



## Part I – Eligibility Certification

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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. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2019 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. 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.
4. The school has been in existence for five full years, that is, from at least September 2013 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2014, 2015, 2016, 2017, or 2018.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
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

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Data should be provided for the most recent school year (2018-2019) unless otherwise stated.

### DISTRICT

1. Number of schools in the district (per district designation):
  - 152 Elementary schools (includes K-8)
  - 41 Middle/Junior high schools
  - 44 High schools
  - 0 K-12 schools

237 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
  - Rural or small city/town
3. Number of students as of October 1, 2018 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	51	52	103
K	52	48	100
1	58	50	108
2	40	34	74
3	33	37	70
4	36	39	75
5	36	40	76
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
<b>Total Students</b>	306	300	606

\*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
  - 20 % Asian
  - 10 % Black or African American
  - 65 % Hispanic or Latino
  - 1 % Native Hawaiian or Other Pacific Islander
  - 3 % White
  - 1 % 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 2017 – 2018 school year: 25%

If the mobility rate is above 15%, please explain.

Our campus is unique in that it is a "walkers only" school. We are surrounded by a neighborhood of apartment complexes of refugee and immigrant students. We do not have any houses in our zoned area and therefore, our kids tend to move frequently.

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2017 until the end of the 2017-2018 school year	70
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	85
(3) Total of all transferred students [sum of rows (1) and (2)]	155
(4) Total number of students in the school as of October 1, 2017	619
(5) Total transferred students in row (3) divided by total students in row (4)	0.25
(6) Amount in row (5) multiplied by 100	25

6. English Language Learners (ELL) in the school: 88%  
532 Total number ELL

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

Spanish, Burmese, Nepali, Karen, Vietnamese, Swahili, French, Mandarin, Arabic, Kachin, Chin, Karenni, Pashto, Farsi, Arakanese, Kinyarwanda, Congolese, Portuguese, Korean, Bosnian, Polynesian, Rohingya, Amharic, Tigrinya

7. Students eligible for free/reduced-priced meals: 100%  
Total number students who qualify: 606

8. Students receiving special education services: 9 %  
57 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>12</u> Autism                 | <u>0</u> Multiple Disabilities                 |
| <u>0</u> Deafness                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>6</u> Other Health Impaired                 |
| <u>0</u> Developmental Delay     | <u>23</u> Specific Learning Disability         |
| <u>1</u> Emotional Disturbance   | <u>6</u> Speech or Language Impairment         |
| <u>1</u> Hearing Impairment      | <u>0</u> Traumatic Brain Injury                |
| <u>6</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

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:

	<b>Number of Staff</b>
Administrators	2
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	32
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	8
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	15
Student support personnel e.g., school 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 17:1

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

<b>Required Information</b>	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	97%	96%	97%	96%	97%
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 2018.

<b>Post-Secondary Status</b>	
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.

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

Our quest is to be innovative, embracing personal relationships and personalizing instruction to create scholars that radiate passion for positive change in a global environment.

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**

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Opened in 2006, Jack Lowe Sr. Elementary is a Title I neighborhood school located in the heart of the Vickery Meadow Community. The area is unique because it covers a three-mile radius that is composed of refugees and immigrants from over 50 countries. The diverse student population represents five continents, over 20 languages and dialects, and arrives with little or no formal education. The majority of these students, many from refugee camps, have never set foot in a formal school setting. Due to the students' socioeconomic status, 100% qualify for free lunch and breakfast.

In 2013-2014, Jack Lowe Sr. Elementary fell into what Texas Education Agency calls Improvement Required status. This means that the school was ranked in the 50 lowest public schools across the state of Texas. This gave the staff a sense of urgency to think outside the box and cultivate a different type of learning experience that was better suited for the challenging student demographics.

Campus-wide architecture is predicated upon small group instruction and personalized learning. Teachers have taken the initiative of developing new, customized, effective teaching strategies based upon: Seven Habits of Highly Effective People; The Ron Clark Academy; and The House System: throughout the school year, kids earn points for their houses for good behavior, special accomplishments, and more. Since each house includes kids from every grade, it fosters a sense of community throughout the school.

