

U.S. Department of Education
2020 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

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

Official School Name Early Childhood Development Center
(As it should appear in the official records)

School Mailing Address 6300 Ocean Drive Unit 5834
(If address is P.O. Box, also include street address.)

City Corpus Christi State TX Zip Code+4 (9 digits total) 78412-5834

County Texas (TX)

Telephone (361) 825-3366 Fax (361) 825-3301

Web site/URL https://ecdc.ccisd.us E-mail Kellye.Loving@ccisd.us

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* Dr. Roland Hernandez E-mail Roland.Hernandez@ccisd.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Corpus Christi Independent School District Tel. (361) 695-7200

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 Mrs. Janie Bell
(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. 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 2020 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 2014 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: 2015, 2016, 2017, 2018, or 2019.
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

Data should be provided for the most recent school year (2019-2020) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 36 Elementary schools (includes K-8)
 - 10 Middle/Junior high schools
 - 8 High schools
 - 0 K-12 schools
- 54 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
 Suburban
 Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	19	24	43
K	10	12	22
1	7	13	20
2	5	16	21
3	9	13	22
4	9	12	21
5	13	6	19
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	72	96	168

*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):
- 0.6 % American Indian or Alaska Native
 - 1.8 % Asian
 - 3.6 % Black or African American
 - 84.4 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 9 % White
 - 0.6 % 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 2018 - 2019 school year: ≤1%

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

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, 2018 until the end of the 2018-2019 school year	1
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	0
(3) Total of all transferred students [sum of rows (1) and (2)]	1
(4) Total number of students in the school as of October 1, 2018	172
(5) Total transferred students in row (3) divided by total students in row (4)	<.01
(6) Amount in row (5) multiplied by 100	<1

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

Spanish, Mandarin, Korean

English Language Learners (ELL) in the school: 41 %
69 Total number ELL

7. Students eligible for free/reduced-priced meals: 48 %

Total number students who qualify: 81

8. Students receiving special education services: 4 %
6 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>0</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>2</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>1</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>3</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</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: 1

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	8
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	3
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	3
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	97%	96%	97%	97%	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 2019.

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.

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

The mission of the Early Childhood Development Center (ECDC) is to develop biliterate, bicultural, and bilingual students who will become future ready productive citizens in a multicultural society.

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

Admission to the ECDC is by lottery and is open to all CCISD students. Each year 22 children enter the PK-3 class. The lottery selects the student body based on the region's socioeconomic demographics. Students need not be bilingual apply; however, the school does require that 50% of the population enter as dominant English speakers and 50% as dominant Spanish speakers.

For the 2020-2021 school year, the school will align with the rest of the CCISD schools and provide instruction for grades PK4-5th grade.

PART III - SUMMARY

The Corpus Christi Independent School District (CCISD) is an urban, primarily Hispanic, Title I educational organization that services approximately 37,000 students. The Coastal Bend is home to oil and gas, shipping, and tourism. The school district is also one of the city's top employers with fifty-four traditional schools and several special campuses.

The Early Childhood Development Center (ECDC) was opened in 1996 on the Texas A&M University-Corpus Christi (TAMUCC) campus. It was created through a collaborative effort to develop a laboratory school, which would serve as a training and research base for TAMUCC education programs. The mission was to support the need for educators to become involved in the lives of students at an early age and to extend that involvement to all parts of their lives: physical, social, cultural, emotional, and intellectual.

As a laboratory school, the ECDC is a training and observation site for pre-service teachers, doctoral students, researchers, and subject specialists from Texas A&M University-Corpus Christi. While the ECDC provides training to university students and faculty, the school's students also benefit from this relationship. ECDC students have access to a unique variety of university programming. The school has developed relationships with various campus departments and clubs such as ROTC, which has worked with the safety patrol students; College of Education reading professors and students, who incorporate holidays into opportunities to dress up and read to the students; fraternities, who have given their time to assist the running club; and the variety of other departments that do not hesitate to invite students to participate in activities they plan on campus.

Admission to the ECDC is by lottery and is open to all CCISD students. Each year, twenty-two children enter the pre-kindergarten 3 class. The lottery selects the student body based on the region's socioeconomic demographics. Students need not be bilingual to apply; however, the school does require that 50% of the population enter as dominant English speakers and 50% as dominant Spanish speakers. With the lottery, students are pulled from all areas of Corpus Christi, giving the campus a community feel.

