

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 [] Choice

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

Official School Name Edward Titcher Elementary School
(As it should appear in the official records)

School Mailing Address 9560 Highfield Drive
(If address is P.O. Box, also include street address.)

City Dallas State TX Zip Code+4 (9 digits total) 75227-8149

County Dallas County

Telephone (972) 794-2100 Fax (972) 794-2101

Web site/URL https://www.dallasisd.org/titche E-mail DSTOVALL@dallasisd.org

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. Michael Hinojosa E-mail hinojosam@dallasisd.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Dallas ISD Tel. (972) 925-3700

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

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Justin Henry
(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)

- Number of schools in the district (per district designation):
 - 153 Elementary schools (includes K-8)
 - 34 Middle/Junior high schools
 - 39 High schools
 - 0 K-12 schools

226 TOTAL

SCHOOL (To be completed by all schools)

- 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

- 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	44	43	87
K	61	58	119
1	59	50	109
2	67	46	113
3	54	63	117
4	47	49	96
5	57	59	116
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	389	368	757

*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
 - 0 % Asian
 - 40 % Black or African American
 - 57 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 1.3 % White
 - 1.7 % 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: 28%

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

Titche's boundaries encompass seven apartment complexes with two more within five miles of the school. Many of our scholars frequently move in and out of apartments to attend surrounding schools. Coupled with a low socio-economic status at 99%, many families frequently move to be able to find affordable living or move to locate better conditions.

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	126
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	60
(3) Total of all transferred students [sum of rows (1) and (2)]	186
(4) Total number of students in the school as of October 1, 2018	657
(5) Total transferred students in row (3) divided by total students in row (4)	0.28
(6) Amount in row (5) multiplied by 100	28

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

Spanish

English Language Learners (ELL) in the school: 44 %
331 Total number ELL

7. Students eligible for free/reduced-priced meals: 99 %

Total number students who qualify: 750

8. Students receiving special education services: 11 %

81 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>21</u> Autism | <u>28</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>10</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>23</u> Specific Learning Disability |
| <u>6</u> Emotional Disturbance | <u>16</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>3</u> Intellectual Disability | <u>1</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 the nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	4
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	36
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	11
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	11
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 22:1

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%	96%	96%	96%
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.

To create a joyful, safe learning environment that is highly regarded for its focus on academic excellence and equity, developing productive citizens, and for its contribution in actively serving and improving the entire Titche community.

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

Edward Titcher Elementary is one of 147 elementary schools in the Dallas Independent School District (DISD) in Dallas, Texas. Founded in the early 1900s in the prosperous community of Pleasant Grove, the school upholds the name of a philanthropist and co-founder of one of the largest department stores in Texas. Pleasant Grove now has a population of 86,896 residents that make up about 23,000 households with an average income of about \$46,000 annually. Roughly 19% of residents have some college, with 4% of residents having an associates degree or higher.

Edward Titcher services roughly 775 students with a demographic being approximately 58% Hispanic, 41% Black/African American, and 1% other. Titcher has had a history of failure, including being designated as an Improvement Required campus by the Texas Education Agency and was on the brink of being closed permanently. In 2016, Children At Risk, a non-profit organization, ranked Titcher the 4th worst elementary school in the state and the worst non-charter school overall. Titcher had been reconstituted twice in this time and had a history of high turnover in staff.

In 2017, Titcher joined the district Accelerated Campus Excellence (ACE) program. ACE strives to improve the district's lowest and most impoverished schools through strategic hiring of staff and administrators throughout the district and three core values: growth mindset for all scholars and stakeholders, building inspiring relationships, and having high expectations for all. Administrators created systems that focused on three key practices that encouraged a safe, welcoming climate and culture. These practices include social-emotional learning, implementation of a House System, and creating a nurturing culture where students' personal needs are recognized before addressing academics.

The implementation of a structured reading and balanced literacy schedule along with a similar schedule for all other content areas allows time for high-quality first instruction as well as time for daily intervention. The intervention block addresses students' academic gaps while providing opportunities for student collaboration and projects. This structure also fosters the emotional needs of students as the routines allow students to have daily consistency. The final key action focuses on data and professional learning communities. These practices allowed staff to continually identify success and growth targets. Teachers plan together along with administrators in professional communities to make instructional adjustments while being given feedback from an administrator. To encourage students to embrace a growth mindset, each student has been provided with a data binder to allow them to track their progress on the Texas Essential Knowledge and Skills (TEKS), along with their reading levels. Additionally, students set monthly goals to increase their achievement levels thus modeling the growth mindset core value.

