

U.S. Department of Education
2021 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 Martha Martinez
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

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

School Mailing Address 2701 Harrison Avenue
(If address is P.O. Box, also include street address.)

City El Paso State TX Zip Code+4 (9 digits total) 79930-2402

County El Paso County

Telephone (915) 236-5300 Fax (915) 566-4459

Web site/URL https://www.episd.org/clendenin E-mail mxmarti3@episd.org

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

Date _____

(Principal's Signature)

Name of Superintendent* Mr. Vince Sheffield E-mail vasheffi@episd.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name El Paso Independent School District Tel. (915) 230-2000

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. Alfonso Velarde
(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, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The electronic signature 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 2021 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 must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2015 and grades participating in statewide assessments must have been part of the school for at least the three years prior to September 2019.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2016, 2017, 2018, 2019 or 2020.
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 current school year (2020-2021) unless otherwise stated.

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

- Number of schools in the district (per district designation):
 - 50 Elementary schools (includes K-8)
 - 16 Middle/Junior high schools
 - 17 High schools
 - 1 K-12 schools

84 TOTAL

SCHOOL (To be completed by all schools. Only include demographic data for the nominated school, not the district.)

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

- Urban (city or town)
 Suburban
 Rural

- Number of students as of October 1, 2020 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	14	12	26
K	28	22	50
1	27	36	63
2	30	23	53
3	32	30	62
4	38	30	68
5	32	29	61
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	201	182	383

*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
 - 0 % Asian
 - 4 % Black or African American
 - 90 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 3 % 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 2019 - 2020 school year: 21%

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

Contributing factors include the substantial number of students that are military-connected and face permanent change of station and parent deployment. Additionally, high poverty levels in the community force family displacement from their homes, relocating to more affordable housing- usually within the same geographical area. Proximity to the U.S.-Mexico border also causes many students to cross the border regularly as they have one parent who permanently resides in Mexico and is unable to cross. Frequently, the continuous crossings become difficult for the families, forcing parents eventually to withdraw their children from campus.

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2019 until the end of the 2019-2020 school year	45
(2) Number of students who transferred <i>from</i> the school after October 1, 2019 until the end of the 2019-2020 school year	52
(3) Total of all transferred students [sum of rows (1) and (2)]	97
(4) Total number of students in the school as of October 1, 2019	453
(5) Total transferred students in row (3) divided by total students in row (4)	0.21
(6) Amount in row (5) multiplied by 100	21

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

Spanish

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

7. Students eligible for free/reduced-priced meals: 89 %

Total number students who qualify: 342

8. Students receiving special education services: 12 %
45 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. All students receiving special education services should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|------------------------------------------------|
| <u>3</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>8</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>8</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>22</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>4</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: 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. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	26
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	5
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 15:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016
Daily student attendance	98%	97%	97%	97%	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 2020.

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.

Clendenin Elementary empowers and prepares students for higher learning while striving to promote a safe, positive, and engaging environment that addresses the needs of all learners through explicit instruction.

16. Briefly describe how your school has been operating during the current 2020-2021 school year (e.g., open as usual, online only, a hybrid model, etc.)? If different grade levels in your building operate in different ways, include this. If the school began with one model and switched to another partially through the year, include this as well.

Clendenin Elementary started the school year with 100% virtual instruction in all grade levels. In November 2020, Clendenin started learning pods to service students that had no internet access or who were at risk of failing. Teachers continued to teach from home and a certified employee assisted students in the learning pods. In January 2021, all teachers returned to campus, and 25% of the students that chose face-to-face (F2F) instruction returned to campus. Teachers started a concurrent teaching model providing simultaneous instruction to both F2F and virtual students. In February 2021, all students that chose F2F returned to campus.

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

PART III - SUMMARY

Clendenin Elementary was founded in 1966 as Bassett Elementary. It was renamed to Clendenin Elementary in 1983 in honor of school board trustee Maybelle Clendenin. Clendenin is a pre-kindergarten through fifth grade campus with a student population of 449 as of 2020.

Clendenin's philosophy is that all students have the capability to learn and succeed when provided with high quality education paired with social emotional support. Clendenin Elementary empowers and prepares students for higher learning while striving to promote a safe, positive, and engaging environment that addresses the needs of all learners through explicit modeling of positive behaviors.