The original concept of the ECDC began with PK3-first grade. In the second year of the ECDC's opening, second grade was added, and the following year after that, third grade. The school has seen changes over the years with the addition of fourth, fifth, and sixth grades. The current model has PK3-fifth grade. In the 2020-2021 school year, the PK3 program will be phased out as the ECDC aligns with the school district services offered.

The ECDC is the only school in the Corpus Christi Independent School District to deliver its curriculum via dual language. Half of the instruction in specific subjects is in English and the other half is in Spanish. Most students become bilingual and biliterate by the end of the fifth grade. The dual-language curriculum helps ECDC students improve their vocabulary, problem-solving abilities, and collaboration skills while increasing their cultural literacy in both Spanish and English.

All ECDC students receive lessons in art from a community artist. Students in grades 3-5 receive violin instruction from a college student who plays in the college symphony and who is studying to be a teacher. To further embrace the city's Hispanic roots, folklorico dance is taught in PK3-second grade. Being on a college campus, students are exposed to the arts through guest speakers, field trips, presentations, and attendance at music performances, which allows the students to experience a wider variety of art and culture.

The school is provided a part-time counselor who works to ensure that the emotional needs of the students are met. The campus has an extremely low number of behavior issues. This is mainly due to the family feeling of the campus. Students participate in restorative discipline circles to teach the use of talking to solve classroom issues and to build relationships with each other.

The family and community feel of the school is not limited to what happens within the classroom walls; parents feel it when they enter the school for the first time. Once students are chosen through the lottery

process, siblings are also admitted pending space availability. Students often begin as three-year-olds and continue on until they are ten or eleven. There is a strong bond between students and between families. Approximately half of the families are Spanish speakers. This type of environment makes them feel welcome, accepted, and comfortable with each other. They are speaking two languages and learning from each other. The motto of the school is “Where two languages meet...” English speakers and Spanish speakers are coming together and learning from each other through language, educational experiences, and celebrations of the rich cultures that are found in South Texas.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas

The overall core curriculum of the Early Childhood Development Center (ECDC) is centered around a dual-language model that still utilizes the Texas Essential Knowledge and Skills as the teaching framework.

The dual-language model provides a framework for an instructional day. The language of the day is Spanish on Monday, Wednesday, and Friday and English on Tuesday and Thursday. Evidence of the language of the day can be seen in the announcements, classroom interactions between students and teacher, and interactions between students. Through this teaching strategy, students hear conversations and interact socially using the language of the day. In grades PK3-5, math is taught in English and reading is taught in the students' primary language. In PK3-second grade, science and social studies are taught in Spanish to all students. Grades 3-5 learn science and social studies in English. PK3-second grade utilize bilingual pairs to increase the acquisition of the second language. Teachers also use bilingual groups as a teaching strategy to support academic vocabulary.

Assessments are given weekly in the area of math. Students not meeting expectations in this area are pulled to a small group and retaught. Students also utilize specific technology programs to support the skills taught in the classroom. Reading is assessed with a monthly technology program, a beginning-, middle-, and end-of-the-year reading assessment, and through weekly assessments on skills taught in the classroom. Interventions are provided through small group instruction (split bilingual groups) with support in the form of tutors provided by the university, student teachers, and support staff within the school. Language acquisition is monitored through end-of-the-year testing with a bilingual assessment.

1b. Reading/English language arts

The Early Childhood Development Center promotes a positive reading culture on the campus by successfully bringing together students and books in an exciting and engaging manner with the ultimate goal of developing lifelong critical thinkers. A collective teaching effort supports reading development through instructional programs, campus events, and community partnerships.

To build a solid foundation and increased decoding skills that will lead to fluent reading and ultimately text comprehension, an explicit and systematic phonics and spelling curriculum is implemented using multisensory delivery. To meet the needs of all students, both whole group and small group instruction is used to vary instructional delivery. All components of literacy are taught following a research-based continuum to ensure students learn the foundational skills such as phonemic awareness, alphabetic principle, phonics, decoding, blending, and morphology. These strong foundational skills allow students to develop text fluency and the ability to infer meaning from written text. Likewise, integrated reading tolls generate student data for teachers to analyze in order to prescribe individualized instruction delivered through small group and computer-based instruction. Both modes of instruction provide each student with opportunities and full access to a prescriptive learning program.