The fate of the school would be determined in the summer of 2018. Titcher scholars and staff rose above all expectations. Titcher was now a B rated campus by the TEA and also recognized as a breakthrough campus through Dallas Independent School District's local accountability. In addition to meeting TEA expectations, Titcher also received six out of six distinctions. Titcher has continued the upward trend. 2 years later, Titcher is now rated an A campus by TEA, and the district local accountability has rated Titcher as Accomplished, all while maintaining six distinctions.

Scholars at Titcher are strategically placed in four Houses that promote community spirit, peer mentoring, increased student leadership skills, and provide students an opportunity to engage in friendly competitions between house families. The House System, restorative practices, and student-selected clubs afford students the opportunities to engage in activities that build culture amongst students and staff. To support the physical and wellness needs of students, the school nurse provides free ongoing screenings and health services. Additionally, students participate in daily mindfulness moments allowing students additional opportunities to exercise breathing techniques that promote a growth mindset.

Students at Titcher have breakfast in the classroom that ensures a balanced start to their day. Towards the end of the day, students are provided with a daily healthy snack. These healthy snacks help reduce stress, improve focus and productivity as well as give a boost of energy. Any student that participates in after school activities receives a balanced dinner. Studies have shown that what students eat during the school day

has an impact on mental acuity, energy, and overall performance. Having daily healthy options will encourage a healthier lifestyle throughout their lives and improve their overall quality of life.

Edward Titcher continues to strengthen its systems and prove that it can and will become a premier learning community. With a 99% low socioeconomic status, 33% mobility rate, and located in the state of Texas's highest prison producing area, scholars and staff continue to challenge what has been believed to be impossible. Faculty, students, parents, and all other stakeholders model the motto of "The Quest for Excellence Starts with Me" in their work and the relationships that are built.

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 school's instructional model is comprehensive and founded on the belief that students rise to the level of genuine expectations. Implementation of pivotal improvement strategies, effective use of resources, powerful instructional practices that accelerate learning, and essential non-academic supports are evident across all subject areas. Consistently executed, they have an everlasting impact on student achievement. The principal and leadership team have a strong sense of urgency to change the lives of students in the school and are prepared to conquer any challenge that may stand in the way of success. The school's motto of high expectations and no excuses is communicated clearly and consistently to staff, ensuring that all teachers believe that they can directly impact their students' achievement regardless of any past circumstances. All staff come to the school with a strong competency of what a successful school looks and feels like instructionally and organizationally. The TEKS are a set of standards that set expectations for equitable teaching. Grounded by the TEKS, classroom instruction is geared towards ensuring that students are well prepared to show proficiency on state assessments, build academic judgment, and make real-world connections. The TEKS drive instruction by giving teachers a foundation for skills that need to be taught. Schoolwide, this knowledge is saturated across the entire school community in order to meet the school's desired outcomes of high expectations and academic success. The distinguished staff has a deep understanding of leadership as relational and is involved in building trust and professional relationships across the school community. The principal understands the necessity of building an organization in which leaders and teachers share the ownership of student success and are empowered to learn from one another.

1b. Reading/English language arts

Balanced literacy is a highly regarded focus at Edward Titcher Elementary School. Teachers prioritize engaging students in authentic texts that develop their interests in new explorations. As students interact with relevant pieces of text, they are provided numerous opportunities to dialogue using the Habits of Discussion framework, computer applications, and novel studies. Students explore varying genre books that expose them to all the world has to offer. During the 90-minute instructional block, teachers engage students in ways that promote both language and literacy skills. Students are given multiple opportunities to collaborate with peers and have healthy conversations about the text. In the classrooms, teachers creatively bring literacy lessons to life. English language arts/reading (ELAR) teachers create academic anchor charts for students to reference as well as develop academic chants and songs to keep students engaged and excited about their learning. Teachers assess students both formally and informally to determine what the gaps are and create plans to target those gaps. As students are working independently, teachers aggressively monitor their progress and give necessary feedback on the spot. This strategy assists teachers in correcting misconceptions before the end of class. Using daily demonstration of learnings or DOLs at the end of each lesson, allow teachers to gauge students' misconceptions and plan interventions for the next instructional day. When not teaching the whole group, students are offered small group or guided reading instruction to close individual academic reading gaps. Teachers use guided reading and small group instruction to identify and target the specific needs of students and face those needs fearlessly using phonics and comprehension routines. While in groups of 5-6, students practice sight words, spelling, decoding, fluency, and more. As teachers learn of students' needs through data, students learn of their reading levels. 100% of classrooms have visible stamina and reading level trackers that encourage students to meet their goals. Teachers adjust small groups biweekly, according to students' growth, and modify intervention plans. To meet the literacy needs of students, planning and implementing relevant and engaging lessons is intentionality and strategically.

