

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

Official School Name Alvarado Elementary South
(As it should appear in the official records)

School Mailing Address 1000 E. Davis 1000 E. Davis
(If address is P.O. Box, also include street address.)

City Alvarado State TX Zip Code+4 (9 digits total) 76009-0387

County Texas

Telephone (817) 783-6880 Fax (817) 783-6889

Web site/URL https://aes.alvaradoisd.net/ E-mail Karlam@alvaradoisd.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* Dr. Kenneth Estes E-mail kene@alvaradoisd.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Alvarado ISD Tel. (817) 783-6800

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. Tom Head
(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):
- 4 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 6 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	18	30	48
K	46	34	80
1	53	36	89
2	52	43	95
3	35	34	69
4	0	0	0
5	0	0	0
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	204	177	381

*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):
- 0.2 % American Indian or Alaska Native
 - 0 % Asian
 - 3 % Black or African American
 - 55.4 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 38.5 % White
 - 2.9 % 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: 17%

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

The mobility rate is 17% due to the close proximity of the Dallas/Ft. Worth metroplex with many families coming and going for employment.

Families are drawn to the area for economical housing and hometown vibe, however, the drive to and from the metroplex causes a high student turnover.

Another reason for the mobility rate is the number of economically disadvantaged students. Many of these families move from place to place due to economic hardships.

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	30
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	31
(3) Total of all transferred students [sum of rows (1) and (2)]	61
(4) Total number of students in the school as of October 1, 2018	356
(5) Total transferred students in row (3) divided by total students in row (4)	0.17
(6) Amount in row (5) multiplied by 100	17

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

Spanish

English Language Learners (ELL) in the school: 40 %

153 Total number ELL

7. Students eligible for free/reduced-priced meals: 77 %

Total number students who qualify: 295

8. Students receiving special education services: 7 %

27 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>2</u> Autism | <u>7</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>4</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>0</u> Specific Learning Disability |
| <u>3</u> Emotional Disturbance | <u>28</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 7

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.	24
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.	20
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 16:1

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	96%	95%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

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

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

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

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

Yes No

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

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

We ensure high levels of learning and student success through goal setting, relationship building, and achieving excellence in all things.

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

Alvarado Elementary South (AES) is one of six campuses comprising the Alvarado Independent School District (AISD), which is located in Alvarado, Texas – a rural community about 25 miles south of Fort Worth; and 40 miles west of Dallas. The campus is nestled in a culturally diverse neighborhood surrounded by open fields and farmland.

Although many AES parents work in the Dallas/Fort Worth Metroplex, they choose to live in Alvarado because of the small-town atmosphere the community has to offer. In several instances, these same parents decide to move closer to their jobs before eventually returning to re-enroll their child at AES because they missed the overall small-school environment. This rationale helps explain why AES has a mobility rate of 17%, which is 2% higher than the state average.

The mission of AES is to “ensure high levels of learning and student success,” which coincides with the district’s mission of “inspiring and empowering learners.” High expectations are set for all students and the campus does not allow its student demographics or the mobile community to lower student expectations. To the contrary, the students rise above the circumstances and prove their desire to be successful.

Besides being a Title I campus, AES is also the oldest school within the AISD with a student population of approximately 375 in grades PK-3. Traditionally, a large number of students who attend AES come from families with low socioeconomic statuses as well as diverse backgrounds. Demographically, the student population is made up of 52% Hispanic; 40% White; 3% African American; and 2% are labeled as “other.” As a whole, AES has an Economically Disadvantaged rate of 77% (more than 13% higher than the state average). AES also has a 17% mobility rate which translates to about 53 students who are transient. The AES student mobility is 2% higher than the state average of 15% and 3% higher than the district mobility rate of 14%.

Despite these barriers in socioeconomic backgrounds and diversity, AES has managed to not only outperform the district’s other two elementary campuses in the area of state assessments, but it has also earned higher scores than any other elementary campus inside the county. These ongoing positive results are a testament to the school’s outstanding faculty members who continue to collaborate with the students, families, partners, and others within the community to ensure educational excellence among all students.

In addition, AES has earned the following academic distinctions since the 2017-18 school year: Academic Achievement in Reading/ELA (2017-18); Academic Achievement in Mathematics (2017-18; 2018-19); Postsecondary Readiness (2017-18; 2018-19); and Top 25 Percent: Comparative Closing the Gaps (2017-18; 2018-19).

