress with the use of Curriculum Based Assessments (CBAs), benchmarks, and running records. Annual vertical alignment meetings are held to discuss the needs of the students. At ATEs, teachers are provided with a detailed Student Profile Sheet, which includes information on the student's prior teacher(s), report card grades, AR levels/points, absences/tardies, and previous interventions implemented. Therefore, communication and monitoring of students as they advance is continuous. The Response to Intervention (RtI) committee at ATEs works collaboratively to thoroughly analyze, discuss, and make decisions based on individual needs of struggling students and their attainable goals.

4. Assessment for Instruction and Learning and Sharing Assessment Results:

Andrew Trautmann Elementary School is a data driven campus. The analyzing of data with a fine toothed comb, and the sharing of students' areas of need as well as growth, allows all ATES employees to know what skills to consistently practice, review, teach, and reinforce for academic success. Every employee, from the security guard drilling the students on their multiplication facts to the teacher aides probing for the Mighty Word of the Week, is charged with the responsibility of ensuring students' success.

Kindergarten through second grade students are assessed three times a year utilizing a reading inventory assessment, while the upper grades, 3rd-5th, utilize benchmark testing to target growth in their STAAR subject areas. At ATES, assessment data collected from CBAs, weekly exams, STAR testing, and informal classroom observations serves as a springboard to classroom instruction.

Based on campus assessment results, LEP students are the only subgroup with a 10% gap when compared with all-student test scores in the area of Science. For this reason, results are continuously examined and evaluated to chart growth and indicate areas of intervention. From spiraling TEKS to demonstrate mastery in pre-requisite skills to developing an after school and extended day tutorial program, interventions are carefully planned to ensure students are provided with academic supports such as pictorial models, cognates, novel studies, total physical response, and musical integration. This "it takes a village" attitude is also evident during weekly PLC meetings, grade level meetings with administration, Data Analysis Thursdays, and vertical alignment meetings, all with the purpose to examine and evaluate data collected through the aforementioned assessments. Consequently, the results are conveyed not only to the entire faculty and staff of TES, but to the students and their parents through progress reports, parent conferences, and report cards. Students claim ownership and responsibility of their individual growth and success by tracking their test results in student made assessment progress folders, daily communication agendas, and weekly assignment folders. This information is shared with their parents and used when both teachers and administration conference individually with students following benchmark testing. Additionally, results of student assessments are posted in the conference room to serve as a reminder to the entire staff of growth and expectations. Consequently, when students are successful, these achievements are further celebrated within the learning community through a variety of awards nights, such as student induction into the Junior National Elementary Honor Society, the receiving of the Presidential Award, and/or earning Advanced Level Performance on the STAAR assessments.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

The first step in engaging students is to obtain unconditional support from parents and staff. This is established at ATEs before the first day of school. To welcome students, ATEs hosts a parent orientation to establish effective communication. With an average of 95% parent attendance, teachers provide parents with a detailed presentation on expectations and academic goals.

PBIS plays a crucial role in developing a strong school climate. The campus PBIS expectations of being safe, responsible, and respectful are visible in all common areas and classroom settings. As a motivational tool, students meeting PBIS expectations are recognized and rewarded with intrinsic and extrinsic incentives. For instance, students can be heard enunciating the vocabulary words, spelling words, math facts, and word of the week prior to the first bell. Campus visitors always remark on the exemplary etiquette and polished social skills demonstrated by the student body. Hall and cafeteria monitors recognize students with Texan Badges which are submitted for a weekly drawing.

Adopt-a-reader, a library mentoring program, supplements a life skill and instills a love of reading. Administrators, office staff, and teacher assistants adopt an at-risk student with the goal of establishing a consistent literacy expectation and building the self-esteem of struggling readers. ATEs firmly believes that learning does not end here and develops into post-secondary readiness.

Every six weeks, ATEs hosts a new comers' reception where the counselor introduces students to key members within the learning community. New arrivals are immediately immersed or "Trautmannized" into the close-knit ATEs family. Students in need of structural or academic support become part of a PBIS mentoring program which has proven to alleviate behavioral concerns leading the campus to administer less than five discipline referrals a year.

As a previous recipient of the National Blue Ribbon Award, teachers are proud and devoted to maintaining the high standards set at ATEs. Numerous times, staff will selflessly dedicate their personal time and finances to reward students with field trips to universities, theaters, and restaurants to bond with students and establish excellent rapport.

