

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

Official School Name Maude Mae Kirchner Elementary School
(As it should appear in the official records)

School Mailing Address 581 First Street
(If address is P.O. Box, also include street address.)

City Quemado State TX Zip Code+4 (9 digits total) 78877-0000

County Maverick County

Telephone (830) 758-7045 Fax (830) 758-0328

Web site/URL http://www.eaglepassisd.net E-mail rrios@eaglepassisd.net

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

Date _____

(Principal's Signature)

Name of Superintendent* Mr. Samuel Mijares E-mail smijares@eaglepassisd.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Eagle Pass ISD Tel. (830) 773-5181

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. Jorge Barrera
(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):
- 19 Elementary schools (includes K-8)
 - 2 Middle/Junior high schools
 - 2 High schools
 - 1 K-12 schools
- 24 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	4	8	12
K	5	6	11
1	11	5	16
2	4	7	11
3	5	10	15
4	6	5	11
5	6	4	10
6	11	6	17
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	52	51	103

*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
 - 0 % Black or African American
 - 99 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 1 % White
 - 0 % Two or more races
 - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2018 - 2019 school year: 18%

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

Since our school is located in a rural area, the community looks for opportunities for employment elsewhere. We do have some migrant families at our campus.

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	4
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	17
(3) Total of all transferred students [sum of rows (1) and (2)]	21
(4) Total number of students in the school as of October 1, 2018	114
(5) Total transferred students in row (3) divided by total students in row (4)	0.18
(6) Amount in row (5) multiplied by 100	18

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

Spanish

English Language Learners (ELL) in the school: 59 %
61 Total number ELL

7. Students eligible for free/reduced-priced meals: 100 %

Total number students who qualify: 103

8. Students receiving special education services: 5 %

5 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>0</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>0</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>2</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: 2

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.	1
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	2
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

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 14:1

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%	97%	97%	96%	95%
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.

"All Students Equipped for Success." The Mission of M.M. Kirchner Elementary school is to produce enthusiastic, well-rounded individuals equipped with the necessary skills and confidence to succeed at their next level of endeavors. We will guide All our students toward a successful, functional life by providing a safe, positive environment where a caring, knowledgeable staff implements a well-balanced, appropriate curriculum. It is our mission to work as a team and share a common vision for student success.

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

Maude Mae Kirchner Elementary is part of the Eagle Pass ISD, located on Hwy 277, 1 ½ miles east of the Rio Grande River and 18 miles northwest of Eagle Pass in the Quemado Valley of Maverick County. In 1897, Quemado had a one teacher school which was later renamed M.M. Kirchner Elementary in 1981, honoring a beloved educator who had taught these students for over four decades. Quemado Valley currently holds a population of 1,183 citizens. The school currently provides both general education and special education services to 106 students in pre-K through 6th grade. Our school's population is 99% Hispanic, many of whom mostly speak English but do speak to some family members in Spanish. We have a high percentage of socioeconomically disadvantaged children. Job opportunities available to community members consist of farms that grow hay and pecans, a couple diners which serve the locals, the county water district and of course, M.M. Kirchner Elementary. Our school has a big transfer rate due to community members looking for other opportunities for employment elsewhere. Most families must commute to Del Rio, Texas or Eagle Pass, Texas for work and/or groceries.

Maude Mae Kirchner Elementary currently has approximately 106 students in pre-kindergarten to 6th grade. The school consists of one classroom teacher per grade level. Approximately 99 percent of Kirchner Elementary's student population is Hispanic, 1 percent is white. Public Education Information Monitoring System (PEIMS) enrollment data shows 99% percent of the students are economically disadvantaged, 67 percent of the students are classified as being in at-risk situations, 51 percent are English Language Learners (ELL) 11 percent are Gifted & Talented and 5 percent are in special education. Kirchner Elementary employs 9 classroom teachers, one support professional (counselor) and a campus principal. Of the total school budget for the year, more than 66.1 percent is used for instructional related services and the other 33.9 percent provides support for student services such as counseling, health services, co- curriculum, general administration and school maintenance funds.

M. M. Kirchner Elementary's moral and ethical fundamental beliefs are:

1) Excellence and equity in student performance are achievable for all students. We provide equitable academic and socioemotional student support among high expectations for all our students to ensure that every child becomes a responsible, productive citizen regardless of race, gender, economic or social background, or unique developmental needs.

- The teacher is the program. A good educational system is measured by the delivery of instruction of a highly qualified teachers in a safe, positive, instructional environment conducive to learning. M. M. Kirchner Elementary continuously encourages our teachers to explore to implement new technological innovations, platforms and instructional programs through professional development, in which they are encouraged to take risks and implement into classroom curriculum in order to grow intellectually and professionally.