The planning and day to day work in continuing to lead and build a success is driven by the “Wildly Important Goal” (WIG) of the campus. Several years ago, the principal read, *The Four Disciplines of Execution* by Steven Covey. She shared the book with the superintendent, who then read the book and challenged district leaders to create a WIG for the district and the campus. The campus WIG put into place is centered on student success and changes each year. Lead measures are created by the campus teachers and administrators and a scoreboard is kept to track success or failure of the lead measure. The WIG drives campus decisions and gives a laser focus on what the important work is on the campus. The goal is shared with parents, students, and community stakeholders. Currently, the lead measure for the WIG at AES is for teachers to meet individually with every student weekly to provide specific feedback on their performance and progress in core subjects, and for teachers to track the daily individual student talks on a form. Each week, the campus administrators then meet with the teachers as they share discussions they have had with students individually. The teachers bring the WIG binders to the PLC meetings and share this information. Every student is important at these meetings; it is not only the struggling students who are discussed. AES believes that every child matters and strives for the success of each student to be wildly important.

AES has a strong Dual Language program which is modeled after the Gomez and Gomez Model. This model requires dual language teachers to follow a specific instructional schedule for each subject area with

language of instruction specified for each subject. Teachers are also encouraged to use technology to promote students to practice their English and to maintain their Spanish. In order to embrace the culture of the English Learners, teachers celebrate a Cinco de Mayo event with traditional dances from Mexico in their traditional attire. The Cinco de Mayo celebration is always well attended by parents, extended family, and community members. It has become a campus favorite.

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

Instruction at AES is guided by the Texas Essential Knowledge of Skills or TEKS and utilizes a curriculum with a scope and sequence that is updated each year by a State Service Center. This document ensures that the curriculum used is guaranteed and viable. In order to safeguard the implementation of this curriculum, educators design assessments that are common to all grades according to subject area. These assessments are given four times a year and are vetted by a team of principals in order to ensure the rigor and alignment of the curriculum assessed. Following each assessment, the school district provides a day designated for data disaggregation and for creating a plan of action to address any TEKS where students performed low.

The principal and the assistant principal are charged with coaching each teacher three times every six weeks. The principal and assistant principal coach twelve teachers each and meet face-to-face after each coaching session in order to address the positive aspects of the instruction and one shift that would improve instruction. This approach has been beneficial and any trends that the principal and assistant principal see are addressed through a campus professional development meeting each month.

Each grade level also meets with their Professional Learning Community (PLC) weekly. These meetings are attended by the principal or assistant principal and are guided by these four questions: What are students learning? Did the students learn? What will we do if they know it? What will we do if they didn't learn it? Individual students are tracked to monitor learning from week to week. PLC meetings are also a time to look closely at data from the online assessments and gaps are discussed and intervention plans are updated. If trends are seen among classes, the teachers collaborate to develop a plan to address those for the next week of teaching. The focus of the meeting is driven by student learning every week.

1b. Reading/English language arts

The reading curriculum is couched in the TEKS. The foundation of the reading curriculum is based on the five pillars of reading instruction: phonemic awareness, phonics instruction, fluency, vocabulary, and reading comprehension. The five components of literacy are taught using a balanced approach, and each grade level schedules 120 minutes for literacy instruction.

The phonics program is explicit, systematic, and multi-sensory. Each teacher attends a five-day training as well as coaching throughout the school year to maintain fidelity and alignment in every classroom. The principal and the assistant principal have been through the same five-day training in order to acquire the knowledge to coach teachers and ensure proper program implementation. A scripted phonics lesson is delivered each day for 30 to 45 minutes. The program is methodical from kindergarten through third grade. Students receive phonics instruction in English for English Language Arts and in Spanish for Spanish Language Arts.

Through balanced literacy, the components of fluency, vocabulary and reading comprehension are addressed. Students are assessed in their reading fluency one-on-one with their teacher at least once per month. Leveled readers are utilized to promote fluency for differentiating the needs of learners.

Vocabulary is taught explicitly through the literature as well as through interactive word walls. Students manipulate word parts as they explore language and its intricacies. In some instances vocabulary is pre-taught in order to advance the lesson before a word is introduced in the text. Each classroom participates in daily read-alouds that are above grade level to allow students to expand their vocabulary.