A team approach is used to measure progress in reading. The ECDC librarian meets weekly with administration, teachers, and students to review student reading goals and to track progress. This group then holds weekly student conferences to discuss books read and goal progress. Parents are involved in promoting the joy of reading by communicating ways they can support literacy at home. In addition, self-selected, sustained independent reading time is built into the classroom schedule to provide opportunities for reading engagement. Evidence of student reading engagement is noted in that from September to mid-March, the ECDC library circulated 8,367 books for one hundred readers. In essence, students are reading an average of three to four books a week! Student growth data is also evaluated to determine the path and direction of the school's reading programs. With these systems in place, the ECDC students have outperformed other Texas schools on the 2019 State of Texas Assessment of Academic Readiness (STAAR)

with more than 90% of all third- through fifth-grade students passing at the Approaches level and with 52% of students scoring at the Masters level, which is 83% or higher.

The ECDC partners with the TAMUCC faculty, and community members encourage students to develop a love for reading. The ECDC-TAMUCC partnership offers college students majoring in education an opportunity to work in all classrooms as reading tutors. The ECDC currently has thirteen student tutors who spend 222 hours a week assisting students with reading. This reciprocal relationship helps the ECDC students with individualized instruction and the TAMUCC students with teaching and learning experiences. The ECDC also employs professional tutors to provide small group instruction alongside the classroom teacher. With these opportunities, ECDC students receive small group reinforcement and one-on-one reteach opportunities.

1c. Mathematics

The ECDC utilizes a prescriptive approach to teaching mathematics, and it is 100% aligned to the state standards; however, it is brought to life through a creative and engaging approach. The campus has a highly qualified math teacher who is able to teach grades 3-5 along with weekly support from a tutor and part-time university student. In reviewing the math data, the need for additional assistance was identified so the tutor's time transitioned from part- to full-time. Since the students loop up with the teacher every year, she is very familiar with their strengths, needs, and learning styles. She is able to immediately, the next year, begin working from where they left off the year before.

The teacher and tutor attend training every six weeks to review how to best implement the math curriculum for the upcoming six weeks. Students follow a daily structured curriculum that consists of rigorous problem-solving, basic facts, skills, and a weekly concept. Math skills are constantly spiraled throughout the year so that they continue to see and practice the frequently tested items. The teacher utilizes games, technology, and small group instruction customized according to student needs.

To differentiate and simplify student lessons, the curriculum offers a variety of strategies and methods to meet the needs of all the students using strip diagrams, area models, partial products, and pictorial models.

In designing the lessons, the teacher begins with a multisensory approach of singing songs, hand movement, and dancing. She also utilizes a variety of hands-on and concrete activities. Oftentimes, when students reach the fourth and fifth grade levels, hands-on activities are replaced with paper and pencil. In her classrooms, the opposite is true. Concrete learning is necessary for student learning in all grade levels. For example, when teaching long division, she feels it is very important to begin with the concrete use of base ten blocks to build a dividend using a real-world example and then carry out the division process.

Students are tested weekly on the objective learned during the week. Teachers then provide immediate feedback to students after their assessments. Students track their weekly progress with student trackers and set weekly goals. Teachers review the item analysis, looking at commonly missed problems, then sort them out into the appropriate standards for small group instruction. They then focus on the most commonly missed items for the reteach. The reteach is not limited to the classroom. The teacher designs homework based on student needs and communicates immediately with the parents to keep them in the loop.

The teacher uses several technology websites with the students. One of the applications reviews basic facts over the four math operations to increase fluency and rote memory. The second application allows students to work on their standards based on their needs. The teacher can customize the pathway for the student so that they are working toward mastery of the specific standard at school and at home.

1d. Science

Examples of science labs and instruction are seen in all grade levels. Primary grades participate in science investigations using science vocabulary and by talking about science daily. Once students enter third grade, their interest has been stimulated, and the foundational vocabulary is now ingrained in their schema.

Students in third, fourth, and fifth grades are taught by the same teacher, which creates consistency, relationships, and teacher understanding of each student's depth of knowledge.

Academic science vocabulary is the key to success as the teacher weaves it into lab conversations, student discussion, and the written work. Further evidence of vocabulary can be found in word walls, which are posted in English and Spanish visuals and anchor charts geared toward the various concepts taught. Technology is used to create opportunities for virtual investigation and experiments, online vocabulary games, and illustrations of concepts both in partners and pairs.

Teachers weave reading, writing, and math into the instruction. They begin the lessons with reading a book aligned with the science TEK. Interactive journals are utilized for vocabulary documentation, pictorial representations of concepts learned, and academic notes. Students are assessed weekly and monitor their acquisition of the TEKS with the use of a data tracker. In the intermediate grades, with this weekly data, the teacher creates hands-on interactive stations to reteach and reinforce the material with the help of a science tutor.