- Parent/Community Involvement . Quality education is a collaborative process among leaders and learners where teachers, parents, students, the community and administration are individually valued and where they jointly share responsibilities for making decisions that improve educational opportunities for all children. • Every Student Succeeds. The principle simply states that failure is not an option. We believe that when a child fails to learn, it is the system that fails, not the child. Each staff member must assume ownership and accept accountability for the learning outcome of each and every student. Success evolves from each person's commitment to a common vision and beliefs that guide the behavior of the entire organization. We value the role, responsibility and worth of each stakeholder as we work in unison to foster and maintain a successful organization. We follow research-based, state adopted curriculum and vertical team planning that foster a culture of excellence. Additionally, M. M. Kirchner Elementary pledges to provide specialized student support services both emotionally and academically that involve parents throughout the entire

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

Our overall Approach to maintaining educational excellence is attributed to:

1. **HIGH EXPECTATIONS:** Implementation of a Vertical Alignment Strategy to follow a consistent yearly goal of academic knowledge and skills in which students are expected to understand their responsibility to do their best to acquire this expectation.

2. **INSTRUCTIONAL FOCUS:** All members of the school community hold a Shared Vision that is the major focus and purpose of the school, and they act on day-to-day decisions with that focus in mind. The institutional focus is disseminated to all members of the school community to ensure their understanding of the major purposes that motivate all school activities.

5. **MEASUREMENT:** Student achievement data is the basis for program evaluation. We monitor programs to analyze their efficacy in advancement of pupil performance on standardized measures of achievement.

The consistency and implementation of monitoring strategies will bring about significant improvement by analyzing and comparing year-to-year indicators from our state accountability ratings in our TEA School Report Card which are based on Student Achievement, School Progress, Closing the Gaps, Attendance Rate and ensuring that we meet ESSA (Every Student Succeeds Act). Measuring “Short/Long Term Goals” for student progress throughout the year will help the campus maintain State and Federal academic expectations. Expected outcomes and evaluation will be done by closely monitoring the following: Student Attendance, Nine Weeks and Benchmark Test Results, Progress Report and Report Cards, i-Station Reports, A.R. Reading Reports, Individual student test reports, I.T.B.S., TELPAS, and STAAR Reports, DRA, Climate Survey Results, Teacher/Parent Communication Folders, Monitoring Yearly On-Going Monitoring Forms for AT-RISK students, Imagine Math Reports, Attendance Reports, Title I Surveys, and yearly Texas Academic Performance Reports (TARP).

1b. Reading/English language arts

Teacher/student ratios have helped our school reach Met Accountability Standards ratings with distinctions over time. We believe in helping students to set goals for themselves and aim to perform at Advanced levels (Level III) as they test with STAAR state assessments.

Students’ achievement data is disaggregated by subject, grade level, special populations, such as special education, ELL, and economically disadvantaged to target academic needs and weaknesses. Student data is also compared to the state, district, and campus groups through a technologically enhanced test construction system to administer assessments and analyze student progress. Educators use this to gather data and analyze multiple tested indicators and monitor the students’ achievement through targeted objectives.

The integration of reading, writing, vocabulary development, and the early development of Critical Thinking Reading Comprehension Skills is stressed beginning with kindergarten following the Basal Reading State Adoption, Read Alouds, Novels, and Supplemental reading programs for all grade levels.

Early intervention and assistance is key to the longevity of student achievement and success at Kirchner Elementary. Through RTI(Response to Intervention) progress monitoring, recommendations are done to help students succeed or refer them to specialized programs such as 504, Dyslexia, and special education that will benefit each individual who is identified as struggling in academic areas, especially beginning with reading.

Kirchner Elementary targets continuous academic improvement to close gaps while raising performance

levels for all students and accomplishes long-range goals and objectives by implementing the following:

We use testing data analysis reports to target student academic needs to analyze for student strengths and weaknesses after administration of Campus/District Common Assessments and Benchmark Assessments throughout the school year, and we provide early intervention and supplemental support for Tier II and Tier III students using i-Station reports and instructional interventionist support. (meetings every six weeks). We abide by scheduled RTI meetings in which we target continuous interventions for those students that are at-risk; provide teachers with updated research-based, staff development on reading strategies, supplemental programs, STAAR resources and instructional resources that provide detailed high yield strategies with the updated TEKS standards. Students needing special programs and services are appropriately identified and served by progress monitoring, and by providing them with a specialized teacher that will work in conjunction with the regular classroom teacher in addressing yearly goals, classroom modifications and accommodations for the student. Small group targeted Intervention for Tier II and Tier III students are identified and addressed by teachers based on Monthly I-Station reports. Additional academic assistance for struggling students is provided by our instructional aides and tutor to reinforce the intervention lessons provided by classroom teachers throughout the day. Teachers implement the Tier 3 interventions plan for the individual needs of the students, to improve student areas of weakness; implementation of Title I Extended Opportunity Program for at-risk students and a Title III Tutor is provided to students yearly to help ELL students in 3rd - 5th grade. These programs benefit our yearly school progress in "Student Achievement and Closing of the Academic Performance Gaps" of each student, thus aiding us in acquiring 100% achievement from our students.