The new teaching style focuses upon developing life-long student relationship, leadership, and scholastic core competencies, as well as family communications/social interaction methodologies for successful U.S. culture blending. As the school continued the transformation, it was realized that the students lacked exposure to the outlying community. For this reason, teachers set out to find partners that would support student initiatives and make a real difference in the lives of students. The staff recruited support with partners of non-profit and faith-based organizations, as well as local businesses. With their help, clubs were created that focused on building high self-esteem and dared the students to dream bigger. Now students believe in themselves and have higher achievement across all subject areas. Jack Lowe Sr. Elementary school also focuses on parent engagement by providing programs such as Job Ready in which parents are invited to volunteer across the campus. The objective of this program is to help parents develop skills to apply for jobs while learning how the school system works. It begins by teaching parents to fill out applications and how to interview for their position as a volunteer in the school. Once they have secured their "job," partners provide gift cards for use at local stores, so the parents are better able to support their families. All of these efforts by a diverse group of stakeholders led Jack Lowe Sr. Elementary into a successful rating from Improvement Required to Met Standard. Met Standard is the highest rating a school can get under the Texas Education Agency. In 2016, the school earned its first academic distinction for placing in the top 25% in the state for showing student progress and maintained the distinction in 2017. Jack Lowe Sr. Elementary has now earned three additional distinctions in the areas of English Language Arts/Reading, comparative academic growth, and post-secondary readiness, scoring 90 out of 100 on state evaluations. Jack Lowe Sr. Elementary holds an Effectiveness Index rating that is the third highest out of 237 schools in the entire Dallas Independent School District, earning the school the title of "Accomplished."

In February 2019, Dallas Independent School District officially recognized Jack Lowe Sr. Elementary as a Personalized Learning Campus. In an on-going effort to raise expectations, innovate, and amplify student achievement, the school anticipates the securing of a federal Personalized Learning grant for school educator training in the delivery of unique, custom, high-quality instruction for a diverse immigrant, poverty level demographic serving, as well as, Jack Lowe Sr. Elementary special populations. Personalized Learning is a one-size-fits-one approach to instruction that taps into each student's strengths, needs, and interests to customize learning and supports student voice in what, how, when, and where they learn to ensure that all students achieve at their greatest potential.

Jack Lowe Sr. Elementary is a unique institution, requiring extraordinary response to local educational demands, requiring equally, a unique, personalized learning model. The learning model commences with an in-depth understanding of a challenging, globally diverse student population, deficient in social and personal soft-skills requiring an exceptional educational environment, staff development and support, custom

curriculum design, development, implementation, and ongoing management for meeting the needs and requirements of a rapidly changing, complex national-citizen landscape.

The vision of Jack Lowe Sr. Elementary is exceptional community service. The goal of Jack Lowe Sr. Elementary is teaching at the highest efficiencies and productiveness as a model for other public institutions throughout the country. The daily objective of Jack Lowe Sr. Elementary is compassion driving knowledge transfer successes for all students, regardless of their capabilities.

## **PART IV – CURRICULUM AND INSTRUCTION**

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

#### **1a. Reading/English language arts:**

The Texas Essential Knowledge and Skills (TEKS), the state standards, drives instruction at Jack Lowe Sr. Elementary. TEKS based curriculum framework sets expectations for an equitable teaching and authentic learning process, the standards of which are core competency/skill-based. This framework is leveraged for all Jack Lowe Sr. Elementary students and is measurable by multiple pathways: Student Learning Portfolio; beginning, middle and end-of-year testing; academic common assessment; and the Texas Education Agency mandated State of Texas Assessment of Academic Readiness (STAAR).

Curriculum framework sets intentional expectations for equitable teaching and authentic learning experiences that are standards and skill-based. Support and scaffolding are provided to all students with multiple ways to show mastery. Reading teachers strategically incorporate design thinking, a form of Personalized Learning that applies engineering processes to all content areas.

During differentiated small group instruction, teachers use the collaborative classroom to work with students to grow as critical thinkers who learn from, care for, and respect one another. Small group instruction is effective because teaching is focused precisely on what the students need academically to move forward. Ongoing observation of students, combined with systematic assessments, enables the teacher to group students together who fit a particular instructional profile. Novel engineering is another type of Personalized Learning. Teachers use the design thinking process to plan novel engineering units that allow students to engage with text and increase their mastery of not only literacy skills, but also science and math skills. Students apply design thinking principles to analyze a conflict in the text and create solutions based on text evidence that would support characters. In addition to all of these methods, it is imperative to Jack Lowe Sr. Elementary that students are reading on grade level. Reading is combined with adaptive computer programs that are tailored to meet the individual needs of each student. Programs may have abilities such as highlighting, reading out loud, and even text-to-speech to enable the child to read at his/her highest proficiency level.