ELAR teachers understand that the most effective literacy instruction is one that is differentiated to meet the needs of students. Pre-kinder through second-grade students also participate in monthly computer-based assessments. Teachers utilize on-line learning programs for individual targeted instruction and intervention, and to enhance education for students who are performing on or above grade level. This data helps to guide

directions of lessons, create learning groups, and to provide feedback to both parents and students. Precedence is given to student academic development recognizing that students' growth happens when everyone focuses on the individual child.

1c. Mathematics

Math instruction at Edward Titcher is data-driven and differentiated based on individual student needs providing both teachers and students flexibility. The math curriculum is guided by and aligns with state standards and the Texas Essential Knowledge and Skills (TEKS). The 90-minute math instructional block contains a whole group lesson where teachers introduce new concepts and skills. This portion of the instruction is encouraged by the “I do,” “we do,” “you do” model. The “I do” is teacher lead and reflects teacher thinking. The guided (“we do”) and independent practice (“you do”) gradually release the responsibility to the student to demonstrate the taught skill. Math teachers actively engage students and encourage student discourse using cooperative learning structures such as rally robin and rally coach.

Teachers deepen students’ understanding of the lesson by making real-world connections and push for students to build their critical thinking skills by using methods such as the Problem-Solving Protocol (PSP) and the quality work criteria. The quality work criteria help students to represent their math understanding in one of five ways. They are drawing pictures or diagrams, using number sentences and equations, oral and written explanations, real-world problems, and manipulative models. By using several different resources, TEKS objectives are presented to the class, and students learn to identify the skill being assessed regardless of how it may be given.

To develop a robust concrete understanding of problems, math teachers incorporate manipulatives in their lessons, and anchor charts for students to utilize as visual aids. Teachers leverage small group stations guided by results from benchmark data as an additional component of the 90-minute instructional block to address gaps in student knowledge and to help students develop skills in problem-solving, communication, and teamwork. A technology station allows teachers to differentiate instruction by allowing students to practice specific unmastered skills identified by data-driven student profiles. The teacher table station reinforces differentiated instruction by allowing teachers to work with a targeted group of students based on TEKS according to data derived from assessments and daily demonstrations of learning (DOLs). The independent stations allow students to practice skills previously taught in the whole group lesson or at the teacher table. These small group learning stations enhance the student’s overall learning experience by bringing both educational and social progress forward and increases the student’s understanding of state standards by providing students additional opportunities to speak and communicate with peers and receive feedback while progressing towards mastery of state standards. To identify gaps in understanding and assess students’ level of knowledge and understanding of state standards, math teachers utilize summative and progressive monitoring assessments.

Teachers in grades second through fifth administer bi-weekly assessments, as well as the six-week summative assessment. A comprehensive computer-based learning program is used to measure student progress in classes kindergarten through second every six weeks. During vertical alignment meetings, the data from these assessments identify gaps in understanding and strengths of tested skills to improve student performance and mastery of state standards.

1d. Science

Edward Titcher teachers have been able to integrate detailed, highly engaging, teacher-guided, and student-centered lessons that have maximized student learning and yielded high levels of student achievement. Teachers deliver science lessons to their students daily within a 90-minute instructional block. During the lesson cycle, teachers use a variety of activities and instructional practices based on the students’ unique learning styles, academic levels, and flexible grouping. When introducing content and vocabulary, teachers use various representations such as posters, pictures, anchor charts, models, and videos to implement a concept-building approach. Students are tiered based on data-driven skills. Through this, each student receives explicit and implicit instruction at their tier level according to their science assessments data checkpoints. In their tiered groups, students rotate through a series of small group stations. (1) A teacher-led

station, where students receive explicit, guided, targeted instruction to push students past their initial thinking. (2) A technology station, where all tiers of students use a variety of video-based lessons and curriculum-based online applications to supplement previously delivered instruction. (3)

Independent/collaboration stations where students have opportunities to engage in hands-on activities that align with specific and targeted TEKS. Each daily lesson is closed with a demonstration of learning assessment to track the level of mastery by the students. Students use data folders to make informed decisions on which TEKS to focus on during the technology station. 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. Teachers continually adjust tiers and tailor instruction with data-driven plans for students based on their needs. Each lesson includes vocabulary and a reteach lesson, TEKS specific assignment, and high rigor activity.