1c. Mathematics

In the area of math, we have established vertical alignment of yearly grade-level goals starting with kindergarten through 6th grade. Targeting academic vocabulary, reading comprehension skills, and operational skills embedded within the problem-solving math problems is fundamental so students may develop the necessary math skills and perform successfully as they prepare for ITBS/Logramos or STAAR Testing depending on their respective grade levels.

Evaluation of data is also disaggregated by subject and special populations to target academic needs and weaknesses. This data is also compared to the state, district, and campus groups through a technology-enhanced test construction system to administer assessments and analyze student progress. Educators use this data and analyze multiple tested indicators and monitor the student's achievement through targeted objectives for mathematics.

The early development of Integrated Critical Thinking Reading Comprehension/Math Problem-Solving Skills is stressed beginning with kindergarten following the Basal Reading State Adoption, and Supplemental math curriculum and other standards-aligned supplemental online programs and is scheduled and provided throughout the instructional day through learning stations that provide for differentiated instruction, cooperative group learning/projects, technology-based support online programs, and interactive technology equipment/ applications, and now virtual classrooms that streamline the process of sharing files between teachers and students.

Continuous academic improvement and closing of performance gaps is also accomplished by implementing the following strategies.

We use testing data analysis reports to target student academic needs to analyze for student strengths and weaknesses after administration of Campus/District Common Assessments and Benchmark Assessments throughout the school year, and provide early intervention and supplemental support for Tier II and Tier III students using i-Station reports and instructional interventionist support. (meetings every six weeks). We abide by scheduled RTI meetings in which we target continuous interventions for those students that are at-risk, and provide teachers with updated research-based, staff development on reading strategies, supplemental programs, STAAR resources and instructional resources that provide detailed high yield strategies with the updated TEKS standards, students needing special programs and services are appropriately identified and served by progress monitoring, and by providing them with a specialized

teacher that will work in conjunction with the regular classroom teacher in addressing yearly goals, classroom modifications and accommodations for the student, small group targeted Intervention for Tier II and Tier III students are identified and addressed by teachers based on monthly reports produced by a research-based standards-aligned supplemental math online program and other curriculum structured comprehensive program that provides development of math skills for our students. Additional academic assistance for struggling students is provided by our instructional aides and tutor to reinforce the intervention lessons provided by classroom teachers throughout the day. Teachers implement the Tier 3 interventions plan for individual needs of particular students, to improve weaknesses; Implementation of Title I Extended Opportunity Program for At-Risk students and a Title III Tutor is provided to students yearly to help ELL students in 3rd - 5th grade. These programs benefit our yearly school program, thus aiding us in acquiring 100% achievement from our students.

1d. Science

The early exposure and integration of science with reading, math begins in kindergarten. From 1st-6th grades, they follow the Basal Reading State Adoption, and other standards-aligned supplemental online programs throughout the instructional day. Students experience hands-on learning, brainstorming with Science Interactive Journals in which they record their targeted Academic Science Vocabulary and Scientific Method Inquiry Hypothesis and Outcomes. The students work in learning stations that provide for differentiated instruction, cooperative group learning/projects, and technology-based support with online programs. The students are exposed to developing problem-solving strategies and apply that to problems within our community.

Our students work on weekly lessons with access to an online STEM learning program that allows for the integration of science with other subjects and do cross-curricular connections to have a wider range of understanding of science concepts. This provides project based learning exposure. Also available is other computer-based learning programs that allow visualization of complex scientific theories and principles in the scientific learning process.

Among the regular classroom science projects, our students have also had the opportunity to experience several projects such as a school garden, recycling projects, and also learning about compost and field trips bringing exposure to real-world applications to our students as well.

We also monitor the continuous academic improvement in Science to maintain high expectations on state assessment performance levels for all students. We also implement long-range goals and objectives by targeting the following:

using testing data analysis reports to target student academic needs to analyze for student strengths and weaknesses after administration of campus/district common assessments and benchmark assessments throughout the school year for our 5th Graders.