The ultimate goal of the reading curriculum is for students to read on grade level with deep comprehension. Since comprehension is a major goal, various approaches are used to achieve it. Teachers utilize think-alouds, predictions, high-level questioning, inferencing, and digital comprehension quizzes to strengthen

this skill for students before, during, and after reading a text. Students engage in daily journal writing both as a means to communicate comprehension of text as well as an expression of personal connection. This writing encourages an organized approach to convey ideas and confirm comprehension to the teacher.

To promote literacy and a life-long love of reading throughout the campus, specific activities are planned throughout the school year. These activities include: The Dot Day, storybook character dress up day, multiple book fairs, multiple opportunities to receive a new book, and a week long celebration of reading in the classrooms. In third grade, there is focus on reading the Texas Bluebonnet Book nominations. The principal ensures that all Bluebonnet book nominations are purchased and placed in a special section of the library. Students are introduced to the twenty books nominations and encouraged to read them. The teachers along with the principals, also read the books. Once a student has read at least five of the books, they are eligible to vote on which book should be the winner. Students all across the state participate in the on-line voting each January. They are always excited to discover the winner. The Bluebonnet winner is announced in the spring by the Texas Library Association.

1c. Mathematics

The math curriculum has a focus on conceptual understanding of the math TEKS and automaticity of basic math facts. Lessons are planned collaboratively with team members and follow the scope and sequence of the district curriculum. Teachers set high expectations for students every single day and focus on student accountability and success. Students practice counting skills with songs, rhymes, and interactive videos. Teachers ensure mastery of counting according to state standards and also integrate the practice during transition times as they vary counting and skip-counting by ones, fives, tens, twenties, etc. Having a firm foundation of counting skills and basic addition and multiplication facts has been proven effective. Each grade level has specific plans in place on how they ensure the mastery of learning the facts. In kindergarten, the students are assessed orally and one-on-one. In first through third grade, students take timed daily quizzes and track their progress. The tests are individualized, and students test on the specific facts they need more practice with each day.

For whole group instruction and to introduce new concepts, teachers introduce their lessons with an animated video to engage students and capture their attention. Manipulatives and visuals are utilized to convey a math concept before moving to independent student practice. Each student has their own set of manipulatives to practice with. They also work frequently with table partners to discuss understanding of concepts. Teachers model explicitly how to work out the math problems as well as using metacognition strategies that show their thinking and reasoning behind each process through solving a problem. While the teacher models, students also use whiteboards to practice and follow along or take notes. Spiral reviews are embedded in lesson plans each week, based on data, to fill any gaps students may have and keep skills sharp. Teachers use challenging and engaging word problems and real-world situations as examples so that students feel confident to tackle difficult problems on their own and can relate to the problems at hand. Cross-curricular integration is also considered when choosing or developing problems for students to analyze and answer.

Small group instruction is another piece of the 90 minute math block. Teachers focus on any areas of weakness that students may have and work with them in groups of four to five students at a time in a guided activity to ensure learning of concepts. While they are working with a small group of students, the other students are engaged in various math stations. Stations include previously taught concepts for practice, digital games, and various activities with flash cards and manipulatives.

Diagnostic testing is another important piece of the math block. Students take online math diagnostic assessments and practice to ensure mastery of skills. The diagnostic provides students with scaffolding of targeted skills to ensure mastery of grade level standards. Teachers meet with students frequently to discuss their progress with the digital tool and assign practice modules that are specific to each student's individual needs. In addition to tracking learning with the online tools, students also track their unit assessments. Goals are discussed and set after each nine week assessment.

1d. Science

AES uses a science curriculum that is aligned with the K-3 Science TEKS. The curriculum is vertically aligned to build a solid foundation for student learning to prepare students to successfully engage daily with rigorous science topics. Lessons are presented utilizing the 5E model which is designed specifically for science instruction. Teachers have background information available to support real-life applications in daily instruction. This curriculum is also provided in Spanish to support our bilingual education program and assures equal opportunity learning for all students.

Students use science journals, hands-on exploration, and science word walls daily to enhance learning as the unit develops. Science journals allow students to use their classroom word wall to write and respond about their learning. Hands-on experiments make the learning concrete and visual for students to understand complex science topics.

Throughout the year, students experience multiple opportunities to strengthen their science knowledge. One such opportunity is for students to participate in virtual reality trips with support from the technology department. The partnership with the county 4H Club provides incubators, eggs, and lights to hatch chicks in the spring when students are studying life cycles. Periodically, guest speakers with a variety of science backgrounds speak with students about their careers in science and encourage students to consider a career in a Science, Technology, Engineering, and Math field.