The campus is a Title I school. The demographic make-up of the campus consists of 90% Hispanic, 3% White, 4% African American, 1% American Indian or Alaska Native, 0% Asian, and 2% two or more races. 89.3% of the students are economically disadvantaged, 7.1% are non-educationally disadvantaged, 45.43 % are English Language Learners.

Data from the Texas Education Agency Accountability Rating report card demonstrates that Clendenin has surpassed district and state performance levels on the State of Texas Assessments of Academic Readiness. Clendenin's economically disadvantaged population outperforms district rates by 9% and state rates by 8% in all subjects. Clendenin has received an A rating of 93% overall since 2017 with distinctions in science, math, postsecondary readiness and top 25 percent closing performance gaps. In 2018, Clendenin earned a scale score of 100 in closing the gaps. In 2019, the school surpassed the state by 7% and the district by 6% in academic growth in reading and math.

The school's attendance rate is 95.29%. The school shows a 0.6% lower rate compared to that of the Texas group of 3.6% for disciplinary placement records. Demographic data indicates that 67.93% of the students are coded At-Risk. 89% of students are eligible for free/reduced-priced meals. All students receive free breakfast and lunch in the classroom. In order to address the needs of all students during the pandemic, virtual students are still able to pick up their free meals through curbside service.

Clendenin's mobility rate is at 21.41%. Contributing factors include the substantial number of students that are military-connected and face permanent change of station and parent deployment. Additionally, high poverty levels in the community force family displacement from their homes, relocating to more affordable housing- usually within the same geographical area. Proximity to the U.S.-Mexico border also causes many students to cross the border regularly as they have one parent who permanently resides in Mexico and is unable to cross. Frequently, the continuous crossings become difficult for the families, forcing parents eventually to withdraw their children from campus.

Clendenin well understands its community's realities and has long experienced adjusting as necessary to meet its educational mandate in a safe and supporting environment. The students graduate with strong minds, bodies, and character. These are key foundations to becoming lifelong learners and provide essential preparation for the next stages in their education.

Over time there has been a noticeable growth in the character and demeanor of the student body. A palatable esprit is evident in the hallways. Discipline issues in common areas have declined approximately 20% per year over the past three years. The esprit of Clendenin is also measured in the apparent change of transfer students over time. Discipline incidents involving transfer students also drop over time as they adjust to the "Clendenin way."

Teacher turnover rates provide substantial evidence of a strong learning community. Clendenin teacher turnover is lower than the district average, and even lower than the elementary schools with comparable socio-economic statistics.

Clendenin is an active center within its community. Social and Emotional Learning (SEL) competencies are part of daily instruction. School events and strong parent relationships manifest in activities such as Gifted

and Talented Night, College/Career Week, Reading Night, Strong Fathers Math, Science, and Reading Mornings, District Young Scholars Bowl competitions, Science Technology Engineering Arts and Mathematics (STEAM) activities to include coding and robotics, and Special Olympics.

Positive Behavior Intervention and Supports (PBIS) has decreased discipline referrals, increased student attendance, and improved student achievement. Students, parents, teachers, and administrators abide by a contractual agreement, and students earn monthly rewards and invitations to celebrations based on their behavior.

The COVID-19 pandemic has introduced online and hybrid learning environments in all schools, but Clendenin found new ways of connecting students and families. Teachers reached out to families with continual wellness checks via phone calls, texts, and virtual meetings. Mobile learning devices were distributed to all students providing access to daily learning activities. Students became successful users of quality digital resources and numerous learning applications.

The virtual environment required support personnel working with parents to resolve technology issues at home. Combined with student mastery of digital resources and learning applications, Clendenin has clearly raised the technology bar in its community.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

Clendenin’s core curriculum executes the learning standards of the Texas Essential Knowledge and Skills (TEKS) set forth by the Texas Education Agency (TEA) for all core curriculum areas. Teachers follow state and district pacing tools to plan instruction and supplement their planning with additional active learning strategies.

The core curriculum implemented provides the fundamental skills essential for each student to thrive in the 21st century. All English Language Arts and Reading/Spanish Language Arts (ELAR/SLAR), reading, math, science, and social studies lessons focus on delivering quality first-teach practices while implementing the gradual release model- I Do, We Do, You Do.

Teachers at Clendenin deliver quality literacy and/or biliteracy instruction in order for students to attain mastery of readiness standards. By implementing the balanced literacy model, teachers support student learning with developmentally appropriate instructional practices and resources.