The teacher moves from the concrete to abstract throughout the use of real-world connections with field trips, videos, games, and labs. Labs are created to encourage group work, exploration, and discovery. Students are taught responsibility for contributing to what is learned through the scientific process, which they share with their community of learners.

Based on 2019 STAAR testing data, fifth-grade students scored 42 points higher than the district average at Meets Expectations and 36 points higher than the district average at the Masters level. The ECDC utilizes the same curriculum as the district. Success can only be attributed to the strong vocabulary development throughout the grade levels, integration of science into all subjects, and heightened use of technology.

1e. Social studies/history/civic learning and engagement

The ECDC is located on the Texas A&M University-Corpus Christi (TAMUCC) campus. Having an elementary school located on a university campus is unique. This special relationship allows the students to participate in a variety of cultural and civic-minded activities. It also allows the elementary students to engage in learning activities with college students and be taught by college professors.

In celebrating black history month, one of the college professors introduced the use of drum circles as a way for African villages to communicate with each other. Students participated in the black history drum circle on campus with the college students and wrote about their experiences, learned about notable black Americans, and decorated their classroom doors for the event.

The ECDC participates in civic responsibilities to learn about their contributions to a community. Walking up to the campus, there is a community garden. Students, parents, and the college community work in the garden and harvest vegetables, herbs, and flowers while learning more about how to care for a garden. Staff and students interact with college students daily and realize the hardships many of them face in pursuing their college education. The student council collected food for the college food pantry as a way of taking care of the college students.

As a dual-language campus, the ECDC celebrates bilingualism and the influence of the Hispanic culture in the community through the teaching of Spanish and folklorico dancing. The school's support is not limited to the university connection; the ECDC is also supported through a "Terrific Kids Program" that a local business organization funds. Business leaders present an award to students who exhibit good citizenship and reach the goals they have chosen for themselves.

1f. For secondary schools:

1g. For schools that offer preschool for three- and/or four-year old students:

The ECDC is fortunate to have a three- and four-year-old program to prepare students for kindergarten. The program advocates student-centered discovery learning where students use information they already know to acquire more knowledge. The teachers assigned to these classes work closely to understand the students' history, family life, and background knowledge to develop their experiences through hands-on learning, oral language proficiency, and socialization.

These three- and four-year-old programs utilize a researched-based curriculum that develops early literacy skills in the students' dominant language. Content vocabulary is introduced through thematic units in English and Spanish and reinforced through center activities. This theme-based curriculum utilizes eight centers, which stress letter knowledge, numeracy knowledge, technology, creativity, pretend play, construction, library, and writing. Students are progress monitored three times a year utilizing a state-approved assessment instrument, which measures kindergarten readiness. Utilizing this data, teachers are able to intervene with remediation, which leads to improved performance in subsequent grades culminating with higher achievement on state assessments in third grade. The Science, Technology, Engineering, Art, and Mathematics (STEAM) approach is woven throughout the curriculum. This provides students the ability to practice through real-world applications in each discipline area. Experiences are provided virtually with the help of technology to bring the theme to life and build upon student background knowledge.

Center implementation allows students to create and communicate using content vocabulary as well as daily vocabulary. While in centers, students learn social skills, such as how to share, negotiate, and problem-solve. Teachers work with the students to advance their language development through questioning and participating in roleplaying. Teachers observe student activities and document student progress through anecdotal notes and observation.

The students' first educational experience includes a curriculum that impacts the students' high level of success in future grades, strong family engagement, and a team effort, which is key in developing a lifelong learning partnership.

2. Other Curriculum Areas:

The Early Childhood Development Center's curriculum is centered around the use of the dual-language instruction. Half of the instruction in grades PK3-2 is in English and half is in Spanish. Most students become bilingual and biliterate by the end of the fifth grade. The dual-language curriculum helps ECDC students improve their vocabulary, problem-solving abilities, and collaboration skills while increasing their cultural literacy in both languages. Research shows that dual-language instruction provides long-term benefits in students' lives, including improved cognitive abilities, better overall school performance, lower dropout rates, and increased job opportunities.

The arts, including music, dance, and visual art, help students build critical thinking, creativity, motor skills, and cultural understanding. All students receive lessons in art weekly where they have created masks for Dia de los Muertos, watercolor art, seasonal art, and projects that connect to culturally sensitive topics. Students in grades 3-5 participate in violin instruction weekly while students in grades PK3-2 participate in folklorico dancing.