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

Kindergarten through fifth-grade teachers integrate social studies as an extension to the literacy block to allow scholars an opportunity of exposure to texts that they would not ordinarily read on their own. The social studies curriculum is filled with historical figures, events, and the importance of being good citizens. Teachers continuously expose scholars to nonfiction and informational texts daily. Scholars use Google Chromebooks to complete an Article of the Day, which allows teachers an opportunity to teach social studies related text to teach students nonfiction reading skills. Scholars read a specific topic that relates to the article, while building background knowledge, increasing vocabulary development, and increasing reading stamina. Teachers at Titche ensure that students are learning how to use maps, graphs, charts, photos, captions, glossaries, and identify bold print to ensure that scholars understand what they are reading. Daily lessons are concluded with mini-assessments, referred to as Demonstrations of Learning, and through administering assessments on a bi-weekly basis.

By teaching soft skills, teachers are sure to produce productive citizens prepared for the real world. The students at Edward Titche learn to make eye contact when speaking with students and staff in addition to thanking one another after collaborating. These skills reinforce helping scholars interact with each other in all settings and structures. At Titche, cultural acceptance and sensitivity are fostered by incorporating multicultural literature and celebrating holidays and heritages observed by students and staff members. In addition to teaching scholars about their heritage and heritages of others, they are afforded opportunities to conduct technology-based research projects. Cultural celebrations help encourage respect and an open mind for other cultures. Allowing students to celebrate their differences and shared interests aids in creating a culturally diversified classroom.

1f. For secondary schools:

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

A high quality, extended day, four-year-old program provides the fundamental skills for both academic and social abilities that students can continue to build on. The curriculum is research-based and follows Texas Pre-Kindergarten Guidelines that align with Kindergarten TEKS. The engaging and joyful integration of themes, disciplines, and domains ensures that students receive innovative strategies to ensure achievement. Children develop foundational skills of language arts through listening and speaking, letter knowledge, phonemic awareness, understanding the concepts of print, and interacting with stories and print. In social studies, pre-k students learn to share, participate in classroom communities, and build needed social skills such as greetings and using proper manners. They begin to identify the changes in seasons over time and growth. Students learn words that specify locations, symbols that represent community features, and the basic needs of people. During learning stations and thematic units, students partake in themes such as community helpers, cultural celebrations, citizenship, and family. Conscious discipline supports the social and emotional intelligence, and daily instruction is based on brain development, literacy skill training, second language learning, and Science Technology Engineering and Mathematics (STEM) practices that are culturally sensitive and hands-on. The curriculum allows for differentiated instruction and scaffolding of learning with a substantial home/school/community connection. The Pre-K program instills a love for learning and teaches children that they are good at it early on. As they progress in skills and establish a

positive mindset about education, they enjoy working hard and achieving academic success as shown through their assessments and benchmarks, and more importantly, in subsequent grades. Having a positive mindset about education is especially important when responding to the high generational poverty at Edward Titcher Elementary.

2. Other Curriculum Areas:

At Edward Titcher Elementary, the specials' cycle involves physical education, art, music, library, and computer. Grades kindergarten through fifth partake in these courses once a week for a 60-minute lesson. The TEKS guide learning activities for each grade level. Pre-Kinder students participate in weekly music lessons that promote playful learning and line up to the TEKS of the Texas Educational Agency.

The Music Department at Edward Titcher Elementary is a program that focuses on vocal/instrumental music, composition/music theory, music history/culture, movement, listening, holidays, and interdisciplinary studies related to music. Some of their performing ensembles include Hand Bell Choir, Seasons of Singing/Gospel Choir, and African Drumming. Students may join the Woodwinds/Jazz Band (where students play the flute, clarinet, saxophone, trumpet, trombone, and baritone) and Little Kids Rock (in which students play guitar, ukulele, piano, and drums). Titcher also has a Production Club in which students engage in music theater productions such as *The Lion King* and *The Polar Express*.