The curriculum guides the incorporation of best practices, instructional protocols, and strategies to differentiate instruction. This enables students to acquire and build on the essential foundational skills necessary to perform at a proficient and independent level. They apply instructional practices and routines to engage students in modeled, shared, guided, and independent reading and writing instruction. Teachers model a skill, explicitly teach and scaffold, plan small group instruction, and continually monitor students to address their varied needs. Incorporating our balanced literacy model alongside the gradual release model ensures that students have multiple opportunities to practice new skills and strategies.

Teachers integrate social studies into their ELAR/SLAR lessons and SEL activities through readings of biographies, autobiographies, researching historical figures, and current and past events. Real-life experiences are provided through virtual and physical field trips to enhance understanding of the concepts taught.

Science provides a hands-on approach to learning through weekly labs where students conduct investigations and perform experiments using the scientific method. Students practice research and inquiry, and integrate math skills during science lessons.

In adapting to the virtual-learning environment, guided math starts with a twenty-minute whole group lesson where a problem or number of the day is introduced. Students join a breakout room to receive a lesson in a small group setting, focusing on a particular TEK where teachers also check for understanding. Teachers record their lectures and post on their online pages so all learners can always reference the lesson. Meanwhile, students engage in a workstation activity where they collaborate with peers. Once students have completed a math unit, they receive a formative assessment online.

Teachers collectively analyze student performance data within professional learning communities (PLC). Data are used to inform instruction and to classify students into small groups for targeted intervention. Teachers provide Tier 1 and Tier 2 interventions daily. If a student continues to struggle, Tier 3 interventions are provided by specialists. Students receive additional instruction tailored to their varying needs during the response to intervention period. For example, based on data, students such as gifted and talented receive accelerated instruction and problem-based learning opportunities through multiple research projects. Special Education students receive inclusion or pull-out accommodations based on their needs. English Learners requiring accommodations are placed into small ability groups for linguistic support. The teaching cycle is repeated until most students achieve mastery. A summative assessment is given towards the end of the year via the State of Texas Assessment of Academic Readiness (STAAR) exam to inform instruction for next year.

Being in a concurrent instruction model, teachers have had to modify and adapt their current instruction methods and assessments to maximize student engagement and learning across all content areas. Teachers

have established and maintained lofty expectations for students in their remote and face-to-face instruction. Clendenin focuses on best practices by teaching rigorous, engaging, quality lessons followed by differentiated instruction to meet all learners' varied needs. Teachers create interactive virtual classrooms that are student-friendly and easy to navigate through an online platform used across the district. Teachers utilize the district's adoption resources, provided in a digital form, to carry out their daily instruction across all content areas.

To engage students and teach well-rounded lessons, teachers supplement instruction using a blended-learning approach. Teachers create screen recordings, upload instructional videos, use interactive whiteboards, create editable digital presentations and graphic organizers to carry out whole-group instruction and assist in asynchronous learning. Asynchronous instruction, which does not require real-time interaction, supports working parents in assisting their child(ren) in completing assignments when it best suits their schedules. Students also engage in adaptive, tiered, online-learning platforms aligned to the TEKS.

Teachers provide continual constructive feedback to their students to keep them aware of their learning and progress. Daily formative assessments are conducted across all content areas both virtually and in-person via discussion boards, exit tickets, and conferencing with students in breakout rooms. All formative assessments provide crucial data to recognize student growth and proficiency, and to identify areas where improvement and additional support may be required.

1a. For secondary schools (middle and/or high school grades):

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

Clendenin provides two full-day pre-kindergarten sections, one English-only and one dual language. Both sections implement the Texas Prekindergarten Guidelines that promote students' social, emotional, and academic development. These academic standards align with the kindergarten through third grade TEKS.

Both sections can be adapted to teach both special education (SPED) and English Learners (EL) students. Dual language sections service both English-speaking and EL students through a research-based dual language program. Students are taught by hands-on learning activities in whole group, small group, and individualized settings. The activities allow the students to experiment, explore and learn with multisensory Science Technology Engineering Art and Math (STEAM) materials. Scaffolded tasks are used for each academic subject: mathematics, science, social studies, early literacy, early writing, art, and technology.

Engaging activities help promote the children's communication, vocabulary, and social skills by allowing students to interact in a comfortable, safe environment. Small group activities generate peer and teacher interaction, while independent activities provide for highly focused teacher interaction.