Science instruction is assessed at a variety of times to determine the level of student learning. Formative assessments such as exit tickets and journal writing are used daily. Unit assessments are given at the end of the unit to determine the overall success of lessons taught. Science learning is also assessed twice at the district level through teacher-created Common TEKS-based assessments (CTBAs). Data generated from these assessments are used to drive instructional decisions about science during campus PLC meetings.

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

The social studies curriculum is TEKS aligned and the overarching ideas are community, culture, and civic responsibility. Each unit incorporates the following process standards: critical thinking, problem solving, and communication. The curriculum includes historical figures and events, government, patriotism, citizenship, and traditions at the local, state, and national levels. Grade level planning teams develop lesson plans around the district scope and sequence. Cross curricular opportunities are included in the planning to ensure chances for students to demonstrate learning from other content areas.

AES provides students a memorable approach to learning civics with various guest speakers from the community and schoolwide philanthropic opportunities. The campus participates in Community Helper Week to highlight the goods and services from the city and surrounding area. Guest speakers are invited to represent their profession and explain their impact on the community. The mayor and alumnus of Alvarado visited with third grade students to provide students with a real-world example of local government and the influence he has on the community.

Teaching AES students about voting as an important civic responsibility is one way they are encouraged to become involved citizens, the importance of patriotism, and the democratic process. Local and state mock elections are held at each grade level yearly and extended to presidential elections every four years. Students also vote for the students who will represent their class as student council officers. Students who are interested in running for the student council positions are required to develop a speech to deliver to their classmates providing appropriate reasons as to why they should be appointed. Once all speeches have been delivered, students vote to determine which two students will represent the class on the student council.

The AES student council organizes a fundraiser called The Turkey Trot, which donates its proceeds to Santa's Helpers, a local organization that provides students with Christmas gifts, clothes, and shoes. The student council also leads a canned goods drive for our local food pantry called Helping Hands for Jesus. Supporting and giving back to area organizations demonstrate civic responsibility.

1f. For secondary schools:

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

AES in collaboration with Head Start has a high-quality Pre-K program for eligible four-year-old children in English and Spanish. Four classrooms offer a full-day program. Planned learning opportunities from the state of Texas Pre-K Guidelines are directly aligned to state academic standards in the ten domains: literacy reading/writing, mathematics, science, social studies, fine arts, physical development and health, technology, social-emotional development, and language and communication. Standards are taught using developmentally appropriate play-based activities that inspire engagement by building a foundation for hands-on exploration and self-directed learning that promotes social emotional development. Students are assessed using the state of Texas' progress monitoring system, administered at the beginning, middle, and end-of-year, to evaluate growth and kindergarten readiness skills. Lessons are organized around themes that grow in scope throughout the school year. All pre-K teachers are appropriately certified, along with additional professional development hours in early childhood education. Head Start coaches perform classroom observations and give research-based feedback and suggestions to improve student-centered learning. Each classroom has a paraprofessional to assist with instruction, who meets the early childhood employment requirements. Curriculum materials used in the classroom are researched and adopted by the state of Texas. Students access to technology devices includes structured instructional programs and monitored self-discovery learning. Pre-K teachers collaborate with kindergarten teachers to ensure alignment and expectations for a successful transition into kindergarten. Family engagement opportunities are provided throughout the school year, including parent conferences to discuss child's progress to fun academic nights that reinforce educational strategies that can be done at home. AES acknowledges the importance of pre-K as being part of a strong foundation to a student's academic career. Students who have attended AES' pre-K program have performed at high academic levels in the primary grades as evidenced by district assessments.

2. Other Curriculum Areas:

To develop students beyond core academics, students in kindergarten through third grade attend a physical education class for 35 minutes each day and 35 minutes in fine arts class and the library, on alternate days. Pre-K students have 20 minutes of an integrated physical education and fine arts class each morning to begin their day.

The fine arts curriculum at AES aligns with the TEKS and has students participate in activities that spark creativity and promote appreciation of culture, art, and music. Students practice drawing, use modeling clay, water colors, finger paints, and colored pencils to foster their creative energy. Students also learn a variety of chants and songs of diverse and cultural music. Students especially enjoy making rhythm with the drum sticks and large inflatable balls, which is incorporated each 6 weeks. Second and third grade students have the opportunity to participate in Music Memory and Storytelling through the University Interscholastic League. Reader's theater performances are practiced throughout the classrooms in first through third grade.

