

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

[X] Public or [] Non-public

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

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

Official School Name Windsor Park G/T Elementary School
(As it should appear in the official records)

School Mailing Address 4525 S Alameda Street
(If address is P.O. Box, also include street address.)

City Corpus Christi State TX Zip Code+4 (9 digits total) 78412-2448

County Nueces County

Telephone (361) 878-3770 Fax (361) 994-3621

Web site/URL https://windsorpark.ccisd.us E-mail kimberly.bissell@ccisd.us

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

Date _____

(Principal's Signature)

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

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

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

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Janie Bell
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date _____

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

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

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

PART I – ELIGIBILITY CERTIFICATION

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

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2020 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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

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

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

SCHOOL (To be completed by all schools)

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

- Urban (city or town)
 Suburban
 Rural

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

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	55	60	115
2	60	59	119
3	70	57	127
4	60	61	121
5	64	43	107
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	309	280	589

*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):
- 1 % American Indian or Alaska Native
 - 14 % Asian
 - 4 % Black or African American
 - 49 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 30 % White
 - 2 % 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: 10%

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

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2018 until the end of the 2018-2019 school year	22
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	37
(3) Total of all transferred students [sum of rows (1) and (2)]	59
(4) Total number of students in the school as of October 1, 2018	579
(5) Total transferred students in row (3) divided by total students in row (4)	0.10
(6) Amount in row (5) multiplied by 100	10

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

Arabic, Akan, Bengali, Cantonese, Cebuano, Efik, Hindi, Ibo, Kannada, Korean, Mandarin, Maranthi, Romanian, Portuguese, Spanish, Tamil, Tagalog, Telugu, Turkish, Urdu, and Vietnamese

English Language Learners (ELL) in the school: 3 %
15 Total number ELL

7. Students eligible for free/reduced-priced meals: 25 %

Total number students who qualify: 147

8. Students receiving special education services: 2 %

14 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>3</u> Autism | <u>7</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>3</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>23</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>19</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>2</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 10

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	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	35
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	7
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	4
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 20:1

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%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2019.

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

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

Yes No

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

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

To provide a dynamic school environment that encourages the joy of life-long learning, respects and celebrates the diversity of others; developing confident, productive leaders.

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

Windsor Park Elementary School is a gifted and talented magnet serving the students of the Corpus Christi Independent School District. In order to attend, students must have a district qualifying score on the Naglieri Nonverbal Ability Test, third edition, as well as on the Northwest Evaluation Association test for reading and mathematics. The top three percent of students from each school who meet the minimum passing standard qualify as well as the next top three percent of students in the district. Although students may be then identified as gifted, many of our students are "twice exceptional" and have other, special learning and sociological needs.

PART III - SUMMARY

The Corpus Christi Independent School District is an urban, primarily Hispanic, Title I educational organization that serves approximately 37,000 students. The area has a strong industrial center and counts refineries, maritime industry, and other oilfield-related businesses as primary employers of its citizenry. The school district is also one of the city's top employers as it is home to fifty-four schools and several special campuses. Windsor Park Elementary School is a microcosm of the city and, as an International Baccalaureate (IB) campus, is representative of cultures and people from all over the world.

The mission of Windsor Park Elementary School changed in 1976 from that of serving a neighborhood population to serving the needs of gifted and talented learners in the district. The mission became more refined in 2009 with the implementation of the IB program, requiring a shift from enrichment to that of a wholly gifted curriculum with emphasis on rigor, inquiry, transdisciplinary skills, and global studies. This program requires a high level of dedication and continual planning from teachers and the entire Windsor Park community. It also requires a focus on all aspects of child development and considers emotional, physical, social, and cultural development equally with every area of academic curricula as IB considers all areas to be equally important to childhood development. Additionally, gifted students on the campus are often "twice exceptional," possessing traits of giftedness accompanied by anxiety, depression, ADD/ADHD, autism, and many other needs, requiring special care in developing experiences that are differentiated, engaging, and thoughtful, with high levels of student choice. To meet these needs, many student products and assessment types are employed. Students choose to produce videos, compose artwork, write essays, create teaching posters, and utilize technology individually and in teams to showcase their knowledge. Windsor Park is open to new milieus and is constantly challenged by the creativity and abilities of its students. Within the next few weeks, students will participate in a cultural showcase and tasting, and first-graders will present their research on the historical figure of their choosing in a "live museum" format complete with costumes and presentation boards.