Time and effort are recognized so that teachers feel valued. Drawings are held periodically for employees with perfect attendance, lunch is provided for test administrators during state testing, "Employees of the Month" are selected by PBIS committee, and tokens of appreciation are provided during faculty meetings. In addition, a committee of parent volunteers assists in creating a fun-filled, relaxing spa for all ATEs employees during Teacher Appreciation Week so that they enjoy a free meal and make-over sessions by manicurists and salon specialists. Historically, teacher turnover rates are nonexistent.

2. Engaging Families and Community:

At Trautmann Elementary, families and the community actively work together to create a network of shared responsibility for student success. Community engagement promotes a school climate that is safe, supportive, and respectful to connect students to a broader learning community. The school's community engagement efforts have fostered increased parental participation by 55% and helped increase student attendance to 97% by implementing programs and practices that support families and present them with opportunities to attain a higher achievement of excellence.

Communication to parents is accessible in both English and Spanish through the Parent Portal to monitor their child's academic progress. All notifications are also posted on the campus website and Twitter page, as well as teacher web pages. Trautmann Elementary invites parents to orientation, held a week prior to the first day of school, which provides an effective way to introduce parents and students to upcoming educational objectives and activities and begins to establish a trusting relationship between teacher, parent, and student.

Trautmann Elementary offers an array of opportunities for families and members of the community to be involved in important school events. For instance, Red Ribbon Week promotes drug awareness and safety to the student body, Breast Cancer Awareness Walk instills empathy and compassion in students while raising monetary donations for local cancer patients, and Veterans' Day honors all branches of the armed forces with a breakfast and student presentation in recognition of their dedication and bravery. Another parental involvement activity is Night of the Museum where students demonstrate results of their TEKS based science research via PowerPoint and tri-folds. In addition, Career Day/Career Shadowing invites local businesses to present information on the different vocations and allows students to actively participate in a work environment. During ATES's annual family picnic, parents, students and staff come together to bond in a fun outdoor setting. Finally, Tea Time with the Counselor is held monthly to inform parents on various topics such as state assessments, reading skills, autism awareness, and bullying prevention.

At Trautmann Elementary, linking family and community embraces a philosophy of partnership with the understanding that the responsibility for children's educational development is a collaborative enterprise. Our message to students, parents, and community members is, "IF YOU CAN DREAM IT, YOU CAN DO IT."

3. Professional Development:

Research states that a well-informed, motivated teacher serves as the most influential factor in achieving and maintaining student success. For this reason, yearly professional development (PD) focuses on CBCI, educational technologies, and positive school culture. Training sessions are held for professionals and paraprofessionals during staff development days designated by UISD, as well as weekly grade-level meetings. PD is planned according to district and campus improvement plans derived from the collection and analysis of instructional and assessment data to determine data-based decision making.

The challenge at ATES is to address the ever-changing needs of the student subgroups, such as economically disadvantaged, at risks students, and students with limited English proficiency. In order to continuously meet state and federal accountability expectations, trainings focus on building a rigorous curriculum. For example, trainings based on CBCI allow students to obtain a deeper level of understanding of subject matter and develop conceptual understanding across time, cultures, and experiences. In addition, ATES teachers contribute to campus academic committees whose purpose is to provide instructional guidance to colleagues in their area of expertise. Committees are responsible for organizing, promoting, and supporting different instructional events that improve academic standing across grade levels and subjects. For example, the science committee meets regularly to analyze assessment data, identifies TEKS not mastered, and plans to spiral these difficult concepts across all grade levels. Lessons and activities are planned for S.O.S. days, science showcases, and weekly live broadcasts featuring science demonstrations. These enrichment events have demonstrated a growth in the science state assessment performance, boosting scores from an 81% to 93% over the past four years.

Training in instructional technological tools such as Google apps, e-mail, and blackboards not only prove to streamline communication with students, parents, and stakeholders, but also enrich daily instruction. Academic programs such as I-Station, MVR Coach, Study Island, and Think through Math meet diverse needs. ATES also collaborates with other UISD schools on CODE.org, Dr. Phillip Eaglin's Computer Science for Elementary Schools.