Physical Education (PE) is led by a certified teacher. The TEKS aligned curriculum promotes physical fitness, principles for a healthy lifestyle, and teamwork. Students learn the rules and basics of a variety of sports including soccer, baseball, football, basketball, and tennis. These skills are taught in the gym through interactive play stations and direct instruction. Students learn the specific sports-skills and rules while learning about communication, teamwork, perseverance, hard work, coordination, self-discipline, and comradery. One day each week is dedicated to dance. Students thrive on the rhythm and learning new dance steps as it boosts their self-confidence and playful energy. Third grade students are assessed each year with a physical fitness test called Fitnessgram. The assessment tests endurance, flexibility, and strength and it is monitored throughout the year to check the progress of individual students. All students are encouraged to participate in the Kids Heart Challenge in conjunction with the American Heart Association. At the end of the school year, students look forward to the annual field day celebration where families and community members are encouraged to join.

students visit daily. The librarian coordinates with classroom teachers to read aloud books that support classroom instruction, units, and studies. Each week, students in first through third grade check out two books. Books in the library are leveled and students are guided and encouraged to check out and read books on their independent reading level. The librarian ensures students are checking out appropriate books and makes it a priority to model a love of reading. The library collection offers culturally diverse texts and an array of popular and award-winning books to choose from.

To increase student engagement and achievement, technology is integrated at all grade levels across the curriculum. Technology application TEKS are embedded in daily lessons to enhance student engagement and achievement. Digital citizenship is explicitly taught and modeled every day. Each classroom is equipped with various technology tools and the educators model the use of devices such as ipads, chromebooks, interactive whiteboards, document cameras, and media projectors during interactive lessons. Technology is an integral part of everyday instruction and learning. The tools provide students with the ability to prepare projects, documents, visit websites, research, and create presentations. In addition to the technology-rich classrooms, students in kindergarten through third grade attend computer labs for 30 minutes each day to extend learning and practice in math and reading, and keyboarding. These educational computer-based programs provide specialized learning for students to practice skills that are deficit not yet mastered.

Two part-time social workers are paramount in serving our families to ensure students feel valued and parents feel supported. They assist students who face challenges such as poverty, domestic issues, and single-parent homes. They also coordinate campus events for special weeks throughout the year. Those weeks include: fire safety, Red Ribbon, and kindness. Social workers meet with students throughout the year to address issues regarding socio-emotional and mental health. They assist with the local family out-reach program that provides clothing, food, and Christmas gifts to families in need.

3. Academic Supports:

3a. Students performing below grade level

AES aggressively monitors students daily to determine mastery of TEKS in Tier I instruction. Students that demonstrate lack of mastery receive direct re-teach or attend tutorials to ensure additional learning opportunities. The minute the teacher determines that a student is not making adequate academic progress in Tier I instruction, the teacher refers the student for a Student Support Team (SST) meeting. This meeting includes all district employees that would have educational interest in servicing the academic and/or behavioral needs, including the parent(s). At the SST meeting, data is presented to the team, identifying academic and/or behavioral concern(s) specifically targeting the TEKS that were not mastered in Tier I instruction. The SST then recommends district resources that will support the academic and/or behavioral needs of the student in a Tier II or Tier III program. Once a Tier II or Tier III intervention program is assigned to a student, the student is identified as being serviced under Response-to-Intervention (RTI).

RTI interventions include but are not limited to, computer programs that scaffold self-assigned and/or teacher assigned lessons, building on grade-level TEKS that were not mastered in Tier I instruction, differentiated strategies, small group instruction, and use of manipulatives. Researched-based instructional programs have been specifically identified for Tier II and/or Tier III targeting skills in reading and math. RTI is a designated 30-45 minutes, in the master schedule, that all Tier II or Tier III students attend daily for remediation. Teachers utilize an additional 30 minutes intervention time that is built into the master schedule. This flexible schedule has proven to be successful for the past five years.

Student progress is monitored every three weeks through data collection and analyzed to ensure that gaps are closing for the students below grade level.