Physically and emotionally the campus works to provide innovative opportunities to students. Counseling curriculum is employed daily in conjunction with the IB program and gives students chances to share research on topics of their interest such as bullying and depression. There are also many wellness activities such as daily physical education, recess, running club, and outdoor games. These activities have earned the campus the national Healthier Generation Silver Award, which recognizes schools that place an emphasis on healthy practices and lifestyles for students, parents, and staff.

At Windsor Park, it is important that students also be provided choice and creativity outside of the "regular classroom." Each Friday afternoon students choose and participate in classes provided by teachers and volunteers ranging from School of Rock to folk art from around the world, from gardening to dance, and from public speaking and theater to robotics. During "safari day" each week, students participate in music, art, computer science, Spanish, global problem solving, and hands-on science experiments. Students can also be a part of many extracurricular opportunities including Destination Imagination, computer club, robotics, Math League, spirit team, chess, choir, orchestra, guitar, debate, running club and more. Currently, the campus hosts the National Computer Science League grades three through five national champions. The school also has many students who have won state and national honors in varied areas of academic and extracurricular pursuit. Collectively, the campus consistently exhibits academic success. State of Texas Assessments of Academic Readiness results show passing rates of 99-100% since the test's inception in 2012. In 2017 and 2019 the campus was rated number one academically in Texas by SchoolDigger.com (2017) and Students at Risk (2019).

At Windsor Park, success is a team effort. The campus is parent-rich and P.T.A. strong. It is awarded the "Golden Apple" yearly for 100% staff P.T.A. membership and for the past several years has won the "Voice for Every Child" platinum award, given to campuses whose P.T.A. membership represents 100% or more of its student population. Volunteers are a constant force and come from every neighborhood in the city. WatchDOG dads assist in every area of the campus and many parent classes are offered for students and parents to learn and play together. From healthy cooking to reading nights to family games and slime creation, there is an emphasis on family engagement. This spring, the P.T.A. will charter buses to take

families to the University of Texas and Texas A&M University for their open house events. Every day members of the campus strive to live up to Windsor Park's mission "...to provide a dynamic school environment that encourages the joy of life-long learning, respects and celebrates the diversity of others, and develops confident, productive leaders for society."

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

The overall core curriculum at Windsor Park is created around the framework of the International Baccalaureate (IB) program and its six-themed planner. The school utilizes the Texas Essential Knowledge and Skills as a foundation and builds inquiry-based, international-minded, collaborative experiences that blend student agency with rigor, research, technology, and creativity. Windsor Park chose this framework to meet the needs of the highly differentiated gifted learners the campus serves. This approach allows students to exceed traditional age-based curricular bounds and, instead, creates an expectation of individual growth and responsibility. It also facilitates the integration of traditional and non-traditional assessments, including a host of rubrics and checklists affiliated with products, self-assessments, projects, and more. This information is employed along with standardized data to target students' individual needs, track growth, and develop curriculum daily. Due to the transdisciplinary nature of IB, subjects are often blended to showcase relationships and help students build their own connections to the curriculum.

Each planner is constructed of a transdisciplinary theme, a central idea, lines of inquiry, and key/related concepts that ask students to examine function, causation, and responsibility. Students are important members in the creation of the curriculum, driving inquiry into each transdisciplinary theme at the start of the planner and making many choices about formative and summative evaluation products, methods, and materials. This allows stakeholders to build strengths while capitalizing on modalities of learners.

One of these ways is through technology. Student-centered technology is a major part of the campus' *modus operandi*. Students are fluent in many programs and media. From first grade, students conduct research and learn how to utilize technology programs and platforms to craft and demonstrate their knowledge. Students' excitement about their role in learning through technology and other milieus is an important way the campus is consistently able to build academic excellence.

1b. Reading/English language arts

Reading is at the heart of the curriculum at Windsor Park Elementary School. Students on campus are voracious readers, circulating an amazing 42,719 books from the school library from September through mid-February. The campus has a library staff that understands students' reading desires and a P.T.A. that contributes yearly to the "exemplary library" status. With a collection that spans reading levels from six months through high school, the library also checks out books (both hard copies and e-books) to families. Due to the population of gifted learners, the collection reflects students' varied interests and levels. Windsor Park students work with their teachers and parents to develop reading goals each grading period and consistently request new books, graphic magazines, and other materials to meet their needs.