Fifth-grade student get to experience more hands on-real life science activities under each category tested to understand cycles and science objectives being tested at the end of the year.

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

The integration of social studies with other subjects begins in pre-kindergarten. Teachers in grades 1st-6th follow the Basal Reading State Adoption, and other standards-aligned supplemental online programs throughout the instructional day. Students apply the learning through interactive journals in which they record their targeted academic social studies vocabulary and concepts reflected in the learning. The students are exposed to developing community-building skills through the teachings about community helpers, civic responsibilities, government agencies (local, state, and national), and the general history of our country.

Our students work on weekly lessons with access to an online STEM learning program that allows for the integration of social studies with other subjects and do cross-curricular connections to have a wider range of understanding of social studies concepts. This provides project based learning exposure. Also available are

other computer-based learning programs that allow visualization of complex universal ideology.

Among the regular classroom projects, our students have the opportunity to experience different social awareness celebrations. Students participate with our local community law enforcement agencies during Drug Awareness Week in October, by creating posters and messages that advise the prevention of drug abuse and the need to make smart and healthy life choices. The school hosts a rally to encourage students and families to stay away from drugs and alcohol. Recycling projects are ongoing throughout the year. The district encourages the recycling of paper, cardboard, and plastics. The school has designated bins for the collection of recyclables. As part of Earth Week, the students use their creativity to build and design useful and artistic projects using recycled materials. This activity serves as a way to show that we care about our planet and choose to protect it. Field trips bring exposure to real-world problem solving situations to our students. They are also exposed to cultures of nearby cities and the opportunities to explore a community larger and different from the Quemado Valley.

1f. For secondary schools:

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

The Eagle Pass ISD has adopted a curriculum that is based on implementing the rigorous standards set by the Texas Pre-Kinder Guidelines to allow students to be exposed to and recognize the core curriculum areas. Each student in Pre-Kinder is exposed to reading LA/ESL (45 mins/daily); literacy small groups (45 mins/daily); math (40 mins/ daily); math small groups (45 mins/ daily); writing (60 mins/ daily); computer programs (30 mins/ daily); science (30 mins/ 3xWK); SS (30 mins/ 2xWK). During the Reading LA/ESL block, the Pre-Kinder teacher incorporates the use of Dear Time; Read Alouds; teacher guided/pair reading; Word Walls; Reading Manipulatives; Word Charts; Use of Computer Tutorial Programs; KWL; graphic organizers; story mapping, and interventions provided by the teacher to teach the students about point of view, propaganda, story setting and plot, fact and opinion, and to aid with their academic vocabulary and oral language development and begin to develop the student's reading comprehension skills and thought processes. Students in Pre-Kinder are also provided with intensive phonemic awareness, which includes but are not limited to, rhyming, syllable identification, phonemic substitution, and deletion, to better prepare them for the grades to come. The teacher will use formative and summative tests to track student progress throughout the school year and the district uses Pre-LAS Links tests at the beginning and end of Pre-Kinder to monitor the language development student progress. Our school follows a district comprehensive professional development and child progress monitoring platform. The system houses professional development, child progress monitoring tools, and classroom observation tools originally developed for use with preschool teachers participating in the Texas School Ready Project (TSR). This helps us apply set beginning and end of the year goals that our students must attain in preparation of kindergarten.

2. Other Curriculum Areas:

Maude Mae Kirchner Elementary believes that performing arts in education provide our students with the opportunity to engage the mind, body, and emotions into a collaborative expression that will enable them to grow and enhance the exploration of ideas. Pre-K /6th-grade students are provided the opportunity to engage in these essential skills through daily lesson plans. The connections made between disciplines in dance, music and visual arts are integrated within all subject areas. For example, lesson plans for physical education will include "Zumba" as an activity for the day, or a 5th grade class including visual arts in their math/science lesson as an "illusion of space." Students are provided with visual art instruction determined by the counselor to expand their knowledge and curiosity about different artists.

Our physical education instruction follows the Texas mandate of 135 minutes of moderate or vigorous structured physical activity per week. In our PE instruction, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. Our students are provided with the opportunity to participate in afterschool activities such as volleyball, football, basketball, and dance.

Our health and nutrition instruction is centered around a garden we have in which the students help to

cultivate, plant seeds or small plants, and tend to throughout the year. We showcase our harvest at local stores, and parents are welcome to take their child's harvest home to enjoy.