The 2020 pandemic required these teaching strategies and activities to be adapted, modified, and transferred into virtual learning. Students continued their learning through hands-on lessons with materials found throughout their homes. The lesson delivery and content mastery are successful due to the strong relationship that Clendenin teachers have with parents. Parents in turn help facilitate at-home learning during whole group, small group, and asynchronous times.

Clendenin's pre-kindergarten students leave the grade level with independence and self-confidence, well prepared for entry into kindergarten. This personal and academic growth is recognized in their subsequent kindergarten progress by parents and teachers alike. It is also quantifiable through language, literacy, and math skills that are consistently measured at higher levels than those of non pre-kinder students. Clendenin students' mental, physical, and academic growth begins in pre-kindergarten and establishes the foundation for continued growth throughout their academic careers.

2. Other Curriculum Areas:

Clendenin Elementary practices cross-curricular instruction, enhancing the core curriculum with physical education, fine arts, and library media services. Physical education at Clendenin focuses on developing physical fitness, strong health-related fitness habits, and personal success. The physical education (PE) teachers gear their 45-minute classes on moderate to vigorous physical activity, social-emotional learning, health, and nutrition. This follows the district's Quality Physical Education curriculum adopted in 2008.

Clendenin collaborated with district directors and other physical education teachers to create an especially robust physical education curriculum. It vertically integrates the Texas State Standards and National Standards, challenging students to develop mind and body in a coordinated fashion. Physical education teachers and classroom teachers also participate in the Coordinated School Health (CSH) curriculum, which combines lessons from math, science, health, and physical education.

All pre-kindergarten through fifth-grade students receive physical education classes daily for 45 minutes. All students participate in a bi-weekly "Fast Feet Friday Challenge" where students and families walk and run during their physical education times. Classes with the most participation and activity are recognized with a trophy for their class.

Fine arts include music, orchestra, and art classes. The fine arts curriculum is incorporated across all grade levels and content areas daily. Third graders participate in Van-Gogh projects monthly for 45 minutes. Students in all grade levels participate in virtual art classes and field trips that enhance the arts. All Clendenin students participate in weekly music classes led by a highly qualified music specialist. Fifth-grade students have the opportunity to join the Clendenin orchestra and participate in seasonal performances throughout the year. On average, 25% of the students participate in 45 minutes of orchestra daily. All fifth-grade students attend the El Paso Symphony Orchestra, which encourages love for the arts.

All grade levels address technology TEKS during weekly 45-minute visits to the computer lab. Core content areas are reinforced through the use of various technology platforms.

Clendenin offers a two-way dual language program that promotes bi-literate and bilingual education for all pre-K through fifth-grade students. The school follows the 50/50 model, which means that 50% of instruction is in English and 50% in Spanish. The school also offers a pull-out English as a second language program to students who speak languages other than English or Spanish.

Clendenin's library houses over 9,000 high quality print items as well as various electronic book platforms, online databases, and other digital resources. Library lessons are aligned with the Texas Essential Knowledge and Skills and the American Association of School Librarians (AASL) Standards for the 21st Century Learner. These lessons consist of SEL components intertwined with literature appreciation and various information literacy skills such as inquiry based research and digital citizenship skills. The library recognizes the importance of supporting our diverse learning community and is available to students and families before, during, and after school. Library bulletins and announcements for parents are available in English and Spanish.

During the COVID-19 pandemic, Clendenin continues to provide all PE, fine arts, and library media services and activities virtually as well as face-to-face.

3. Academic Supports:

Clendenin enhances academic rigor with holistic development and life-skill perspectives that encourage students to realize their potential. Clendenin inclusively addresses all its special population students found on campus, such as economically disadvantaged, English learners, special education, and Hispanic students. The campus has consistently and successfully addressed the needs of special populations as evident on the Texas Academic Performance Report (TAPR).

Clendenin identifies the behavioral and learning needs of all students, including special populations, with universal screenings in the general education classroom. Struggling learners are

provided with interventions at increasing levels of intensity to accelerate their rate of learning. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Decisions about the intensity and duration of interventions are based on individual student response to instruction. Students are provided with a wide array of learning opportunities and hands-on activities that address the many different learning styles.

To optimize the progress of English Learners, the English Language Proficiency Standards (ELPS) are integrated into classroom instruction, along with extensive scaffolding that is critical to effective learning at elementary levels. English and Spanish are integrated within the curriculum using Sheltered Instruction Observation Protocol (SIOP) strategies.