The Art program at Edward Titcher Elementary includes the use of various art mediums and understanding a variety of innovative projects. Kindergarten through fifth-grade students focus on strengthening motor skills and exploring creativity that aligns with the Art TEKS. All projects focus on specific elements of art and principles of design that are demonstrated through students' work. Students are strongly encouraged to express their feelings and ideas through the creation of their artwork while making real-world connections. Students are provided first-hand observations and learning experiences through annual visits to the Dallas Museum of Art, Nasher Sculpture Center, and Crow Collection of Asian Art Museum. Additionally, outside of Art class, students can participate in after-school activities such as art club, stage production design, and district art shows like Youth Art Month Exhibit.

One main goal for the physical education department is to put a lifetime of importance on health and fitness while cultivating and emphasizing cooperative conduct. At Titcher Elementary, all classes from kindergarten through fifth grade attend physical education. In physical education, students are engaged in learning through instruction and activities to promote health. The instructional activities are aligned and supported by the TEKS. Academic readiness and leadership skills are included in all PE classes.

The PE culture is enhanced through life skills and social skills to foster students' success. Physical education at Titcher, develops the whole child by building character through the House System. This includes House sporting competitions where students are engaged in basketball, soccer, and kickball. Throughout the year, PE coaches prepare students in grades third through fifth for sports activities such as boys' and girls' basketball, soccer, and softball.

Students expand their technology skills during everyday use in the classroom and while attending computer classes. In the technology course, the teacher utilizes TEKS aligned computer-based programs to reinforce classroom teaching. These programs are beneficial because they provide individualized assignments based on the student's ability. Students participate in engaging web-based programs that support computer literacy and core instruction. Before advancing to the next level, students must master skills. After school, twice a week, third through fifth graders study robotics while kinder through second grade focuses on typing.

Creating joy for reading is promoted schoolwide. The library embraces the concept of empowering scholars to have creative and innovative mindsets by becoming thinkers and problem solvers. Titcher accomplishes this by encouraging scholars to read, explore, and collaborate using library resources.

The library offers a variety of materials to cultivate scholars through learner-centered and objective-driven activities. Purposeful reading incentive programs and incorporation of technology to address 21st-century digital citizenship skills encourage students to utilize their higher-order thinking abilities. At Edward Titcher
NBRS 2020

Elementary, efforts for creating enthusiastic and lifelong learners continue to inspire scholars through the schoolwide motto that the “Quest for Excellence Starts with Me.”

3. Academic Supports:

3a. Students performing below grade level

There are specific systems at Edward Titcher Elementary, along with ACE key actions, in place to support students in need of additional support. While effectively planning, teachers anticipate possible student misconceptions and base their first instruction around addressing those gaps. Throughout the lesson, teachers monitor students' mastery of the skill and provide interventions along the way.

During small group instruction and guided reading, students meet with teachers to discuss growth areas. While at the small group table, teachers provide targeted intervention to support the identified needs. Students and teachers set monthly progress goals to ensure student mastery of all content skills.

For students that continue to struggle, teachers monitor their growth through the district progress monitoring tools. With help from the student support team or SST, teachers select plans that support the student's academic, behavior, and/or attendance needs. These plans are monitored for six weeks and adjusted according to the individual needs of the students. As time progresses, plans might be changed to include other possibilities for support.

Understanding that all students will not enter school with the same learning abilities, Titcher levels education so that success is attainable for all students. Leveling education happens through active communication between the administrative team, teachers, and parents. As a collective team, stakeholders address these concerns through the Student Support Teams, which leads to the 504 department. Once a disability is disclosed, counselors reach out to parents to obtain consent to begin the process. If services are needed, the team works as a committee to decide what interventions are best for the student. Members work as a team to ensure that accommodations are given for all students.