#### **1b. Mathematics:**

Math teachers believe that instruction is not one-size-fits all and Personalized Learning is at the core of the math curriculum. They leverage the three-station rotation model to maximize student achievement. Technology stations provide students with a Personalized Learning program in which students practice skills based on their individual needs identified in their data-driven plans. This allows students who are below grade level to progress towards mastery of grade level content, while challenging the students who are above grade level to accelerate their learning. This station also provides students with the opportunity to revisit previously-taught content to help them progress from meets to mastery levels of comprehension. Math lessons are delivered at the small group teacher table using the Quality Work Criteria 5E model (engage, explore, explain, elaborate, evaluate), allowing teachers to monitor and adjust instruction as needed. Teachers deliver interventions and scaffolds, teach new content, and/or review previous content based on data gained through assessments. Students are organized into small groups using data to increase instructional effectiveness by delivering rigorous instruction that aligns or exceeds the expectations defined by grade-level standards and includes higher-order thinking that challenges students to apply, analyze, and evaluate math concepts. Independent/collaboration stations allow students to practice math skills or concepts taught in mini-lessons or at the teacher table. These stations promote a greater understanding of state standards by providing students with time to engage in discussions, group projects, and practice giving feedback to one another as they progress in their mastery of content.

#### **1c. Science:**

The science learning standards are addressed by small group instruction, in which the students rotate through three different stations. Each student receives explicit and implicit instruction at their tier level according to their Science assessment data checkpoints. At the technology station, all levels of students use a variety of video-based lessons and curriculum-based online applications to supplement the teacher-delivered lesson. At the same time, students participate in a series of on-going, hands-on labs and virtual labs designed to elevate their analytical thinking and promote inquiry-based learning. At the teacher table, students receive explicit, guided, targeted instruction facilitated by the teacher. Teachers tier students according to the identified skill, and groups remain flexible throughout the year depending on student data. Each group targets a specific skill, either in the form of a mini lesson or intervention. Teachers utilize the lesson cycle and incorporate multiple response strategies to maximize student engagement. At the independent/collaboration station, teachers in lower grades implement a hands-on station aligned to the focused TEKS taught during the opening mini lesson. The hands-on activity is differentiated for students based on tier level through menus. Upper grade teachers provide a variety of independent centers during station time, aligning each to a specific and targeted TEKS. Students use data folders to make informed decisions on which independent station to go to and practice each day. Each station is data-driven. Students track their own data from class “demonstration of learning” assessments, and district benchmarks using a folder or Google Classroom. Teachers utilize online resources to create data-driven plans for students based on need. Each plan includes vocabulary, a TEKS-based assignment, re-teach (if under 80%), and a high rigor activity. Teachers also utilize assessment data to set goals and conference with students to adjust their data-driven plans.

#### **1d. Social studies/history/civic learning and engagement**

In kindergarten through fifth grade, Social Studies is taught as an extension of literacy curriculum as required by the TEKS. As an example, the read-aloud story of the week complements the literacy and Social Studies TEKS to further reinforce reading comprehension. Teachers focus on teaching the habits and importance of being good citizens. Students are also taught about historical events, people, and locality through read aloud books, online adaptive programs, and other grade level appropriate resources. Due to the highly diverse population, teachers at Jack Lowe Sr. Elementary expand beyond local history and incorporate the students' rich cultures into the district's curriculum. Teachers go above and beyond to ensure students celebrate each other's cultures, ethnicity, and languages by celebrating holidays and traditions observed by the students. The school celebrates Hispanic Heritage month, Black History Month, Asian-Pacific American Heritage Month, and all other major holidays to expose the students to global diversity. Jack Lowe Sr. Elementary focus is to always embrace all the different cultures it serves and cultivates a sense of pride in diversity. Due to the unique population at Jack Lowe Sr. Elementary, teachers also focus on character development, social skills, and responsibility. This component is incorporated into the social studies curriculum that promotes higher-order thinking skills and problem-based learning. To further support this growth and development students are offered opportunities during and after school to engage in activities that align with the curriculum. The students are encouraged to perform in activities that include Black History and Hispanic Heritage performances, fine dining, and focusing on weekly essential skills that promote leadership and being exceptional citizens.