Staff provide early intervention and supplemental support for students performing below grade level using an online reading and math program and instructional interventionist support. The campus provides teachers with supplemental STAAR resources with the new TEKS standards. Students needing special programs and services are appropriately identified and served by progress monitoring. Teachers improve the quality of instruction through the use of technology in the classrooms (computers, laptops, Chromebooks, tablets, projectors). Bilingual students needing reading and vocabulary development assistance attend a Title III tutorial program after school during the second semester. Students use the library to assist with their reading and math assessments, and those assessments are reviewed by the teachers to enhance academic goals on a bi-weekly basis. Teachers analyze Nine Weeks and Benchmark Assessments for strengths and weaknesses. Teachers adjust instructional strategies based on assessment data and provide supplementary materials to address student needs. All classrooms have been fully equipped with Promethean Boards/smart boards and all the equipment needed for an instructional classroom setting. I-Station, Destiny Library Circulation System, Texquest, Edusmart, I learning, Eduphoria, Brain Pop, Think Central, Discovery Education, Write Source, Think Through Math, Easy Tech, Promethean Boards, Accelerated Reading, Quizdom, and Document Cameras, are available at Kirchner Elementary for all the student and teachers to use for technology applications and interaction. Our campus was provided with upgraded technology to our computer lab and new desktop computers for the students. Kirchner also received a Chromebook Mobile Lab and a Laptop Mobile Lab for classroom use. Our Pre-Kinder Classroom has also been upgraded with innovative technological devices which will aid the teacher in better preparing our students.

Maude Mae Kirchner Guidance/Counseling program is based on individual, school, and community needs and is organized around skill development goals. The program is delivered through the direct service component of the guidance curriculum, the individual planning system, and responsive services. Additionally, the program provides indirect services supporting the total educational program. The program is a developmental, educational program responsible for assisting students to acquire knowledge and skills needed to develop and maintain their self-motivation, decision-making, career planning and problem-solving skills, interpersonal effectiveness, communication skills, cross-cultural effectiveness, and responsible behavior.

In today's changing world, the task of teaching ethical values has become the combined responsibility of family, community, and educators. At Kirchner, educators support the efforts of family and community through character education. The Six Pillars of Character(Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship) are the core values that guide children to think critically in their interpersonal relationships with each other. Through character education, our Kirchner students are empowered to make positive decisions that can reduce risk behaviors, improve achievement, and develop integrity.

3. Academic Supports:

3a. Students performing below grade level

To meet the diverse and individual needs of the various populations, including RTI, GT, special education, ELL's, and migrant students, the Kirchner administrator and counselor, in collaboration with teachers, implement instruction/assessments tailored to students' needs. For these students, we look at instructional services, educational services, and school resources, intending to provide maximum efforts to help our Kirchner students achieve learning progress, meet learning standards, succeed and bring out our students' best academic potential.

The goal for our students who are performing below grade level and/or are struggling for different reasons is to intervene through the RTI process. At Kirchner Elementary, all of our teachers are experienced teachers that know the RTI process. The RTI process begins with the child's teacher assessing the skills of everyone in the class. These assessments are performed through daily assignment monitoring, weekly tests, reading inventory testing, and computer reading and math software that tracks their reading and math tier levels.

Kirchner's RTI team is composed of the administrator (principal), counselor, and student's general education teacher. RTI meetings start the first month of October of the school year and follow up meetings continue every month. Students are taught using the three-tier system of support. Once a student is identified as struggling or in need of intervention, the teacher will share progress monitoring data with the RTI team. The parent of the child is contacted by the teacher via phone call and/or notice RTI letter, explaining that the child will receive support through the Response to Intervention (RTI) process, which provides targeted interventions for the child's needs. RTI students are either in Tier 2, small group interventions, or Tier 3, intensive interventions. Tier 2 students are assisted by general ed. teacher and a teacher aide in small group instruction using different methods than Tier 1, and the focus is on specific skills/objectives. Tier 3 support is more intensive, tailored to specific needs. Careful observation and monitoring during Tier 3 are also important because a student not making adequate progress in Tier 3 is likely to be recommended for an evaluation for special education services.