3b. Students performing above grade level

Students who perform above grade level are challenged both in the classroom and through a pull-out program. In the classroom, high-performing students are challenged with advanced critical thinking skills and skill extensions. Teachers adjust the complexity and depth of lessons by embedding open-ended

questions to encourage rich discussion and connect learning to real-world applications. Opportunities also include learning projects to incorporate individual students interests. AES also identifies students for the Gifted and Talented (GT) program who are performing above grade level. This occurs twice annually after a teacher or parent referral. Students are assessed with an on-line assessment. Once qualified, students participate in a pull-out program. Kindergarten students are screened in the spring to better track and serve those students who are performing above grade level and exhibit characteristics of a GT student. The Texas Performance Standards Project curriculum is used in small group instruction as a pull-out model. This curriculum exposes students to advanced content through discipline-based research models. Planned project-based learning opportunities provide an environment that extends gifted and talented students, individually, as it aligned to their interest and academic strengths, specifically geared to challenging them. Many of the activities the students participate in are student-directed, chosen, and guided under the supervision of a certified teacher. Some of the projects include the following and include research and presentations: cardboard arcade games, reader's theater, marshmallow catapults, t-shirt design, coding, and robotics.

3c. Special education

Students under the Individuals with Disability Education Act are served through a flexible inclusionary model and pull-out model to meet the students' academic needs. The special education teacher co-plans daily lessons with the general education teacher to ensure learning levels are personalized to each student's Individual Educational Plan (IEP). The special education teacher, the paraprofessional, and the general education teacher collaborate to deliver the individualized instruction to the student. Instruction is specifically designed to give students with learning needs meaningful access to the general education curriculum. The alignment of curriculum, instruction, and assessment is crucial to prepare students for life-long success. Special education students attend pull-out interventions to remediate foundational skills and to scaffold grade level TEKS. Special education students also have a pull-out time with the special education teacher each day for tailored review of phonics lessons, daily sight word practice, and to pre-teach content necessary for the next day's lesson. The special education teacher and homeroom teacher communicate daily and weekly to track the progress of each student on their weekly goals and IEPs. Since the achievement gap between the overall student performance and the special education students is 27 percentage points, the campus works with urgency to address the shortfall in the following ways. Teachers hold weekly conversations with students regarding their skills progress on a tracking sheet where the students graph their status and set goals. Data meetings are held to assess individual readiness standards that are most missed and create a plan of action to reteach. Special education students are scheduled to receive additional time on specialized digital programs to buttress the reading and math classroom instruction. These programs are real-time diagnostic and pinpoint what the students already know and make skill recommendations to fill knowledge gaps.

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

AES provides dual language instruction to students whose first language is Spanish. The curriculum used is aligned to the TEKS and each class is taught by a Bilingual Certified teacher. Teachers in pre-K through first grade are self-contained, while second through third grade dual language classrooms are departmentalized. Teachers in the dual language program provide instruction in Spanish language arts and reading, Science and social studies, but the math is taught in English. The Dual Language program model is designed to assist students in becoming bilingual, bicultural and biliterate. The goal is to ensure students have pride in their culture and language and see it as an asset to their contribution to the whole school. The dual language program is considered to be an additive model, which embraces what the students bring from home. The students make up 50% of the total campus student population. Students learn the Spanish phonics in pre-K and in kindergarten with a multi-sensory approach and become readers by December of their kindergarten year. Their ability to read allows for students to participate in digital comprehension quizzes by mid-year. After students learn to read, they have many opportunities to read from a variety of diverse texts that are culturally appropriate and many books have characters that are relatable to students. The bilingual teachers collaborate to create assessments in Spanish or English according to the student's needs. Most of the dual language students assess in Spanish and several district and campus software programs are in Spanish. The dual language teachers collaborate regularly to ensure vertical alignment. They work to make certain

that their instruction, materials, and literature meet high standards for their students. Objects in the classroom are labeled in both English and Spanish to expand literacy as well as throughout the campus.

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Building relationships is the foundation to engaging our learners and is vital for their academic success. Students are greeted each morning at the drop-off line as the school staff open vehicle doors and welcome students to school. This promotes positive relationships with parents and ensures that students begin their day with an encouraging word. Free breakfast is served to all students who wish to eat at school and administrators and other school staff welcome students in the cafeteria line each morning. Immediately after breakfast, the United States and Texas pledge are led by second and third grade students to showcase the leadership skills of the students. To promote social and academic growth, a traditional practice that inspires students to do their best begins with the principal's morning message. She encourages each student to recite the school motto with her, "Today I will do more than I have to do, I will treat others as I want to be treated, and I will be safe, be respectful, and be responsible." This motto has been pivotal in establishing a safe and respectful environment. Also during announcements, recognizing student birthdays and students who have shown superior character help promote positive school culture. AES utilizes the Positive Behavior Interventions and Support model to be proactive with behavior issues and encourage emotional growth. Coupons are earned by students who exemplify the attributes in the school motto of being safe, respectful, and responsible. Teachers cash in the coupons for small prizes or privileges.