#### **1e. For secondary schools:**

#### **1f. For schools that offer preschool for three- and four-year old students:**

Jack Lowe Sr. Elementary offers pre - Kindergarten for three and four-year-old students. The curriculum, which is highly engaging to both teachers and students, is comprehensive and research-based, integrating instruction across developmental domains and early learning disciplines. The curriculum focuses on the integration of theme, social emotional development, differentiated instruction, and overall creating a positive student experience. The core subjects focus on the foundational skills that include: phonics, phonemes, writing conventions, and basic math concepts. This ensures that the students are school-ready by the time they enter kindergarten. In addition, the curriculum aligns well into the instructional model of Personalized Learning by providing differentiated instruction from the moment the student first enrolls in the school.

## 2. Other Curriculum Areas:

At Jack Lowe Sr. Elementary, the specials rotation consists of Physical Education, Art, Music, Library and Computer Science. All classes from kindergarten through fifth grade attend once a week for a period of 50 minutes of instruction for each of the rotations. In Physical Education, the activities and instruction follow the TEKS as established by the state of Texas. In grades kindergarten through second, children learn fundamental movement skills and begin to understand how the muscles, bones, heart, and lungs function in relation to physical activity. Students begin developing a vocabulary for movement and applying concepts dealing with space and body awareness. Physical activities are designed to engage, develop, and promote basic levels of strength, endurance, and flexibility.

A major objective is to present activities that aid in helping students view physical activity as challenging but enjoyable. In third through fifth grade, students continue to develop strength, endurance, and flexibility. Students work towards a mature form fundamental loco-motor and manipulative skills, by participating in dynamic game situations. Identifying personal fitness goals for themselves and beginning to understand how exercise affects different parts of the body, is considered an important part of the instructional process. The physical education teacher uses instructional practices and deliberate-practice tasks that support the goals and objectives defined in the district's curriculum as related to the TEKS.

The music program includes the use of instruments, instruction and an online district curriculum that adheres to the TEKS of music literacy, historical and cultural relevance, creative expression, and critical evaluation and response. Fourth and fifth graders have the option of taking orchestra which offers instruction in violin, viola and cello. Through the Fine Arts department of Dallas ISD, field trips for second, third, and fifth grade levels to the symphony, ballet and theater are scheduled every year. In addition, fourth grade visits the Dallas Museum of Art annually.

In Computer Science, Jack Lowe Sr. Elementary received a grant, giving students the opportunity to learn coding, robotics, maker-spaces and other computer science technology that promotes computer literacy. Students developed their technology skills through a fun and collaborative environment that is based on TEKS that must be performed to mastery level.

The Jack Lowe Sr. Elementary Art program provides students with an opportunity to explore a variety of creative projects. These projects center on the elements of art, such as line, shape, and color and are inspired by art history, great works of art and artists of note, as well as cultural traditions and symbols. Students keep individual portfolios and have the opportunity to create through a variety of expressive forms. They benefit from both guided and themed whole group lessons as well as art centers focused on small group instruction and self guided practice. Small group centers incorporate student choice and a variety of supplies and creative options, such as drawing, painting, sculpting, and building three dimensional structures. Students are encouraged to make real life connections in their art by creating works that promote self expression and incorporate themes related to their personal experiences. Students also have the opportunity to participate in art after school during Art Club and by entering a variety of local and national art contests and exhibits, such as the annual Presbyterian Hospital Art Show, the Google Doodle Challenge, The Youth Art Month Exhibit, and the Veteran's Day art contest.

In October 2017, a school garden was established with funding provided by the National Wildlife Federation (NWF) and the Jack and Harriet Lowe Foundation (JHLF). This garden became a passion project for the school created as an addition to the science curriculum across all grade levels including PK-5th grade.

The garden was designed based on a student generated list of desirable native plants. Selection parameters were: Consist of primarily native species, found originally in Texas prairies, and in the case of exotic species be non-invasive and adapted to Dallas soil and weather conditions. Planting activities were executed between October 2017 and May 2018. In addition, the garden has provided students and teachers with an outside learning lab where teachers and students can instruct and learn Science, Math, Social Studies, Writing, and Reading.