3b. Students performing above grade level

Kirchner Elementary aims to achieve high standards for all of our students year after year. Administrators, teachers, and parents share in common the expectations of what our students should know and can accomplish. Our students will learn more when more is expected of them in both school and at home. Maude Mae Kirchner Elementary earned an A (90-100) for exemplary performance by serving most students well, encouraging high academic achievement and/or appropriate academic growth for almost all students, and preparing most students for eventual success in college, a career, or the military. Maude Mae Kirchner earned this distinction for the 2018-19 school year, with total students of 114 for grade pre-k-6th. The rating includes overall 96/A, student achievement 93/A, school progress 94/A, closing the gaps 100/A. Throughout the school year, students are motivated by the teachers, the administrator, and counselor. Students are recognized for achieving high standards such as: being recognized with honor roll certificates, incentives, and prizes. Students are also able to participate in UIL competitions and Student Council. Our Student Council provides the opportunity to develop leadership skills as they organize and carry out school activities. Student Council plans events, contributes to school spirit, community welfare and is the voice of the student body. At Kirchner, we have a total of 11 GT students. GT students are pulled out once a week by the district's GT teacher and follow a gifted and talented curriculum. Every year students are nominated by both parents and general education teachers for GT testing. Our school counselor is in charge of providing the GT test for students nominated from K-6th grade. If a student meets eligible passing criteria, they are placed and serviced in the GT program with parental consent. This year our GT students were able to visit the Texas state capitol during a field trip.

3c. Special education

To meet the state and federal accountability standards for students with disabilities, Kirchner Elementary promotes academic excellence by actively engaging all students in a personally challenging curriculum. Kirchner Elementary follows the "Child Find" component of the Individuals with Disabilities Education Improvement Act (IDEA) that requires Kirchner to identify, locate, and evaluate all children with disabilities residing in our school, regardless of the severity of their disability. The process begins when a student's teacher, parent, or physician makes a referral for an initial evaluation. For most cases it begins in discussions during RTI meetings when Tier 3 students are not able to make academic progress and data have been collected to start the special education referral process. In other instances a parent brings a medical health report by a personal doctor and that is used for the referral process. During the Admission, Review, Dismissal (ARD) meeting, an IEP (Individualized Education Plan) is developed to meet the needs of the student. Measurable goals are discussed and adopted for academics and or behavior goals. Our special education students are serviced directly by a special education teacher in either inclusion or resource services, depending on what was agreed upon during the ARD. These measurable goals are reviewed every year and students are evaluated by an educational diagnostician every 3 years. Accommodations and modifications are also considered during these ARD meetings to meet the needs of students. This past year 2019/20, we had 1 special education student receiving resource services and 7 students receiving speech services. Kirchner has 2 special education referrals and 2 speech referrals that are pending. If there is an achievement gap of 10 or more percentage points between the test scores of all students and the test scores of special education students, an intensive intervention plan is followed for that student.

We believe in providing all our students with equal opportunity to learn and experience success. These students are continuously monitored and provided with small group interventions that follow their classroom modifications and testing accommodations. Classroom teachers target both socio-emotional and academic strategies to help them advance academically.

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

The goal at Kirchner Elementary is for our limited English proficient (LEP) students to increase the passing rates in grade levels and subjects tested by providing academic excellence and engaging all students in a personally challenging curriculum. Limited English students are enriched with an extensive vocabulary and higher-order reading comprehension skills daily to increase word meaning and target the required level of reading growth to close the academic gaps and show improvement. We use of the following strategies: small group assistance by the instructional aide, accelerated reading programs, computer research-based reading programs, tutorial/tutor program, heat maps, and action plans, monitoring ledgers, graphic organizers, and word walls. Kirchner Elementary's highly qualified teachers use a variety of communication outlets with parents to have a good rapport to better meet the needs of their students. The LPAC consists of our principal, school counselor, 2 general education teachers, and a parent. LPAC meets monthly to discuss our LEP students. One of the strategies used by our staff is differentiated instruction. Our teachers can modify elements to the curriculum such as: content (the information and skills that students need to learn); process (how students make sense of the content being taught); product (how students demonstrate what they have learned); and affect (the feelings and attitudes that affect students' learning). Our LEP students have had success due to effective differentiated instruction provided by our teachers. Our certified bilingual teachers differentiate instruction, collaborate, use flexible grouping, and make content comprehensible for all students.

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

Eagle Pass makes up one of the largest concentrations of migrant families in Texas. The purpose of the Migrant Education Program is to design and support programs that help migrant students overcome the challenges of mobility, language barriers, social isolation, and other difficulties associated with a migratory lifestyle. At Kirchner Elementary we keep track of our migrant students and their families. A priority for services student progress review form is filled out to progress monitor student performance. This allows Kirchner administrators and teachers to have valuable data on our migrant students, such as grades, student strengths, and concerns. During the 2018/19 school year, Kirchner had 2 migrant students that were serviced and 3 during the 2019/20 school year. Every school year, our counselor in coordination with the migrant coordinator provides school supplies and clothing such as jackets and or shoes to our migrant students. Our migrant students receive full and appropriate opportunities to meet the same challenging state academic standards that all students are expected to meet. Kirchner Elementary also ensures that migrant students who move among states are not penalized in any manner among the states in the curriculum but rather communicate with the school they have attended to share valuable educational data for that particular student. It is in our best interest to help these students succeed because even though they belong to a mobile family, these students will surely return to our campus throughout the school year. The implementation of accelerated teaching in core area subjects must sometimes be provided to these students to ensure they acquire the necessary instruction to continue their yearly academic advancement.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Students arrive at school and are greeted with a smile, “good morning,” and a warm breakfast. Once the bell rings and students are settled into their classrooms, they are engaged and participate in the Pledge of Allegiance, Texas Pledge, and Cowboy Creed before listening to the morning announcements. Students are scheduled to recite pledges and participate in the daily announcements led by the counselor. Following that, the teachers lead the Read Aloud portion of the morning activities in their respective classrooms. Students are encouraged to participate in book talks and News of the Day lessons.