3b. Students performing above grade level

Ensuring that students who are performing above grade level reach their maximum academic potential is high priority to the teachers and administrative team alike here at Titcher. These students are identified based on individual student data, evidence of a history of high performing grades, and parent or teacher recognition. Titcher teachers encourage students to embrace their love of learning while enhancing their knowledge and skills of how to learn. Students that are creative and maintain a high level of academic achievement have the opportunity to be nominated by parents or teachers to be assessed to enter the Talented and Gifted (TAG) program. Students in the TAG program receive services two hours per week to focus on their strengths and interests while being stimulated at a rigorous level that will encourage academic growth and ensure they reach or maintain a mastery level. To further meet the needs of these students, Titcher has adopted multiple strategies that allow for these students to remain engaged and focused. Allowing students to learn about different subjects simultaneously while exploring problems and formulating solutions to real-world problems is a process known as project-based learning (PBL). Students in the TAG program participate in PBL, where they are challenged as they work towards solutions, and ways to present their solutions through multimedia. For students that are performing above grade level but may not be selected for TAG, core content teachers challenge them through various means of differentiated instruction. Students collaborate on projects, dared with higher-level text, and given other opportunities to explore their critical thinking and creativity. Students receive feedback on their growth through goal setting and aggressive monitoring during instruction.

3c. Special education

The objective of the special education program is to provide accommodative learning opportunities to students. By identifying students who have exceptional needs, teachers effectively aid students using interventions and research-based best practices. Special education at Titcher functions within and as a part of

the general education classroom using the "one teach, one assist" model, thus, allowing students to receive additional support while still being able to participate and engage with their peers.

Each student has individualized learning goals that are based on results from their special education assessment. The students' accommodations and/or modifications are designed using their Individual Education Plan (IEP) to promote the students' educational, physical, and social development.

Teachers engage students using hands-on manipulatives that are directly related to the content, as well as specialized computer programs that target and overcome the unique needs of students. At Edward Titcher, staff members value teacher collaboration. Special education inclusion teachers participate in all content Professional Learning Communities (PLC) to align small group instruction with what teachers are delivering to students during the whole group instruction.

In addition to planning, it is not uncommon to see inclusion teachers co-teaching with the teacher of record to ensure all students are receiving high-quality instruction. Through intentionality, both the inclusion teacher and the teacher of record can track and monitor students' progress towards the goals specified in their IEPs. Formal and informal assessments are given to students daily to check for mastery of the content. Using the state accountability metric, teachers can determine where students are academically and make continual adjustments. As students meet their goals, their progress is communicated and a collaborative plan for the next goal is created. Ultimately, the vision is to hold all stakeholders accountable for meeting the academic needs of 100% of the students at Edward Titcher.

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

At Edward Titcher Elementary, our English Language Learners (ELL) enroll in the Dual Language (DL) program in which native Spanish-speaking students use their primary language and English to learn content and linguistics simultaneously. At Titcher, the Student Support Team (SST), meets with each migrant scholar and their parents before permanently placing the student in their classroom. The Language Proficiency Assessment Committee (LPAC) serves to assist teachers with progress monitoring for students in the DL program. The committee also provides accommodations to support their achievement and language acquisition at the beginning, middle, and end of the year.

The Dual Language program is the most impactful school reform model for high academic achievement. It supports the development of bilingualism, biliteracy, and biculturalism. Students in the ELL program receive 50 percent of instruction in Spanish and 50 percent of education in English in literacy and social studies. The DL program focuses on developing deeper cognitive and academic skills. These skills are taught and emphasized by utilizing visual aids, incorporating additional opportunities to work in groups and a robust amount of scaffolding. Recognizing that students whose primary language is not English, teachers also honor and respect any silent period they may experience or go through. Teachers who provide instruction in ELL classrooms are bilingual certified and are fluent in the students' native language. This relationship helps students integrate more efficiently and comfortably into the school environment. ELL students in the one-way DL program demonstrate English proficiency and close the achievement gap within six to eight years. This information is reflective of the annual growth report, The English Language Proficiency Assessment System (TELPAS).

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Edward Titcher Elementary strives to create a fun and positive climate and culture. Titcher begins the school year with the induction of all staff and students into one of four Houses. The celebration includes music, balloons, and an emcee to promote the House System with enthusiasm and excitement. Students leave the induction ceremony proud to take on the characteristics of not only their specific House but of all Houses. Students are awarded house points for exhibiting the traits of the Houses, along with completing homework, attendance, personal, and school-wide growth goals. Every six weeks culminates with a house celebration. Students join together in Houses with staff members representing the same House and create chants through team-building exercises. The festivities end with students performing their chant. Students learn more about the houses weekly in community circles that take place in their classrooms. Other motivation includes selecting a 'Student of the Month' for each class and celebrating students reaching their monthly reading and math assessment goals. Award ceremonies held at the end of the year acknowledge students for overall perfect attendance and academic achievement.