Through the ECDC's university partnership, the school has been able to take staff to the Maker Space located in the university library. The staff has written and received grants for the purchase of additional instructional technology, which has been introduced to the classrooms to create blended learning opportunities for increased student engagement. The acquisition of these grants has also allowed the school to purchase robots and building systems that incorporate STEAM. Students as young as three are now participating in learning online and submitting their work.

The teachers and staff are interested in meeting the needs of all students and embracing varied learning styles. The ECDC knows that students who feel comfortable in their environment will perform better in their academics and exhibit better behavior. Flexible seating lists for classrooms are based on age, size, and needs. As a result of research and implementation, wobble stools, soft seats, scoops, comfy floor seats, lifted desks, and wobble cushions are used by students in the classrooms.

Active kids learn better. This is the belief of the physical education (PE) department. Students at the ECDC receive PE from a certified physical education coach and university student assistant. The largest group of students they coach is forty-four and the smallest is nineteen. The ECDC's partnership with the university has given the students the opportunity to participate in a variety of experiences like yoga and small group instruction. A PE class from the university observes the ECDC coach, researches appropriate grade-level TEKS, and prepares lessons for students. The student assistants work in small groups teaching ECDC students with a partner while the lesson is critiqued by the professor and their teaching partner. Many students have never learned to ride a bike; as a result, the school has incorporated a program that teaches bike safety and healthy nutrition to fourth- and fifth-grade students. Drum fit is also used with all grade levels to incorporate music, movement, and rhythm in exercise. Students in grades 2-5 can elect to participate in running club after school for one hour, one day a week. Lessons incorporate obstacle courses within the class, which are utilized to improve strength and conditioning. Small balls with numbers and letters are used to create words and increase the fluidity of mental math skills while in PE in order to incorporate grade-level math and reading TEKS into physical activity. Classroom teachers have participated in the activities to better understand how the school can blend learning between reading, math, and physical education.

The emotional well-being of students is paramount. Teachers have been provided with training on restorative discipline circles, which are used to create a community feeling in the classrooms. The certified counselor uses circles to address bullying and to create opportunities for problem-solving within a community.

Technology use on the ECDC campus begins in PK3 and continues until fifth grade with the use of tablets, laptops, or classroom computers for virtual field trips, group work, online reading, math, and science. Students can submit work online and place it in an online portfolio. Students can access a program that teaches a variety of lessons that are aligned with TEKS from keyboarding to online safety. A computer lab connects to the library, which is accessible to grades 2-5 at a scheduled time once a week or more as needed; however, all classrooms have access to technology.

3. Academic Supports:

3a. Students performing below grade level

Research indicates that students learn better and retain more in small group instruction versus whole class instruction. The ECDC has a unique opportunity to provide this small group instruction as well as one-on-one intervention. Small group or one-to-one instruction utilizes research-based resources and methods. Activities are designed to scaffold student learning in their preference of modality, whether through hands-on activities using manipulatives in math to solidify a concept or with decodable text to fill in a foundational skill.

The ECDC-TAMUCC partnership has allowed for college students who are enrolled in the education department to be tutors in classrooms. With over 200 hours of additional classroom support, this reciprocal relationship allows for the ECDC students to receive small group and one-to-one assistance with reteaching and mastery of content while facilitating learning for future teachers from TAMUCC. Tutors are available to work with students in or out of the class; this allows for the best possible learning environment. Anecdotal notes inform the teacher of progress, and reassessment is used when necessary.

Administration, teachers, and the reading interventionist review data from a variety of sources to plan individualized interventions for all students. State data, universal screeners, weekly assessments, and teacher observations contribute to the success plan for individual students. These plans are created to support student learning and to measure progress. All students receive initial classroom instruction by the certified teacher. If a deficit is discovered through data review, a success plan is developed to review missing skills toward concept comprehension.

This plan has proven successful at the ECDC. Using the 2018-2019 universal screener for reading, overall

students who performed below grade level at the beginning of the year showed an average of 35% increase toward grade-level achievement.

3b. Students performing above grade level

Students at the Early Childhood Development Center strive to be better than average. During the awards assembly, all students receive some type of academic recognition. During the 2018-2019 school testing cycle, an average of 52% of the students in grades 3-5 at the ECDC scored Masters level (85% and higher) in the state reading assessment. An average of 53% of the students in grades 3-5 scored Masters level (82% and higher) in the state mathematics assessment.