This is an important Jack Lowe Sr. Elementary initiative, as it is a unique way to involve all grade levels,  
NBRS 2019

including parents and the community. It encourages parents, students and the community to participate with the upkeep of the garden.

### **3. Special Populations:**

Jack Lowe Sr. Elementary has a variety of special populations due to its diverse student base. The largest special population is the refugee students. Most have never been in a standardized educational setting. The school has a special one-year classroom for newcomer refugee students that focuses on social emotional well-being, teaching the basics of being in a school, such as what to do in a cafeteria, recess, and developing an overall love of learning. The school also offers programs over the summer to help with student reading levels and enrichment clubs. Teachers strive to ensure that all the students enjoy being in school.

In addition, we host five different special education programs at Jack Lowe Sr. Elementary: Functional Living Skills (FLS), Preschool Programs for Children with Disabilities (PPCD), Wrap Around Intervention Network (WIN), resource and inclusion. Special education teachers work with students with any and all learning differences ranging from cognitive to adaptive behaviors. Special education teachers adapt general education lessons. They also teach basic skills, such as literacy and communication techniques, to students with severe disabilities.

To close the achievement gaps, intensive intervention is given to the learners who are falling more than 10 percentage points behind. This may include: small group instruction, tutoring, accommodations, and/or adjusting the current Individual Education Plan (IEP) to provide additional support.

The special education department implements Personalized Learning and student choice menus with technology and hands on activities to allowed student choice in the learning process. The students are tiered into levels based on their academic needs. This gives the students the options to improve their learning and understanding of the materials. The lessons are scaffold to meet the unique needs of the students. Interactive whiteboards, hands-on activities, and curriculum-based videos are used to present and practice new information.

Instructional and IEP data is collected and reviewed daily in a specialized computer-based system. This allows the teacher to know if the student has met, approached, or mastered the lesson objective. District mandated assessments and teacher-created assessments that include: quizzes, tests, exit slips, written samples, and “demonstration of learning” are given to the students to check for understanding. This information is used to collaborate with general education teachers to adjust the learning and scaffolding of the instructions specific to each learner needs. Special education teachers also meet with parents, administrators, and counselors to discuss updates and changes to the IEPs. The IEPs are then updated throughout the school year to reflect the students’ progress and goals.

In addition, special education teachers collaborate with paraprofessionals and the school psychologist to accommodate requirements of students with disabilities. For example, the teacher may have a paraprofessional work with students to provide additional support to master the content by developing study skills that may include highlighting text and using flashcards. In all, the goal of the special education department is to help students have access to an equitable education.

Students at Jack Lowe Sr. Elementary who are artistic and/or maintained high levels of achievement are nominated by parents, teachers, and are assessed in the Talented and Gifted program. Once accepted into the program, students receive additional support during the week in which students create and express ideas and talents with the guidance of a gifted and talented teacher.

Partnerships with different community entities, such as the International Refugee Center (IRC) help create and implement programs for refugee student’s parents. These programs include: building job skills, developing English speaking/reading/writing skills, and helping parents' social transition into American culture. Building personalized relationships with parents is an on-going, prime initiative. The Newcomer Program is designed for recent immigrants and refugees who have little or no English proficiency and now formal education from their country of origin. This program prepares them to enter into

a general education classroom giving them the academic language need to succeed. Newcomer teacher utilize second language acquisition strategies based on the TEKS that requires students to perform at high levels of academic development while increasing their English language proficiency. Personnel that support this program include: teachers, paraprofessionals, guidance counselors, translators and interpreters, family members, and support from local community volunteers.

## PART V – SCHOOL SUPPORTS

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### 1. School Climate/Culture:

Jack Lowe Sr. Elementary is a unique and inspiring school where a love of learning is cultivated, and leadership is promoted within students. The school has adopted a leadership mindset designed to teach students to become lifelong leaders and to prepare them for college in a world that is constantly changing. Teachers have also taken on the ideas and the framework of a nationwide school known for high student engagement. Every day teacher's work as a team to provide a supportive learning environment that meets the needs of the students' academic, emotional, and developmental growth. The goal is to instill outstanding values in the students that will teach them the importance of good character, which will in turn provide them with the qualities of good citizens. Teachers, administration, and staff work hard every day to empower students to take action and ownership over their educational career. Teachers believe in working alongside the students every day to make sure they are provided with the resources, tools, and the academics to help them meet and exceed their goals. Students are motivated to behave well through the different management systems, such as interactive classroom management applications and other positive behavior supports.