Reading is integrated into each day and planner through Texas Essential Knowledge and Skills and the transdisciplinary International Baccalaureate program. While 120 minutes is allotted to reading/English/language arts daily, it is also a key component to every area of instruction. Although many campus learners are advanced readers, some are not. For these students, individual prescriptions in specific areas such as spelling, vocabulary, comprehension, alphabetic decoding, phonemic awareness, letter knowledge, or text fluency are targeted in the classroom through small group reading and online with guidance through individualized reading programs. The librarian and principal meet each Monday to examine reading progress by student and both meet weekly with the instructional teaching assistant to track standardized reading results. Additionally, campus assessments all require reading, writing, and research. When students are given choices, many choose and create products that allow for creative writing.

At Windsor Park, rubrics are used to track students' writing each six weeks. The rubric is developmental in nature and reflects a growth in skills and complexity by the end of the school year. Students and teachers from grades one through five utilize this rubric as a tool to measure their competency, acumen, and

evolution. At Windsor Park it is important for students to be able to write in and for many situations. This includes a strong grammatical foundation along with tenets of writing such as imagery, clarity of purpose, word choice, and creativity.

These differentiated and individualized approaches to learning have helped students at Windsor Park become successful learners. From the beginning of the school year until December (four months), students grew an average of eight months in English/language arts/reading (ELAR). This result reflects student levels at, below, and significantly above grade level. This approach has also built learners who love ELAR. This fall, several fourth-grade students entered the Watermill Express regional writing competition. Two were grand prize winners. Schoolwide standardized test results also show a positive impact from the campus' methods. Results from the 2019 State of Texas Assessments of Academic Readiness show 100% passing in grades three through five with an average mastery rate (score of 83% or higher) of 80%.

1c. Mathematics

Mathematics is alive at Windsor Park Elementary School. From many student-created projects, to individualized computerized prescriptions to games and collaborative student teaching, math is a vibrant and important part of every day. Windsor Park utilizes a differentiated and tiered approach that targets student needs and provides pathways to build non-ceilinged academic growth. Because students have a wide range of abilities in mathematics, materials and instruction is provided at, below, and significantly above level. In every case, the campus' mission is to help students achieve at least one year of growth per academic year no matter their beginning level.

Students are key in determining their needs, by skill, in mathematics. From first grade, students who master objectives are provided opportunities that expand upon the Texas Essential Knowledge and Skills (TEKS) and broaden complexity. Often, instruction is able to be tiered at different levels in a classroom while the lesson is differentiated individually for others. In some cases, students are able to choose work at their difficulty level to compose their own projects. Students work in pairs and teams by level and create their own teaching posters, craft their own products, and create mathematical challenges for fellow students to solve.

Students utilize several technological programs that are individually targeted to their pace and ability. Targeted online pathways help students work on equations and math games, online math facts provide quizzes in game formats, and other programs challenge levels and skill. All students also learn to use technology and mathematics to code. Students have the opportunity to be a part of the campus' Computer Science Club and participate at the national level. This club has been very successful; Windsor Park is the current national champion in grades three through five.

Those who need opportunities in mathematics significantly above grade level are also invited to attend math enrichment classes. These classes are rooted in problem solving, real-world applications, and hands-on experiences. Students learn about number systems from around the world and create their own. They also learn how to predict using equations and apply their knowledge to their own lives. Students in this class are also invited to participate in Math League tournaments. Our campus has had several state top ten winners and national qualifiers.

Assessments in mathematics are diverse. Most assessments are formative and daily in nature and can employ rubrics, checklists, active monitoring, and other structures to immediately measure growth and mastery. Standardized testing is also used periodically. Assessments are utilized to plan, problem-solve, and communicate. Throughout the assessment process, the campus strives to be true to its charge: to create mathematical experiences that are rich in student agency, full of inquiry, differentiated to individuals' needs, and fun. This approach has helped the campus make consistent advancements. In the 2018-2019 school year all metrics showed growth for all students with 100% mastery on the STAAR and a 85% average mastery rate for grades three through five. By the end of December, 2019, students had made an average of eight months growth in four months' time.