A Student of the Month is chosen for each classroom and they are spotlighted on the walls of the cafeteria and hallways. Each student decorates a poster board with photos and information to display at school and highlight their achievements, families, and interests. The principal and counselor invite these students to participate in a special meeting to celebrate their achievements. They usually enjoy a small treat and have a photo opportunity to add to the school’s bulletin boards. It’s an honor to be selected as Student of the Month at our campus.

Students can experience different forms of motivation throughout the school day. During their reading classes, they are encouraged to read online books as part of the computer series of readers and later take tests for knowledge and comprehension skills. They earn points for passing these tests, and during the school year they are allowed to purchase prizes with their points. Most students are highly motivated to read more books so that they can use their points towards a prize. The math computer program adopted by the school district also has built-in point goals that students strive to earn by completing successful lessons. The students are engaged during these computer lab sessions and also get to play educational games once they complete their assignments. The class can donate their points for a good cause or a class reward. Either way, the students are engaged in learning, motivated to participate as a contributing member of the class, and rewarded for their hard work.

2. Engaging Families and Community:

At Maude Mae Kirchner Elementary, our core mission is that we take collective responsibility for the success of all of our students. An essential component of this mission is the inclusion of our parents and community members in the implementation of our educational and school programs. Our parents and neighboring community members are continuously made aware of the important role that they play in the success of our students. Many of our partners and community members volunteer time to have discussions and presentations relevant to the district’s pillars of character goals.

We have diverse presentations for Grandparents Day, safety procedures from Customs and Border Protection, as well as fire and police departments, and drug awareness talks from DEA, K-9 and local law enforcement officers, The local Kickapoo Native American tribe has also volunteered to participate in the annual PowWow celebration at Thanksgiving time; all of which parent volunteers aid in the preparation of such campus events.

The school’s Parent Teacher Organization (PTO) assembles to vote for officers and set up activities to be created for the Fall Festival fundraiser and other fun activities to engage the students. They also work closely with the principal to plan goals for Christmas gifts, end of year field trips for students, preparation for the 6th-grade end of the year awards ceremony, and end of the year activities such as Fun Day, and Field Day activities which include track and field events and a class picnic.

We strive to keep the lines of communication open with parents through monthly coffee with the principal meetings and parent nights. Parents are invited to meet with the principal once a month to voice any questions or concerns they might have with our instructional programs and are taken into consideration when sharing their ideas on ways that we can continuously improve our school and our instructional programs. This ensures that the parents are always given a voice in all decisions that directly impact our

school site.

Meet the Teacher night is scheduled during the first month of the school year. Parents and family members are encouraged to come to visit the campus and their child's classroom to become familiar with the routines, class rules, and teacher expectations for the year. The librarian usually sets up a Book Fair to coincide with this week to promote literacy and provide discounted and affordable books to families. Our Parent Involvement Meeting Nights are an essential method of keeping our parents informed about the part that they play in the success of our instructional programs.

3. Creating Professional Culture:

To be fully prepared, the staff must be well trained and informed about the teaching techniques, adopted programs, and correlated vision of the campus and school district. Our school district provides yearly District Staff Development in which our staff is provided with educational opportunities to develop in specific areas of need and for yearly CPE Hours. At the campus level, our school administrator (the principal) also prepares the Beginning of the Year Staff Development in which we zero in on specific areas of student concern. All staff are also required to complete on-line educational training sessions through a professional online system in which teachers and support personnel participate in educational training. Staff development is also conducted through targeted meetings throughout the year. The purpose is to remain prepared to succeed, make adjustments on teaching strategies, and make ourselves updated and informed of progress acquired throughout the school year. PLC's (Professional Learning Committees) led by the principal are conducted weekly to discuss and plan school events and use data analysis from assessments to better administer instruction to students.