Within the classroom, teachers provide Personalized Learning to ensure the academic success of the students that is catered to their individual learning styles. The staff at Jack Lowe Sr. Elementary encourages and motivates students to be the best versions of themselves every day, be punctual, and meet their learning goals. Teachers work tirelessly every year to provide students with a school environment that is fun, welcoming, and exciting. All of the halls are decorated with a different theme, which brings the school to life and creates an environment in which the students desire to come and learn.

The administrators at Jack Lowe Sr. Elementary have an open-door policy to all staff, parents, students, and community members to ensure that communication is ongoing and done on a daily basis. Professional development and Professional Learning Communities are structured to engage the staff to meet their ultimate potential to succeed in the school's goal, which is to educate and engage students in everyday academics. Not only do administrators communicate effectively with all stakeholders, but they also make sure each teacher gets personalized training through structured professional development. They always have their teachers' and students' best interests at heart.

### 2. Engaging Families and Community:

It takes a village is a saying Jack Lowe Sr. Elementary lives by and experiences every day. During the last three years, building relationships with the community entities and organizations have resulted in partnerships and support offered to the staff, the students, and families.

The most successful effort to date is the partnership with Park Cities Baptist Church. Through this community connection, the school has received continuous support in the form of mentoring and tutoring for students, adoption of classrooms for financial support, emotional support for teachers and students, and countless other outpourings of support. The wealth of resources harnessed from this community connection has allowed the school to allocate specific help where it is needed. Through the Park Cities Baptist Church connection, the school acquired resources such as fully-equipped collaboration stations for teachers and students and flexible seating for several classrooms (adaptable seating used for students with specific needs, optimizing their performance). Park Cities Baptist Church has initiated four programs at Jack Lowe Sr. Elementary School. "A Jugar" (teaches leadership skills), So Royalty (improves young girls' self-esteem and self-worth), Fine Dining for Fine Students (motivates and rewards outstanding students), and the Jack Lowe Sr. Elementary Cheerleaders (improves and encourages female campus leadership). Many other companies and organizations work in partnership with Jack Lowe Sr. Elementary as well. They include TD Industries (provides funding to implement leadership programs), North Texas Food Bank (provides fruits and vegetables for student's families weekly), and the Barbara Bush Foundation (provides tutors on a weekly basis).

Reading Side-by-Side and Teen Trendsetters initiatives have helped students achieve Texas recognitions in English Language Arts and Closing the Academic Gap. Instituting this program has proven vital to increasing reading comprehension and reading fluency across all content areas. These reading programs bring community volunteers and students together in an effort to increase academic achievement.

Jack Lowe Sr. Elementary contracts an in-house Parent Liaison who promotes and manages a number of parent-involvement programs and activities, all of which help families realize that the school is not just their child's, but theirs as well. Parent engagement programs such as the Job Ready Program (offers parents exposure and experience to organizational work, empowering them to face a daunting job market), English as a Second Language (ESL) classes for adults, and Computer Literacy classes for adults (teaching parents basic computer and technology skills) are just some ways a parent becomes an active school participant and supporter. An increased interest and availability of parents serving as volunteers are growing all of these initiatives.

### **3. Professional Development:**

Professional development plays a vital role on the campus, ensuring that each member of the faculty and staff are expanding their vocational knowledge, which will impact students' academic and emotional success. Personalized Learning is the predominant initiative at Jack Lowe Sr. Elementary given the unique, diverse, and challenging student population, which requires targeted professional development. Topics for PD are chosen based on students' needs and campus action plans in conjunction with a teacher's main academic area. Teachers are tiered based on Teacher Excellence Initiative (TEI) data and receive choice options for PD based on these levels. PD occurs weekly after school throughout the academic year and over the summer.

Jack Lowe Sr. Elementary also utilizes Personalized Learning strategies to guide PD. Teachers choose sessions they would like to attend as well as the form in which they will learn. For example, a teacher can choose to learn about classroom management if that aligns with their goals, and they can learn it through a hands-on workshop, video, or by choosing to observe another teacher and conference with them. Professional Development plays a vital role on the campus, ensuring that each member of the faculty and staff are expanding their vocational knowledge, which will positively impact students' academic and emotional success.