1d. Science

Science at Windsor Park Elementary School is hands-on and engaging. Windsor Park provides students with experiences that are transdisciplinary in nature and incorporate a high degree of interaction to meet the highly inquisitive nature of gifted learners. Students experiment and investigate daily in the classroom and in the science lab. They collaborate as they weigh, measure, dig, dissect, and more. Students are consistently asked to infer, utilize the scientific method, and connect their experiments to other areas of study as well as to the world around them. To this end, a plethora of out-of-classroom learning opportunities have been built into the curriculum. Field trips are regular occurrences and include aquariums, field study, zoo visits, visits to landforms, and studies of natural habitats. There are also nature walks around campus and the grounds are used as an outdoor lab.

Curriculum, written utilizing the Texas Essential Knowledge and Skills and the International Baccalaureate interdisciplinary planner framework, employs state and national science curricular materials. Rigor, differentiated opportunities, student agency, and student-centered instruction are key. Through the transdisciplinary planner, students also have the opportunity to blend their knowledge with other areas of interest and expand scientific investigation into other curricular areas. Projects such as Rube Goldberg inventions marry scientific principles of simple machines with mathematics, writing, art, and social studies.

Assessment for many science activities involves rubrics or checklists at formative and summative stages. Students are asked to self-assess before submitting work for evaluation and are also assessed through projects, experiment outcomes, and reflections. The campus' efforts to provide a rigorous, engaging science program have produced positive results. In 2019, 100% of those tested passed the State of Texas Assessments of Academic Readiness in science.

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

Social studies is a key part of the curriculum at Windsor Park Elementary School. As an International Baccalaureate (IB) campus, the school is charged to imbue students with an understanding of the physical and political world and create an environment of international-mindedness. Curriculum is created with Texas Essential Knowledge and Skills as the springboard to greater inquiry. Teachers work with community members and students to craft planners that incorporate real-world experiences and connections across the curriculum as well as meet the individual needs of learners.

Students are involved in research, presentation, and action. They are active participants in how the world works; from first grade's research and presentations regarding community leaders and historical scholars to third grade's City Hall debates on current topics, to fifth grade's exhibition on elements of action in our world. In February, Windsor Park's third-graders took on a project to sell "socks for legs," providing prosthetic limbs to children from other countries. Additional socks will be provided to the homeless in Corpus Christi in partnership with a local charity. Other action this year has included a canned food drive with the local food bank, fundraising for cancer research and working with area schools to provide clothing, books, school supplies, and social services to children in need.

Assessments in social studies utilize formative and summative rubrics, checklists, reflections, creative products, skits, artwork, songs, plays, and writing. Students become impassioned about their studies and often choose additional projects and products to showcase their knowledge and viewpoints. Campus and student success in this area is reflected by the quality of products and through evaluation by the International Baccalaureate Organization. During their evaluation in 2018, evaluators commended the campus on its employment of social studies and participation in the "IB world community."

1f. For secondary schools:

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

2. Other Curriculum Areas:

Windsor Park Elementary School offers a diverse curriculum designed to meet students' intellectual, social, emotional, and creative development. Students are offered a daily array of experiences inside and outside of the regular classroom to capitalize on learning styles and the needs of gifted learners. Through the International Baccalaureate (IB) program framework, mastery of each subject area's Texas Essential Knowledge and Skills (TEKS) is built into fine arts, foreign language, technology, and health curriculum. In addition to classroom experiences, students participate weekly in courses for each of these areas. Each six weeks Windsor Park specialists from these curricular areas meet with grade-level teachers in vertical planning sessions to reflect on the current planner and create curriculum.

Visual arts and music are beloved at Windsor Park. Students from grades one through five paint, sculpt, weave, draw, play instruments, sing, and more during weekly classes. Students also learn about artists and styles from folk art and music through the Renaissance era to modern visual and performing artists. Many exhibition and performance opportunities are offered for students to showcase their work and, in art, to participate in local and national juried competitions. Students may also select classes such as clay, painting, folk art, drawing, "Owl Chowlrals," guitar, orchestra or School of Rock as their "Fabulous Friday" choice or in before-school groups. These studies correlate to current units of study in the classroom and TEKS.

Technology class incorporates coding, keyboard skills, video game creation, and facility on major computing platforms. All students attend this class at least once a week and some also participate in weekly computer science club meetings; these students are the current national computer science champions in grades three through five. Technology on campus endeavors to help students learn tenets of programs such as word processing and cloud storage as well as build skills in developing platforms such as coding, communication tools, and presentation media. Technology is blended into classroom life and curriculum; Windsor Park's students have classroom access to computers at a one-to-one level.