These high standards are a reflection of the individualized success plans that are created for students. All aspects of grades and assessments are reviewed by the administration, teachers, tutors, and other ECDC staff to ensure a high-quality education is given to all. Students are encouraged to self-reflect and set personal goals to challenge themselves academically. These success plans are designed to allow students to move beyond basic classroom knowledge and to think about content in a more complex and stimulating way. Students who show a high performance in reading and math are given additional and alternate assignments to reach their full educational potential. In reading, students have worked with the certified librarian in literature circles to dive deeper into novels. In math, students are offered computer time to work on developing critical thinking beyond basic comprehension skills to deconstruct math concepts.

In primary grades, students are offered computer-based experiences in simple coding to see their creations come to life. Tutors sit with students to assist them with these new technologies. In the ECDC's PK3 and 4 grades, students interact with technology by sharing responses and drawings as part of their classroom work. Once students complete their work, it is submitted electronically for review and discussion. With these educational opportunities, the ECDC is challenging students to go beyond the traditional and basic classroom and think on a more complex level about their lessons and their world beyond.

3c. Special education

Students with special needs are given specialized attention. The ECDC has a special education teacher who worked part-time in years past and is now full-time. She works with six students who have disabilities ranging from speech to health impairment to a learning disability in reading. Students are pulled out for small group instruction using a prescriptive intervention program for forty-five minutes a day in the area of reading and, if needed, math and writing. Within the reading instruction, the teacher reviews sight words, vocabulary that pertains to the story, reading on their level, focus on the phonics rules, and a comprehension component. She helps the students practice their fluency, and the students chart and graph their progress weekly. Finally, students are placed on a computer program, which complements what the student has learned in the class.

In-class support is also provided based on student needs. The goal is to keep students in the classroom with their peers and in the least restrictive environment. The special education teacher meets with students to ensure they have met their reading goals. She provides a prescription for homework in the area of reading on a computer program, which is on their level and covers TEKS currently being taught.

Students who require speech services receive their services on campus with a certified speech therapist based on the requirements of their Individual Education Plan (IEP).

Students are encouraged to share their thoughts and opinions during meetings with their parents, teachers, administrator, and diagnostician. The ECDC wants to ensure that the student feels supported and a part of the IEP and ARD processes. Their opinion is important when determining the level of support they will have in the class and when testing.

3d. ELLs, if a special program or intervention is offered

The ECDC is a 50/50 two-way dual-language campus with 41% of the students receiving native English/Spanish instruction along with bilingual services. The classroom teachers are all bilingual certified. All students inclusive of ELLs on the ECDC campus receive instruction in two languages, English and Spanish. Grades PK3-2 receive early phonics instruction in English and Spanish according to the student's first language. Learning in a biliteracy setting strengthens a student's ability to perform at a higher level academically because of the opportunity to learn in their native language. The campus holds high expectations to ensure an equal balance of English and Spanish instruction.

The most important component of teaching in a dual-language setting is the use of sheltered instructional strategies for all students to ensure development of background knowledge, vocabulary, and comprehension in both languages. Teachers scaffold the instruction and ensure that it contains the same level of rigor in both languages. The use of bilingual groups to pair up students creates opportunities for both languages to be practiced and learned. Finally, teachers use total physical response to encourage movement when developing their second language. Such an approach to teaching also has a powerful social effect; children operate effectively in heterogeneous dual-language grouping.

Evident in all classrooms is the use of visuals created in English and Spanish. Due to dual-language program practices, all teachers are trained to use graphic organizers to further enrich their teaching in both languages. As a result of instruction in a dual-language setting, all students show high levels of literacy development in both the English and Spanish languages, as well as consistent upward movement on end-of-year language development assessments and state academic performance.

3e. Other populations (e.g., migrant), if a special program or intervention is offered

The Early Childhood Development Center student population is selected by a stratified lottery in which 50% of the students come from homes where Spanish is primarily spoken and 50% of the students come from homes where English is the dominant language. Out of the 167 students on campus, 66 are identified as bilingual. In looking at the bilingual numbers at the other campuses in CCISD, the ECDC has the highest percentage of bilingual students. The ECDC's population is 39.42% bilingual, whereas out of the district's other 36 elementary campuses, the next highest representation of bilingual students at a school is 20.69%.

With such a high representation of bilingual students, the dual-language program's success is based on both languages being equally valued throughout, with particular consideration being given to elevating the status of the partner language. Beginning in PK3, the dual-language program provides immersion settings for Hispanic and non-Hispanic students with varying degrees of language dominance. Through the use of cooperative learning and bilingual partners, students are encouraged to support the other in their dominant language. Both languages are used as the medium of instruction and, therefore, both are learned through second language acquisition practices. The goals of the dual-language school are academic growth, bilingualism and biliteracy, and the support of language-minority children through instruction in the home language, which will increase, enrich, and enhance their ability to improve their English language skills as well as their cognitive skills in the content areas.