Members from the administrative team (principal, assistant principal, counselor, and content specific instructional coaches) provide training as required by the school district or to promote school-wide initiatives. Topics could include but are not limited to: campus goal planning, campus culture, balanced literacy initiatives, data analysis, innovative problem-solving strategies, differentiated small group instruction, Project Based Learning, and unpacking the state standards.

School administrators attend monthly PD with district principals and executive directors that provide ongoing education and support on school management, laws and regulations, budgeting, human resources, and testing. With this ongoing support, administrators are able to address all challenges facing the school. Administrators have had the opportunity to attend PD at places such as Google Headquarters to learn the latest initiatives on how to cultivate a positive workplace environment. Knowledge gained will provide school administrators with the tools and resources to increase employee retention rates.

### **4. School Leadership:**

Just as Jack Lowe Sr. Elementary gives students personalized instruction, the principal believes in leadership that begins with building relationships with teachers that are unique to each person and their needs. A level of trust must be exuded between teachers and administration in order to create the most productive working environment. The principal strongly believes that every teacher is a leader within the building, a professional, and an expert within their own class and students. Flexibility is given to teachers to teach their content area as they see fit for their students while following district curriculum and initiatives. The principal serves by providing teachers with any necessary tools they need to lead a

successful classroom environment. This includes one-on-one coaching, extra planning time, professional development, mentoring students, and much more.

The administration team is formed by the principal, assistant principal, and the school counselor. This team is responsible for setting the tone of the campus as a place that is safe to teach with passion and a place where taking instructional risks is encouraged and supported. They ensure that teachers feel cared for and know that their own families, health, and social emotional needs are also priority to the leadership team. The principal leads by saying that you must take care of yourself and your family before you can take care of the students.

The Instructional Leadership Team is formed by one Academic Campus Instructional Coach, one Testing Coordinator and Language Proficiency Assessment Committee Coordinator, the Special Education Lead, and one team leader from each grade level. This team is vital to the success of the organization. Each person is an advocate for their own group. Together, they make decisions regarding accommodations, modifications, and other supports to produce the highest student achievement.

Finally, we have the school Lighthouse Committee which is formed by parents, teachers, and students. This organization focuses on the social emotional growth of the students and leads the mission to develop not only academically sound students but also scholars that are prepared to become productive global citizens. They determine the weekly social skills and decide how to implement leadership habits throughout the school. The balance of the three teams working hand in hand is what leads to the success of effective leadership at Jack Lowe Sr. Elementary.

## **Part VI – STRATEGIES FOR ACADEMIC SUCCESS**

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In 2014, Jack Lowe Sr. Elementary was rated as an Improvement Required campus by the Texas Education Agency. Four years later, the school is now at the top of the state and district in accountability. One significant practice that changed the direction of the school was the implementation of Personalized Learning. When the school began its journey into Personalized Learning, the model started with a station rotation consisting of: teacher table, hands-on table, and technology station where students are divided by ability level. Students follow their learning pathway and receive instruction tiered to their skills. Within the first year, the school was able to leap out of Improvement Required status and teachers embraced the new teaching model. Teachers were able to reach more students and whole group instruction was eliminated.

As the school continued to grow, Personalized Learning evolved into something much greater that has enabled the school to close the achievement gaps at a faster rate than ever before. It is now structured using data-driven plans, which is called “learning pathways,” for each student so that it is truly personalized instruction for every child, every day. Each plan is tailored specifically to the student with the support of their family and teachers. A data-driven plan is informed by multiple forms of academic and observational data. The plan begins by having students create a learner profile that identifies their strengths, interests, habits, and personal goals for the school year. Teachers then collect data from multiple sources such as district assessments, classroom summative and formative assessments, and classroom observations to set goals and instructional plans for each student individually. Students then develop their data-driven plan with their teacher. The plan is formally introduced to the parents of each child with a student-led parent/teacher conference. During this meeting, each child shows and explains their plan to their parent and teacher. The parent then gives their input and adjustments are made as needed. For the rest of the school year, the student learning pathway is followed and modified depending on student needs. The learning profile elevates student voice in learning and gives students true ownership over their learning and ensures that each child is taught to set and meet both academic and personal goals.