Spanish is an integral part of Windsor Park's curriculum. As an IB school, Windsor Park is required to build Spanish into each IB planner and reinforce the language through campus signage and practices. Additionally, students in grades one through five participate in Spanish class each week and learn to read and write in the language. Students also learn about Spanish-speaking cultures from around the world and participate in cultural traditions such as Día de la Muertos and Mexican Independence Day. In summer 2021, students and parents from Windsor Park will travel to Spain to participate in an IB tour of important heritage sites and visit fellow IB schools.

Physical and emotional health are key components to learning. All students at Windsor Park receive forty-five minutes of physical education (PE) daily; some also participate in the campus' running club. PE incorporates team sports, individual skills, group games, health education, and basic exercises. Coaches distribute iPads so students can track their progress on TEKS, and "Fabulous Friday" classes include popular PE games. In addition, students have daily recess and participate in "brain breaks" in the classroom.

The curriculum at Windsor Park integrates character development programs that are part of biweekly counseling lessons on campus. Students join campus wellness campaigns to prevent bullying, suicide, vaping, drug abuse, and more. Efforts extend past campus walls to families and the community through health and fitness programs such as vegetable beds, as well as national initiatives where participants can earn points and track healthy choices. The campus was designated a national Healthier Generation Silver Award winner in 2018 and 2019.

Another key area of the campus is the library, which serves as a constant resource by providing books and materials daily for the implementation of IB planners, reinforcing TEKS, supplying a lab setting for individualized technology-based reading intervention, and furnishing books to students and their families. Circulating an average of 1,905 books weekly, students on campus are avid readers. The school has an open checkout policy; students are free to utilize the library at any time during the school day or before/after hours with parents. The library and additional curricular areas provide for a well-rounded curriculum at Windsor Park Elementary School.

3. Academic Supports:

3a. Students performing below grade level

Gifted students often possess asynchronous development. This dichotomous development can be between physical and intellectual growth or between different areas of academic study. Sometimes these students have additional challenges that impede their learning such as ADD/ADHD, bipolar disorder, anxiety, and autism and require specific accommodations to their learning plan. As a gifted and talented magnet school, Windsor Park Elementary School serves the needs of all of these learners, including those below grade level.

One of the most important ways to achieve this is to plan curricula that are differentiated and structured to fit the level and modality of the learner. Learning experiences, as well as formative and summative projects, include many student choices that allow for expression of interests and strengths. Assessment options such as posters, computerized presentations, songs, skits, artwork, essays, and more give student agency while making accommodations for student needs. Additionally, students are able to choose their level of complexity while fulfilling the tenets of an accompanying rubric or checklist. Spelling test words are differentiated for learners and in upper grades chosen by the students. Teachers also tier instruction to fit the levels of students by skill. For example, some students might be able to solve basic algebraic equations while others are able to solve algebraic equations utilizing positive and negative integers or even imaginary numbers.

For students needing additional interventions, Windsor Park utilizes a host of tools such as nontraditional seating, stress balls, pressure clothing, chewable jewelry, and assignments in altered formats. Targeted, individualized prescriptions allow for personalized growth and development through teacher and student interaction, tutorials, and through specific computer programs. There is a sensory area for students, and teachers give frequent breaks and jobs to those who need them. The success of these approaches has been consistently reflected in the campus' academic achievement and "A" rating.

3b. Students performing above grade level

Windsor Park Elementary School is a gifted and talented magnet campus serving the varied needs of its learners. Students are sometimes significantly above grade level in given subjects or skills and need to be provided curricula accordingly. Lessons are planned utilizing the International Baccalaureate (IB) framework, differentiating for a multiplicity of learning styles and modalities. Great attention is paid to student-led learning, agency, and agency within assessments. This approach allows students to accentuate their strengths and choose ways to exhibit their knowledge. Educators plan twice weekly in teams to develop and reflect on curriculum. The process is collaborative and takes into consideration all areas of study, including core subject areas, Spanish, technology, and fine arts. One important way the campus helps service gifted learners is through weekly global problem solving (GPS).

GPS is a class that allows students to employ knowledge and inquiry at a rigorous level. Students also learn to present and participate utilizing a multitude of technological platforms. They also engage in working through the S.C.A.M.P.E.R. problem-solving methodology (substitute, combine, adapt, modify, put to another use, eliminate, reverse) and "problems" such as how to create a theme park ride on the moon. Students work in creative teams to solve these "problems." They manage their own IB portfolios in this and their other classes, producing a compendium of work that connects learning from year to year. Assessments are often conducted utilizing daily rubrics and checklists, providing important benchmark skill checks, student voice, and choice.