The principal meets with staff to set goals and instructional plans for the school year. Teachers are encouraged to set personal classroom goals that can be measured and tracked throughout the school year, culminating at an end of year review/rating for each professional employee. The principal routinely visits classrooms to provide feedback to teachers about their instructional techniques, class management, following the curriculum, through daily/weekly Walkthroughs, and to accumulate data that can help improve instruction and student success.

Kirchner Elementary staff also continuously participate in district-wide training throughout the school year and summer training as scheduled by the district's curriculum directors for professional development activities that increase knowledge and skills in reading, math, science, social studies, technology applications, and a diverse variety of supplemental programs that enhance the core subject curriculum. Clerical staff also get Staff Development on monitoring databases, student tracking, and registration. Recently, all teachers and support personnel participated in the Google G Suite training to help improve our use and understanding of technology to facilitate organizational skills, researching, planning and communication, learning and delivery of instruction to our students.

4. School Leadership:

The principal demonstrates an administrative style indicative of instructional leadership. The principal spends most of her time in classrooms involved in instructional matters and is sought after by teachers for assistance with instructional problems. She is proactive and provides constructive criticism to enhance the quality of the teachers' instruction to better meet the needs of the student population, and coordinates all components of the learning-teaching process to complement each other.

Our campus has experienced success, despite having challenging student populations. These factors can be applied to creating a school environment that is open and supportive, and where strong leadership is demonstrated not solely by the principal, but rather it is established based on a shared vision and common goal among all staff members.

Our school leadership focuses its attention on data analysis; organizational knowledge, and positive beliefs and high expectations.

Data Analysis:

As an effective school leader, the principal uses End of Year Summative State Assessment Data and its analysis to plan for the upcoming school year. As the year begins, we have an established routine in which the principal takes an active role in data meetings, ensuring that teachers focus on data analysis as indicative of the instructional priorities for each teacher's classroom. These meetings take place consequently after the planned assessment whether it is a Campus Common Assessment, District, or Campus Benchmark. This helps our school to target areas of weakness and produce effective instruction, accurately identify and monitor students needing intervention, and provide school leaders the opportunity to modify children's instructional programs throughout the scheduled instructional day. The principal adheres to a pre-planned Assessment/Data Analysis PLC Meeting Schedule and applies it as a consistent tool for measuring instruction throughout the school year; teachers drive their improvements based on the performance indicators.

Organizational Knowledge:

Effective leadership begins with extensive knowledge of the instructional environment: individual student needs, strengths, and weaknesses of staff members, aspects of the instructional programs, student data, and schedules. These components lay the foundation for our effectiveness to produce as a school.

Positive Beliefs and High Expectations:

Our campus abides by a culture of positive beliefs and high expectations. It focuses on raising expectations for students, not lowering them. There is a correlation between minimizing student absenteeism and higher student academic outcomes. The more instructional time provided to students, the higher student achievement we will have. We have established a school culture in which all members of the school community have the potential to be high achievers; in turn, this belief of high expectations becomes a self-fulfilling prophecy.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Community Teamwork Among All Stakeholders to Meet One Common Goal

Creating a sense of trust and teamwork to accomplish a common goal is key to success!

Quality leadership will work on developing collaborative and effective ways to bring the students, teachers, support staff, parents, and the community together to create an educational environment conducive to successful learning. The principal sets a proactive pathway of productive communication in which a solid, transparent, trusting relationship with both school and community is established and all stakeholders embrace and understand their respective roles.

Leadership must be distributed among the principal, teachers, school counselor, community members, and other staff members in the school setting; decision-making should be a shared common goal. These school members develop and meet high standards of practice. The belief that collaboration will be implemented to problem solve on any given obstacle that might prevent our students from succeeding.

The attributes of a successful school are the existence of goals and direction. According to research, the successful school principal actively constructs goals and then effectively communicates them to appropriate individuals (e.g., students, teachers, and the community at large). The school principal must also be open and willing to incorporate innovation into goals for school processes and practices. So it's important to invite input from all stakeholders in the process of developing school goals. Student performance has been shown to improve in schools where the entire school community works toward goals that are communicated and shared among all in the learning environment.

Trust and parental participation are also features of a successful school. Trust between all parties of the school community is essential for enhancing the school's effectiveness because it supports the prospect that parents and teachers believe in each other's motives and actions which are to meet both the social and academic needs of the students to help them become effective, empowered students. Parental participation is fundamental because it sends the message to the students that the adults in their lives--both teachers and parents--believe in the importance of education and are willing to make time to support the students' educational experiences and efforts.

In essence, community teamwork is vital to an effective and academically successful school.