Staff visibility helps to create a nurturing and safe environment. A good mood is essential for the start of the day and sets the tone for learning. Titcher promotes positivity by greeting each student with a smile and playing positive music throughout the school. The daily goal is to greet every student encountered. Administrators open car doors to receive parents and students. Staff members are strategically placed throughout the building so that students are welcomed from multiple adults upon entering. Students choose from a variety of greetings such as fist bump, high five, or a hug. They are then similarly greeted again by their teachers. Community circles promote classroom unity. Here, teachers and students discuss relevant topics and make plans to have a productive day. Teachers utilize mood meters to gauge how students are feeling. Each administrator does a culture walk and visits 100% of classrooms to get a pulse of both students and staff. Culture walks include classroom chants or quick pep talks to motivate and encourage students, which allows administrators to gauge the climate of the campus and assist students that require support. This strategic visibility aligns the culture of the school to the core values, creating inspiring relationships while promoting an engaging day of successful teaching and learning.

2. Engaging Families and Community:

Engaging parents and community members start with visibility and trust. It is essential to understand that the needs of Titcher students begin at home. Staff members work diligently to build relationships with parents through constant communication and provide support through multiple means. Titcher staff take pride in getting parents involved and keeping them informed. The campus operates under an open-door policy for parents to communicate with administrators. Communication and updating parents and the community happens through multiple outlets, including newsletters, school marquee, and social media platforms.

The site-based decision-making team allows faculty, staff, parents, and community members to share school-wide initiatives and provide feedback. Discussions about student data and upcoming events happen monthly in parent-teacher meetings. At that time, parents receive general information detailing how to support students at home. Monthly Coffee with the Principal (CWP) events provide families the opportunity to collaborate with campus leadership. During CWP events, administrators and parents tour classrooms, review current data, trends, and share upcoming events. Parents have an opportunity to observe lessons and student-teacher interaction. Family Academic Nights build for a joyful environment where families can participate and engage in student learning. Families interact with teachers and staff to explore activities at home to aid in their child's academic success.

The North Texas Food Banks provide a mobile food pantry that supplies food not only to Titcher but extends to surrounding schools in the Pleasant Grove community. Another community partner, Hyundai Capital Management, provides clothing, gifts, and school supplies to families in need. Through Junior Achievement, Hyundai volunteers teach work-readiness, entrepreneurship, and financial literacy skills and use experiential learning to foster academic success. Anthem Strong Families builds relationships with dads in our

community. This partnership educates and empowers men to be champions for their lives and families. Home Visit Projects build trusted relationships with students and parents by learning about their lives outside of the classroom to bridge gaps between school and home. Titcher students' partner with County Criminal Court 11 with Judge Shequitta Kelly. Judge Kelly educates the students on Domestic Violence and Child Abuse by promoting social awareness with a prevention presentation. The after-school enrichment programs (Dr. Seuss Rhyme and Reason Club, Mad Scientist, Junior Player, Cooking Club, Robotics, DJ Club, and Art Club) foster a love for learning and build positive academic outcomes for students. Dedication and support of the local community and parents contribute to the success of Edward Titcher.

3. Creating Professional Culture:

Every child deserves a great teacher, not by chance, but by design is the philosophy of teachers at Titcher. In accelerating campus growth, professional development is an essential component of success. Staff members receive support through the implementation of a two or three professional development cycle that targets setting clear expectations, modeling created examples, and strategies for building relationships with students.

The professional development is facilitated by campus instructional coaches, administrators, or model teachers to provide clear expectations and demonstrations for teachers. Throughout a two- or three-week cycle, teachers are observed and given feedback in various ways. Feedback is immediately implemented in the classroom, thus strengthening both culture and instruction. This type of support builds trust as administrators aim to value teachers by narrating their positives and allowing them to play an active role in their areas of growth. Modeling the expectation and visiting classrooms of teachers who have mastered the focus area are a few of the ways instructional support is differentiated. Newsletters and campus shout outs allow for school-wide celebrations of teachers for completing cycles. This opportunity to be essential in showcasing their best practices expresses the value of Titcher teachers. Teachers are also shown appreciation through activities and events that cater to their wellbeing, such as hosting a themed week called 'Fall Back and Relax.' During this week, teachers were given extended lunches, a relaxed dress code, and snacks.