To meet exceptional needs, Windsor Park also affords students individual study opportunities and enrichment classes outside of the differentiated and tiered curriculum. Students may need instruction and avenues in fields of study at years significantly above chronological development. The campus offers these courses and competitive venues in non-ceilinged, multi-age ways.

3c. Special education

Windsor Park Elementary School has a number of students who are categorized as "twice exceptional." These students, who are gifted and also possess physical or emotional disabilities, are fully included in the general education population and have the same access to services and programs as all other students. It is the responsibility of campus stakeholders to meet the needs of these learners while fulfilling the mission of the campus.

Twice-exceptionalities at Windsor Park span the realm of recognized disabilities. From ADD/ADHD to bipolar disorder and oppositional-defiant disorder to anxiety, students require accommodations and modifications that allow them full access to the gifted and talented program. Campus educators have incorporated a number of individualized education plans to meet specific needs and learning modalities. These accommodations and modifications allow students to address their physiological requirements while maximizing intellectual growth. Students have access to chewable jewelry, stress balls/bands, fidgets, weighted vests, sensory brushing, individualized seating/standing arrangements, noise-canceling headphones, technology applications, cool-down areas, a campus sensory room, modified assignment structures, and more. Educators work in partnership to develop these plans with parents and students, and consistently track data in the campus' Response to Intervention and special education systems.

Communication regarding students' progress and needs is conducted daily through a system that pushes notifications via text and alerts parents to announcements, assignments, and shares photos. Families also text and visit educators regularly and are able to be on campus at any time. This concerted effort to meet the needs of twice-exceptional learners has proven successful. All Windsor Park special education students and students with special needs passed or mastered the State of Texas Assessments of Academic Readiness in 2018 and 2019.

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

As an International Baccalaureate campus serving gifted and talented students from all over the world, Windsor Park Elementary School must communicate with and serve the language needs of English language learners (ELLs) from a panoply of home languages. To accomplish this goal, the campus employs a robust bilingual program.

ELL students entering Windsor Park are administered tests to assess oral, reading, and writing language skills. Based on these results, a prescriptive plan of instruction and intervention is created. Students are placed with bilingual educators who receive yearly professional development in the field of second language instruction and are provided resources commensurate with their needs. Bilingual students are provided instruction in several ways: through curriculum and instruction in their language, through phonics and reading instruction, and through materials in native languages.

The school provides reading and translated materials to ELLs and works to build the number of communications in Spanish. Educators conference daily with parents of ELL students to translate lesson plans, clarify school events, and assist with school life. They also help parents network to provide connections between those with like languages, bridging the gap between school and home. Spanish classes taught by a certified Spanish teacher are also supplied to all students weekly. By the end of fifth grade, all students are able to read and write at a basic level in Spanish.

The campus bilingual committee and parents review bilingual assessment results throughout the year and make recommendations on building student achievement, provision of accommodations to curriculum delivery, and instructional strategies. Windsor Park's ELLs are highly successful. All eighteen ELL students taking part in the State of Texas Assessments of Academic Readiness passed and scored within five points of non-ELL students in 2019.

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Student engagement is key to achievement, a positive school culture, and students' well-being. Building an environment that embodies these elements has been an important part of Windsor Park Elementary School's success. The campus has achieved this goal by creating curriculum filled with rigor and agency and constructing a setting where all are stakeholders to students' social and emotional growth.

Engagement begins in the planning phase. Each week, grade-level and specialist teams plan and reflect on curriculum that is differentiated, student-centered, develops mastery of skills, provides for transdisciplinary learning, and incorporates student agency. Utilizing the framework of the International Baccalaureate (IB) planner, the IB program requires a dedication to student choices, modalities, and voice. Students are often able to craft their learning from their own interests and make decisions about products and studies that fit their needs. The IB Learner Profile accentuates the emphasis on unique student characteristics by asking learners to consistently weigh if they are being thinkers, communicators, risk-takers, balanced, inquirers, reflective, open-minded, principled, caring, and knowledgeable.