Academic achievement among limited English proficient (LEP) students on campus show STAAR scores in the Meets Grade Level category score between 21 to 50 points better than the district average. In the Masters category, the ECDC campus is between 2 and 29 points higher than the district average.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

The ECDC campus is situated on a university campus. It is not just a building on a campus, but a campus within the College of Education. This provides many opportunities to stimulate and excite student learning.

Fostering a love for reading is developed with the help of a university partnership. Librarians and professors have assisted with school-wide events to engage readers. They have read, dressed up, acted out books, and celebrated reading in a multitude of ways. Students have met renowned authors to learn more about the books they write, the process for publishing, and personal history. They have also been given the opportunity to dress as their favorite book and walk to the different departments on campus to celebrate the joy of reading.

Students take part in a community-sponsored program aimed at encouraging and promoting family reading at home by giving age-appropriate books to the students' younger siblings and modeling how to read aloud to preschool children. Similarly, an online picture book event was held to connect with librarians and students in multiple states to share favorite books and the importance of reading.

ECDC students have been introduced to restorative discipline practices and circles as a way to problem-solve within their classroom and with their friends. It all starts with a respect agreement that the teacher and students develop together detailing how respect should be shown to all in the class. The agreement is supported with the use of circles. Circles create an atmosphere of respect where all students are given the opportunity to talk, share, listen, problem-solve, and nurture their classroom culture.

With one class per grade level, many of the students have been together since they began school as a three-year-old. As a result, students feel the ECDC campus is a second home and family. Intermediate students work with the primary students by reading to them, walking them to their classroom, and mentoring them, thereby, supporting the social growth of all involved.

Being on a college campus provides students with opportunities to engage and participate in campus events. ECDC students have been able to explore the College of Nursing's simulated hospital and experience the training involved in becoming a medical professional. Students have visited the Performing Arts Center to watch the symphony, the sports complex to see basketball games, and have attended special campus events.

2. Engaging Families and Community:

The ECDC is a learning community with a strong network of students, families, Parent Teacher Association, and community partners at the university. The family and community commitment is collaborative, culturally competent, and focused on improving student learning and social emotional learning.

Parents are kept in constant communication with a weekly newsletter and monthly calendar via the school communication applications and social media, teacher messages and website resources, progress reports, conferences, and assessment reports. Parent meetings address topics such as cyber safety, Halloween safety, learning English, and heart health as well as resources that are available on the university campus. The ECDC has hosted reading, math, and science nights and social events that include Meet the Teacher, Bunuelos for Abuelos, Muffins for Mom, Donuts for Dad, and family picnics.

The Parent Teacher Association advocates for student success and community involvement. They have monthly executive board and member meetings and fundraisers to supplement supplies for the school and classrooms. Events that the association sponsors are PTA meetings, Open House, and Father-Daughter and Mother-Son socials.

The College of Nursing students provide instruction on topics such as healthy sleeping habits, the five senses, lung function, allergy prevention, and healthy eating. They have also provided health screenings to

parents. The College of Nursing has received a grant to display artwork in the school. The nurses work on art as a way of relieving anxiety in their highly stressful jobs. They are in the process of completing the three murals that will grace the ECDC hallways.

The ECDC playground faces the Gulf of Mexico. As a result, it has become rusted and in need of replacement. The ECDC is working with the facilities and technology classes at TAMUCC to develop a creative approach with recycled materials. Parents and staff were surveyed to provide ideas.

The College of Counseling has provided parental support groups to address topics such as: grief and loss through art, developing healthy habits, positive discipline, how to communicate as a family, and how to help a child with test anxiety.

3. Creating Professional Culture:

The ECDC is located on the Texas A&M University-Corpus Christi campus and is a part of the College of Education. Educators understand that learning is constant, and it begins the minute college students walk into the classrooms. Not only is the ECDC teaching elementary students, it also provides instruction to future educators. In fact, two staff members also teach at the college level. The ECDC campus was started with the idea of being open to observation, using the latest teaching strategies, and building a preparation program for future educators while supporting the staff with continuous opportunities for staff development and learning.