Professional development has a direct impact on teachers and administrators due to the intentional design based upon campus needs. Topics are aligned to the school's key actions and goals but also aligned to school data collected through assessments, formal and informal walk-throughs, and staff requests. Such topics would include increasing joyful engagement in the classroom through student collaboration approaches or response expectations. These techniques strengthen students' speaking, listening, and reading capacity.

Implementing practices through continuous professional development has inspired teachers to close achievement gaps through effective first instruction. In turn, teachers build more confidence in their abilities to grow students and sustain the academic successes evident in the continuous increase of climate survey responses. Being open to feedback elevates leadership capacity, allows staff to remain updated on instructional strategies, and increases academic achievement.

4. School Leadership:

The school leadership team at Titcher directs and drives the staff, students, and families to align with the school's mission and vision. School leadership is vital to ensure that all systems function at the optimum level. The school leadership philosophy is to build a team of leaders through intentional systems and ongoing observation and feedback. Titcher implements the distributive leadership model in which specific content and grade levels are assigned to an assistant principal and an instructional coach to lead. There are PK-1st, 2nd-5th Reading, Writing, and Social Studies, and 2nd-5th Math and Science content teams. These teams lead the instructional work with teacher leads through multiple school-wide systems.

The teams meet weekly to discuss data from assessments and findings through observations to create professional development, guide, and support teachers in our professional learning communities. They, in turn, determine instructional adjustments and support. The leadership model encourages teacher participation and recognition in the classroom and the community. Higher performing teachers become the model classroom or lead professional development depending on the focus.

This same distributive leadership model influences the operational management of the school. Assistant principals and counselors are assigned grade levels to support school-wide management. They focus on climate and culture, student attendance, grades, behavior, and parent contacts. The role provides clear expectations, support, and accountability for teachers. The systems in place are to ensure that maximized time for instruction and student safety. Student achievement is the focus and support for all stakeholders.

The principal's role is to provide feedback to assistant principals, instructional coaches, and counselors, ensuring consistent and aligned feedback and support for teachers. The principal gives input through rubrics for implementation, and calibration walks, and use of data to determine system success and growth areas. Teachers can provide input throughout the process and help to develop the next steps. This school leadership model builds the capacity of the leaders and supports the consistency and sustainability of systems to carry out the vision and mission of the school. As a collective unit, the leadership team represents the diversity of the staff and their needs. Primarily, all stakeholders work collectively to achieve and maintain academic excellence for all scholars.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Among the many strategies implemented at Edward Titcher Elementary, data-driven instruction has been the method that has both improved teacher instructional focus as well as accelerated student learning. During the first semester of the school year, content data meetings are devoted to “looking forward” and reviewing the instructional planning calendars (IPCs), targeted student expectations (SE) and prioritizing the SE for the common demonstration of learning (DOL). In each content team, the SE is “unpacked” meaning the verb/noun concepts are discussed and understood in-depth to determine what students should know and show when mastering the skill. The testing format, vocabulary, and rigor level are also established and considered while creating the teaching exemplar or think-aloud. The lesson objective (LO) and DOL are then designed for the week with increasing complexity. Bringing to life Titcher's philosophy of "perfect practice makes perfect," scripts are written out for critical portions of the lesson and rehearsed until all gaps are addressed. In closing of the meeting, the teachers determine aggressive monitoring laps referencing conceptual and procedural knowledge from the knowledge/skills (know/show) chart they created.

Second-semester data meetings are focused on “looking back” and formulating a reteach plan to address any gaps between student work products and the teacher created exemplar. Misconceptions for conceptual and procedural knowledge are identified and the best fit reteach plan is selected. The thought process students should show in order to prove the gap is closed is described and the reteach lesson is once again scripted and rehearsed. The follow-up plan is scheduled for the upcoming week with clear dates on when to reteach, reassess, and revisit the new data. The instructional leader ensures implementation of the plan within twenty-four hours and monitors updated student data from the reteach. Using the strategies from both the looking forward and looking-back data meetings allows for teachers to optimize their influence and time in the classroom.

Both protocols ensure that teachers are providing quality first instruction to all scholars and that campus instructors respond to the data so that every student has multiple opportunities for success. These practices also grow teachers which extend to students, as students also own their data. Students constantly review their strengths and growth targets as part of the data-driven instructional model. Together, with their teacher, they collaborate to promote student agency. Data-driven instructional practice is valued by all professional staff and is part of what it means to be a distinguished professional at Edward Titcher.