Vertical planning teams work to incorporate arts, technology, and Spanish into each planner, providing further student interest and motivation. Students are also able to participate in "Fabulous Friday" classes each week. These classes range from interests involving physical activity such as yoga and outdoor games to origami, playing instruments, creating fashions, robotics, and more. The IB framework places equal emphasis on all facets of study; thus, fine arts classes are just as important as core subject matter and are offered weekly. Additionally, the counselor works with educators and students on a daily basis to plan lessons, provide interventions, offer counseling, and serve as a touchstone to all.

The environment of Windsor Park Elementary School is parent and community rich. Parents come before school to read and check out library books for themselves and preschool learners, community members volunteer to teach weekly classes and give presentations, families attend regular planner sharing events each six weeks, fathers assist classes through a male volunteer program, P.T.A. members help all over the campus through a variety of groups, and loved ones join their children daily on campus for lunch. The campus is consistently honored with the yearly P.T.A. "Voice for Every Child" platinum award, noting P.T.A. memberships that exceed 100% of the student body, and the "Golden Apple" award for 100% staff P.T.A. membership. The campus is also currently rated number one among all Texas elementary schools through childrenatrisk.org.

2. Engaging Families and Community:

Windsor Park Elementary School is a collaborative place where campus stakeholders, families, and community members come together. Since its founding as a gifted and talented (GT) campus in 1976, the school has built programs and partnerships for student success and continual school improvement. These areas include curriculum, campus support, and school leadership.

Since the start of the GT program, Windsor Park has developed curriculum to incorporate families and community members. "Fabulous Friday" classes invited these partners to share their expertise and work alongside campus educators and students to grow development in a number of offerings. Students chose from a diverse catalog of classes, from cooking to arts and cultural history to science. This tradition continues today, with community members, local colleges, universities, and parents teaching "Fabulous Friday" classes that span students' interests and connect the curriculum in real-world ways. Arts and cultural histories are still featured, but community members and parents also teach robotics, crime scene investigations, public speaking, rocketry, and more.

These stakeholders form only a portion of the strong parent and community presence at Windsor Park. Every day, volunteers assist on campus and in classrooms in a host of ways. The environmental committee cares for the grounds; health and wellness volunteers work with teachers to augment school and curricular

wellness efforts; educational support team members offer family experiences such as "Science Day" and buses to university open houses; and many others work to provide book fairs, fund raise, and provide hands-on help in classes. The campus also works with many nonprofit organizations around the city and country to connect campus efforts to the curricular planners.

Campus-led classes also provide ways to build connections between campus stakeholders and communicate about students' academic achievements and challenges. School report card seminars, Title I informational sessions, family game night, reading night, math night, campus communication technology seminars (for English-speaking and bilingual families), family art afternoons, slime creation, stranger danger, campus academic accountability, and internet safety are just some of the opportunities from the 2019-2020 school year. Additionally, parents and community members serve on campus leadership teams and help with the formation of the continuous campus improvement plan. These efforts have helped Windsor Park students excel. The campus is consistently ranked among the top ten elementaries in Texas due to academic performance and is currently ranked number one by childrenatrisk.org.

3. Creating Professional Culture:

Educators at Windsor Park Elementary School are highly valued professionals. By being responsible for not only delivering curriculum, but creating it, teachers are integral to the mission and vision of the campus. They are also caretakers of students' health and well-being each day. To this end, it is important that the school operate as a fully functioning symbiotic system whose daily workings and growth contribute to value and support for all.

The campus' mission, "...to provide a dynamic school environment that encourages the joy of life-long learning, respects and celebrates the diversity of others, and develops confident, productive leaders for society," is only possible through the efforts of each campus educator. Teachers work collaboratively at least twice weekly to create and reflect on curriculum utilizing the International Baccalaureate (IB) framework. This requires teachers to embed Texas Essential Knowledge and Skills as a springboard to student inquiry and agency while keeping IB key concepts in mind. Teachers and administrators work vertically with other grade levels and specialists through campus, summer, and online trainings to compose planners, examine the program, and determine areas of growth. All educators at Windsor Park are integral to the formation of campus policies and improvement plans, endowing educators with a great deal of professional ownership and voice.

Campus educators also build professional ownership through examination of statistical and campus assessment data to determine how to best meet student and campus needs. These analyses influence training for further professional development. This year, training has included the areas of reading, writing, and serving children with serious mental health issues. Additionally, the campus is working with health care professionals to become better versed in issues such as obesity and vaping.