The ECDC provides a physical education class the opportunity to observe motor development classes. The college students observe, develop their own lesson, then present to ECDC students. As a result of this relationship with the physical education department, the ECDC PE teacher is able to keep abreast of the most recent teachings. Doctoral students are welcomed into ECDC classrooms to conduct research and extend the students' learning. One such study measured the effectiveness of yoga as a technique to calm and self-regulate the students' emotions. As a result of this study, the ECDC saw the positive effect yoga had on students and worked to include it in the motor development program.

Teachers work with their student teachers and tutors to teach, mold, and assist them in developing their teaching expertise. Teachers include them in the development of lesson plans, creation of activities, opportunities to teach small groups, and they recognize them as an important and valued part of the team. Since many of the school's former tutors stay in the school district, the effects of the ECDC's coaching is seen in the former tutor's progress as a professional.

The dual-language program is unique to the community and is supported by the College of Education as research is conducted and shared. A recent gathering of bilingual educators from across the state was held locally. One of the school's teachers presented at this conference, and participants were provided tours of the ECDC campus. Teachers shared their experiences using the dual-language model adopted by the ECDC.

Being on a university campus provides staff with the unique opportunity to be a part of the College of Education, keep abreast of the latest research, and teach future educators while also learning alongside them.

4. School Leadership:

The leader of the ECDC campus is different from other schools in that it answers to two governing bodies that oversee the work on the campus. The ECDC also has students at the elementary and college levels that it educates, guides, and encourages. The school's work philosophy benefits students today and students in future classrooms by creating productive citizens of all ages with the help of all leaders on campus.

Everyone has an important role to play on the small campus. The administrative team, including the principal, instructional teacher adviser, librarian, parent liaison, and front office staff each have their own area of expertise in this partnership. The teachers are an integral part of the leadership team, and through professional development and experience, they are the experts of their grade level content. The complete team advocates for the needs of the students through grade level meetings, student and parent conferences,

various types of communication, and in the community.

The principal acts as a liaison between the TAMUCC staff and district personnel. They work to enhance and foster the relationship between the two parties and ensure policies at all levels are followed. The principal meets with the dean of the College of Education monthly as well as various facilities and other departments on campus that support the school. A memorandum of understanding between the two parties defines the responsibilities the leader must ensure is followed. The leader stays current on educational trends to ensure the school continues to develop strategies to improve student achievement for ECDC and TAMUCC students.

The students benefit from the communication between the College of Education departments and ECDC campus advisory team. Campus needs have been evaluated, and new avenues opened for acquiring resources to support the school's work. For instance, the university technology department has been able to funnel no longer used tablets to students, and facilities have been donated for special parent/student events.

While the relationship between the two governing bodies is paramount to the school's success, the communication between leadership and stakeholders must be ongoing, trusting, informative, and explicit regarding the resources available and program implementation. Parents, staff, students, district, and university stakeholders receive information daily and weekly in a multitude of ways from announcements, electronic messages, videos, newsletters, and face-to-face communication to keep all parties updated.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

The Early Childhood Development Center (ECDC) was created with a shared vision with the Texas A&M University-Corpus Christi College of Education and the Corpus Christi Independent School District. It is a laboratory school that serves as a training and research base for many TAMUCC education programs. The ECDC's mission supports the need for educators to become involved in the lives of students at an early age and to extend that involvement to all parts of their lives: physical, social, cultural, emotional, and intellectual. It is the strategy behind the creation of the ECDC that makes the school so successful.

Elementary students benefit in several ways from this relationship. The first of which is at the social, emotional level. The university students who work in the classrooms provide role models for the ECDC's students. Student tutors provide approximately 200 weekly hours of support to ECDC students in reading and writing. As the relationship is built between student and tutor, the connection is made, and both strive to be at their best in order to help the other.

The ECDC is not only located on the TAMUCC campus but within the College of Education department. ECDC students walk in the front door of the school with university students, which gives them an immediate feeling of being a part of college life. ECDC students are always included in university events from academia to extracurricular, thereby grooming them for their future.

Support is also provided by other areas of the university community. The education department provides financial support and opportunities for continued learning and research. Other departments support the ECDC community through parent training, tutoring, clubs, field trips, and special presentations.

The university is very proud of the fact that they have one of the few lab schools in the state located on a university campus. Parents, students, and staff also share in this feeling of pride for their island school, knowing that the latest educational applications will be utilized in the classrooms. The ECDC has the ability to showcase educational strategies, which provide the greatest return on student achievement and interest. The future educators at the university will take the observed strategies and utilize them in their prospective classrooms. This is a huge responsibility and privilege. It is an honor that is not taken lightly by either the university or the school.