ATES is committed to cultivating a culture that shapes professionalism to reflect the importance of values and work ethic. Texan T-Party is a summer PD where administration reevaluates accomplishments and data desegregation of the previous year and sets the tone and expectations for the year ahead. Furthermore, Professional Learning Communities are implemented in coordination with UISD's Curriculum and Instruction. In order to ensure continued success in teaching and learning, ATES builds on collaborative and data-based PD.

4. School Leadership:

Trautmann Elementary School strongly exemplifies the motto, “If you can dream it, you can do it.” This quote by Walt Disney embodies the leadership philosophy at Trautmann Elementary. As a campus, through constant synergic effort of the administrators, grade level team leaders, teachers, staff, parents, and most importantly, the students, the campus remains focused on the vision of surpassing student achievement.

Spearheading Trautmann Elementary’s leadership philosophy is the principal and administrative team, which consists of an assistant principal, school counselor, and a library media specialist. They are easily accessible, approachable, knowledgeable, and actively involved in cultivating leadership in others so that the same vision of success permeates throughout the campus. Keeping an open door policy, administration encourages teachers and staff to express cares and concerns. On a daily basis, administration is visible throughout campus.

The principal begins each morning with an enthusiastic, live schoolwide news broadcast where students receive encouragement, goal setting expectations, and reminders. On a daily basis, the principal and assistant principal monitor absences, participate in teacher-parent conferences, and chair committee meetings with at risk students. Every Thursday, the principal leads a grade level meeting or a data-analysis meeting session with all teachers to set expectations for the upcoming week, interpret data, and recognize achievements. The principal and assistant principal are actively involved in team planning for each grade level, observe daily instruction and delivery of lessons, and provide timely constructive feedback to reinforce fidelity of the program. Bi-weekly submissions of parent communication logs, reading student performance reports, and lesson plans from all teachers are reviewed by campus administration. Leaders ensure that budget planning provides instructional staff with the latest technology tools necessary for a conducive and successful learning environment.

Motivating student performance is also a crucial role for all campus administrators. The principal meets with every individual student to review their progress folders with benchmarking data to set goals and boost self-esteem. The school counselor works to ensure that all students are developing socially, emotionally, and intellectually. The counselor’s role is to provide individual and group guidance counseling. In addition, she oversees campus parental involvement, delivers parenting sessions, and chairs RtI and PBIS committees. The library media specialist at ATEES oversees the reading incentive program, instructs prekindergarten through 5th grade classes on building post-secondary readiness based on literacy and media skills, and spearheads the Texan Adopt-A-Reader program for struggling readers.

Part VI – INDICATORS OF ACADEMIC SUCCESS

One of the most well-known, traditional traits of ATES is how welcoming the students and staff are to visitors at the campus. Establishing proper social skills for young students provides a foundation on which to build a mutual respect. As best practice, it is modeled from administration to custodial staff. Visitors from the educational field to the community at large recognize ATES's reputation of being a model school whose focus on building the whole child includes successful academic achievement, but more importantly, nurturing the social-emotional development of all students. ATES attributes its continued success to the consistent and routinely implemented Positive Behavior Interventions and Support (PBIS) program, the one practice that positively affects the students' social-emotional development, and hence, the academic success and overall campus culture and climate.

Of course, academic success boosts campus morale, and each student that attends ATES plays an integral role in championing the next achievement. In fact, PBIS motivates students with a daily pledge of the Texan's Testament. Students promise to do their utmost best, accomplish, obey, respect, learn, and excel throughout their learning day. High expectations lead to memorable school activities and events. Therefore, ATES alumni and current students speak fondly about the numerous school activities in which they have participated year after year. These traditional school activities greatly influence continual success at ATES.

Campus morale is always high despite any challenge, and the demeanor of every person on campus is visibly one of pride and contentment to work with such an exemplary, pleasant staff. Campus employees' work ethic cannot be beat. Each and every employee rises to the challenge and brings their "A" game with the goal in mind of improving students' growth.

ATES students look forward to the academic challenges, because PBIS builds their self-esteem. Campus culture is led by demands in the curriculum; however, when teachers and staff feel valued as an integral part of its delivery, curriculum is reevaluated to increase student success, revised for higher order thinking, and revamped for post-secondary readiness. Each teacher tailors classroom instruction to meet students' needs and to adapt to state standards. Therefore, ATES can attribute academic success to cultivating the socio-emotional development of each child. At Trautmann, students are taught to always be ahead of the game, and to strive to be the best in everything they do.