Current campus survey results show that educators feel valued and supported. Teachers remarked about the positive relationships between educators, professional freedom, "great staff," the value of "different perspectives," and that everyone "...works together as a team." Personnel demographics show that 89% of teachers have over eleven years of experience and 46% have over twenty years. Of these educators, most have been with Windsor Park Elementary School for over a decade and several have been with the school for over thirty years. Student achievement results also reflect the success of the professional culture at Windsor Park. Campus state standardized test results have consistently shown 99-100% passing rates with mastery rates continuing to climb. The campus is currently ranked number one among Texas elementary schools at childrenatrisk.org.

4. School Leadership:

Windsor Park Elementary School utilizes a shared leadership model to build relationships and student achievement. This model asks campus stakeholders to participate in policy and program development and determine the distribution of resources. In this shared leadership structure, strengths of teams and individuals are honored and stakeholders are given important autonomy over decisions that directly impact

their work.

At Windsor Park, the principal works as an important member of this team by participating in grade-level, leadership, parent, and community meetings to problem-solve, understand concerns, and facilitate the program. The principal and assistant principal also spend time in classrooms and interact with students daily to learn about individual needs. As an informed member, the principal is able to communicate important curricular and student information to parents and participate fully in discussions regarding individual, group, trending, and grade-level student achievement. The principal works closely with campus teams to develop the budget and make decisions about resource allocation. During grade-level and team meetings, the principal is also responsible for understanding vertical efforts and environmental influences that may impact decision-making.

The principal empowers grade-level chairpersons to lead their teams and help drive the mission of the campus. Chairpersons are responsible for day-to-day decisions and help each team manage their own grade-level budgets, resources, events, and curricula. Chairpersons work with teachers weekly to develop plans, review student achievement, problem-solve, and share ideas. Other members of the campus leadership team include the assistant principal, the counselor, the parent liaison, the nurse, and the instructional teaching assistant; all network with one another to meet requirements and improve student achievement. The campus P.T.A. also figures prominently in decisions made at Windsor Park as their committees and volunteers work closely with campus educators on many student-related programs.

Leadership at the district level has been highly supportive of Windsor Park. Providing funding for alternative materials and resources, the superintendent and leadership team have allowed the campus to explore innovative ideas divergent from other schools to serve the special needs of the campus. The district team has also approved a special budget for staff development and the International Baccalaureate program for over a decade. The investment has been profitable for the district, school, and for student achievement. Compared with other Texas gifted and talented students, Windsor Park exceeded all passing scores on the State of Texas Assessments of Academic Readiness, including mastery levels in reading and in mathematics.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Windsor Park Elementary School has enjoyed many successes since its inception as a gifted and talented campus in 1976. The school is fortunate to have a family of students, parents, and educators who have come together for a shared mission: "...to provide a dynamic school environment that encourages the joy of life-long learning, respects and celebrates the diversity of others, and develops confident, productive leaders for society." Although there are many elements that aligned to make this vision a reality, the primary practice that provides the foundation for the campus' success is agency.

Agency is the ability for students, educators, and campus stakeholders to have authentic power and voice in decisions on the campus. Windsor Park utilizes a shared leadership model at the governing level, empowering teachers to join in decision-making on a daily basis. Educators are also responsible for crafting curriculum, managing team budgets, and determining what materials and resources should be employed to meet student needs. Because the campus values educators, turnover is low, with teachers having an average of ten to twenty years of experience. Campus stakeholders are also part of the decision-making process, playing important roles on leadership teams and participating in school operations on a daily basis. Campus surveys consistently reflect community and parent satisfaction in the school; 90% reported that the school has a positive culture and 91% felt that families and community members have opportunities to make decisions on campus.

The most important facet of agency at Windsor Park involves its students. Curricular planners are developed with student choices, modalities, and voice as central tenets. Rubrics and checklists assess a variety of student-chosen products that incorporate diverse elements such as song, art, technology, writing, acting, and more. Students make decisions about presentation milieus, topics for research, and levels of difficulty. This approach has helped build student engagement, improve campus attendance rates, decrease behavior referrals, and increase student achievement. Since the test's inception in 2012, the campus' mastery rates on the State of Texas Assessments of Academic Readiness have consistently improved. In reading, mastery rates have grown from a campus average of 60% to 80%, and in math the campus average has risen from 41% to 85%. Writing mastery scores have grown from 22% to 50% and science mastery rates have increased from 22% to 57%.