AES provides numerous opportunities for students to flourish, compete, and succeed through the consistent use of motivation, incentives, and tokens of appreciation. AES fosters positive relationships between students and staff through school assemblies, field trips, field days, award ceremonies, spirit sticks and pride parties. Students are motivated to excel academically by recognizing and celebrating accomplishments through social media and morning shout-outs. Student and school successes provide a positive school culture and climate that enhances academic, social, and emotional growth for all. Once each six weeks, students and teachers wear college t-shirts. Teachers also have an area in the classroom where they promote their favorite college or memorabilia.

AES invests time in the social and emotional well-being of students. Two part-time social workers provide leadership in this area, and encourage students to develop healthy perceptions of themselves. A variety of character education and mentoring programs have been established to meet the needs of the diverse student population. The social workers work closely with families and share various resources with them and develop collaborative relationships. End of year parent surveys indicate 97% of students feel safe and enjoy learning at AES.

2. Engaging Families and Community:

Engaging the family and community plays a significant role in the success and well-being of students in the educational process. The key to involving the parents and community is clear and consistent communication to encourage them to take an active role in the school.

Each school year begins with a Meet the Teacher night. Every student receives a special welcome postcard with an invitation to meet their teacher. Teachers welcome students to their class and begin the process of establishing strong relationships with parents and students. Teachers connect again with each family within the first two weeks of school by hosting a grade level parent meeting where they share classroom expectations, student goals, and assessment information. Teachers' schedules, email address, and contact information are shared with parents to encourage additional conferences and communication if needed. Students' academic progress and curriculum information is shared frequently with parents throughout the school year. Annual surveys reveal parents feel comfortable and informed at AES.

Online sources such as the campus website, social media outlets and digital communication tools provide parents and the community with information about school events, the calendar, and campus policies and procedures. Parents have access to a family portal to obtain information on lunch accounts, discipline, attendance, and grades. Parents are encouraged to attend school parties. The end of year award assembly is

heavily attended. Review of sign-in sheets indicate that students who have had consistent parent attendance at school functions are on grade level in academic areas. AES students participate in the Johnson County Soil and Water Conservation coloring contest. Several grades take field trips to the Fire Department, Police Department, and local public library.

Established campus committees such as the Language Proficiency Assessment and Campus Site- Base Committee require parents and community members to take an active role. Their input and participation in these committees is of great value. The partnership of the parents and the community aide the school in student success.

Communication of a child's academic, behavioral, and social progress is paramount to success. Communication is provided in both English and Spanish and takes place in the form of letters, memos, phone calls, face-to-face conferences, and home visits. AES is an advocate for parental and community involvement in the pursuit of student success. Family Night and Grand Friends visit day draws families together for a visit, word games, and book browsing. Continuous parent communication is key for student success. AES has found the implementation of various communication platforms best reaches the school's diverse population. Partnerships with local churches and organizations also ensure the fundamental needs of students and families are met. Vision assistance, school supplies, books, food, coats, and holiday gifts are provided to families.

3. Creating Professional Culture:

The culture at AES thrives on teachers taking the lead in the classroom daily by encouraging and challenging students to do their best. They lead students to become independent thinkers to take the leadership role in group and cooperative learning activities. Teachers also demonstrate leadership and build a professional culture when conferencing with parents about their child's successes and challenges. Several teachers also serve as our campus ambassadors by attending district ambassador training on what it means to promote our district and the teaching profession. The goal of AES is to provide teachers with an opportunity to feel connected and grow as a team. Educating a diverse group of students requires that the entire staff is on the same page and understands how to work together.

One of the most impactful ways the campus has flourished is through meetings held twice per month called Data Driven Instruction (DDI). The DDI process consists of a team of teachers working closely together with the principal who in turn, works closely with the principal manager. After a skill is taught and students have had time for independent practice, teachers carefully look at student work. They choose three samples from each of the following categories and analyze them: high, medium, and low student work samples. In the meetings, they compare the student work to the teacher exemplar. Teachers unpack the standard and identify the gap that needs to be re-taught. Together, the teachers and principals collaborate on a plan and write a specific re-teach script for the teacher to deliver. They also decide which day and time the reteach will take place, and the principal attends the reteach. The reteach always includes the highest leverage action whether it's guided discourse or modeling. The group meets again after the reteach and the process starts over again.

In addition to DDI meetings, staff meetings are held every month and are structured in a way that gives everyone a moment to learn, and a moment to share. AES has firm beliefs that are grounded in the district mission to Inspire and Empower Learners. The staff has had a variety of opportunities to learn from the principal, the assistant principal and each other. Engagement strategies are used to open each meeting along with celebrations and new learning. Teaching children is hard work and AES believes that staff has to be celebrated. The principal ensures that staff receives regular treats such as their favorite drink, snack, or other small momentos weekly. Some of the items included spirit sticks, hand-written notes, and crazy sunglasses for a spirit day. Teachers enjoy the surprises they find in their mailbox!

4. School Leadership:

A transformational leadership style guides the school leadership in a unique and positive way. The district-level leadership sets the tone for the campus leadership through a coaching model. District level

administrators lead the campus level, who in turn lead the faculty and staff. Both the district and campus level teams create and sustain a culture of excellence for faculty, staff, and students. The superintendent and district level administrative team model school leadership and coaching. Each week, the district level team and campus administrative team visit classrooms. After the classroom visits, discussions are held about the areas to “glow” on and the areas to “grow” on. This “get better” approach builds capacity for the campus team to continue conversations with teachers and address any areas of instruction to improve overall student success. The goal is to constantly strive for excellence and continually improve.

The principal is student-centered and embraces instructional leadership behaviors that multiply effective teaching, learning, and leading practices. The principal sets the tone to model the role of excellence and high expectations every day. She ensures that instructional programs and policies are aligned with academic standards, support student achievement, and contribute to school improvement with the standard always being excellence. A structured schedule each day allows time for the principal to be present in greeting students both in the morning and afternoon as well as time in classrooms for daily observations and meeting with the teachers to provide feedback from the visits. The Texas Teacher Evaluation and Support-System (T-TESS) streamlines with the coaching process. At the beginning of each school year, the principal and assistant principal provide guidance and feedback to every teacher to assist them in the development of their professional growth plans enhanced with specific, measurable, attainable, relevant, and time-bound goals. Once plans are developed, teacher-administrator conferences are held to discuss expectations, goal-attainment progress, and staff development needed to support teacher growth. The principal and assistant principal exercise an open-door policy being readily accessible and approachable to support their teachers development in all areas.

The assistant principal provides ongoing support and feedback to all stakeholders and focuses on the effectiveness of school safety, discipline, textbooks, state assessments, response to intervention, and the dyslexia and 504 programs.

The roles and responsibilities of the leadership team are dynamic and are characterized by high levels of internal accountability that demands continuous improvement and a results-driven approach to teaching learning, and leading. A huge part of making the coaching model work is leading by example.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Alvarado Elementary South incorporates many different strategies to ensure excellence and to inspire and empower learners each day. One practice that attributes to the vast amount of success of the staff and students involves socio-emotional development. Each grade level spends a large amount of time at the beginning of the year explicitly teaching about developing, maintaining, and exhibiting a growth mindset. The lessons are developmentally appropriate videos and activities involving various celebrities and athletes to whom students can relate. These activities and relatable stories are referenced throughout the year in differing situations to which students must apply their growth mindset.

The development of a growth mindset has provided students with opportunities to prevail in tough situations. After students take local common TEKS based assessments, they track their progress. This involves tracking the overall score of the assessment along with their performance on each concept. On questions or concepts not mastered, students must spend time determining what they have done incorrectly in that situation and approach it with a growth mindset in order to determine their plan of action to address it. Once the student has determined the correct answer through various re-teach strategies and modeled their thinking, they are to articulate where their misconception happened and the strategy they used to solve it. This also allows educators the opportunity to have in depth discussions with students regarding their current levels of performance, set realistic goals, and develop a plan of action involving their personal mindset in order to achieve those goals.

Due to students being more aware of their mindset and approaching situations with a can-do attitude, educators have raised the bar on the expected outcomes of the students on formal and informal assessments, daily class assignments, and, ultimately, the state assessment. The expectations are clearly communicated on a daily basis through individual student discussions, continuous, individualized feedback on daily assignments, and continuous opportunities for students to apply their learning and growth mindset.

A growth mindset has provided students with the opportunity to acquire mastery of various skills through hard work, high expectations, and dedication from educators and students. Students understand that through tracking their progress and growth, they are being held accountable in order to learn more effectively and efficiently. Persistence and stamina are also advantages of explicitly teaching and modeling a growth mindset. This one strategy has assisted us in achieving academic success for all learners at AES.