Gifted and Talented (GT) students receive accelerated explicit instruction daily for 45 minutes. They participate in research projects, book studies, and create digital presentations. GT students work independently and collaboratively on problem based projects.

The TAPR report demonstrates that all but one of the sub-groups have outperformed the state and the district. Special Education students performed 15 percentage points below the campus average. Students with identified disabilities are provided specialized instruction that meets their unique learning needs. Special Education students are given differentiated instruction in the classroom and are provided with accommodations to meet their Individualized Educational Plan (IEP) and help overcome restrictions that they may face. Clendenin always provides the Least Restrictive Environment (LRE) possible for students with special needs, and all students are always involved in all campus activities.

Faculty awareness is reinforced by group discussions of casual factors and their influence on achievement. This foundational awareness then springboards to classroom practices, indicators of bias, and specific countermeasures that level the playing field for all students. There is an uncompromising demand for equity in the pursuit of Clendenin's academic promise.

Student performance data is crucial in identifying gaps and providing students with adequate intervention that meets individualized learning needs. Data frequently highlights and explains skill gaps of low-achieving students, focusing on both internal and external factors that affect achievement. Specialized professional development then helps teachers connect low-performing student data to instructional strategies and interventions. Data also guides instruction for students needing accelerated instruction. Differentiation is a key component for addressing the needs of all students at every level.

Clendenin uses individual and aggregate performance data to shape curricula, interventions, and overall focus of school activities. Lesson plans are designed to meet all students' needs across all content areas, and overall, the learning environment is positive, supportive, and productive.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Clendenin has established a positive school climate where teachers and students feel valued and respected. A primary focus is on building relationships and establishing rapport with all stakeholders. The campus offers a wide array of programs that provide opportunities to all students to participate in activities that support their academic, social, and emotional well-being.

The Super Reader incentive program motivates students to read, which then translates to academic success in a collective environment. As students accumulate reading minutes by reading various e-books, they are rewarded with virtual badges within their learning management system. Schoolwide recognition is provided through various social media channels, and a Super Reader celebration at the end of each semester.

Clendenin's Counseling Program follows the American School Counselor Association (ASCA) model. Focus is on students' academic, personal/social, and career development. This translates to academic success at Clendenin while preparing students to live their lives as responsible members of society. Cognitive, cultural, emotional, physical, and social development are pillars of the counseling approach. Interactive classroom-guidance lessons promote learning within a holistic development of interpersonal skills, critical thinking, decision making, social skills, and character traits. These skills shape students into lifelong learners and continue to impact students in the 2020-2021 school year. Students participate in virtual guidance lessons with multiple learning options. Educational videos, online lessons and activities, and computer programs have allowed students to communicate with others and continue their life-skills development.

Students collaborate with the counselor in planning, monitoring, and managing their academic and career development. College/Career Week exposes them to various career options and activities. Local people of influence help students understand career options and the requirements and challenges of each career. The counselor provides individual or group lessons on career planning, goal setting, positive work habits, and building healthy relationships. Teachers, students, and parents fill out an online self-referral form pertaining to the area of counseling that is needed. Services are provided in both English and Spanish to meet the needs of Clendenin's diverse population.

The Social Emotional Learning (SEL) program is incorporated within the guidance curriculum. SEL consists of five components: self-awareness, self-management, decision-making, social-awareness, and building relationships. Teachers provide lessons to students on a selected component. The counselor uses the guidance curriculum to provide students with an extension on what teachers are incorporating into their lessons. This curriculum supports SEL through online activities, discussions, and integration of reading books on the selected component.

2. Engaging Families and Community:

Clendenin's faculty and staff have formed many community partnerships to address student and family needs. The school partners with the Boys & Girls Clubs of El Paso (BGCEP) to provide after-school academic support and enrichment programs for 100 youths and their families. This is part of the Texas Afterschool Centers on Education (or Texas ACE) program, and Clendenin students receive academic support such as individual and group tutoring in reading and math.

Students participate in high-yield learning activities across multiple disciplines, including science, technology, engineering and math, nutrition education, and music. The BGCEP Site Coordinator at Clendenin collaborates with the administration and staff to align and support the school day curriculum. The partnership includes two award-winning local nonprofits, Creative Kids and Kids Excel El Paso, to provide enrichment activities in the arts that reinforce academic learning, leadership development, team building and help build confidence and a sense of excellence. The BGCEP partnership includes a learning intervention service to help students with preparation and skills building for the state achievement tests.

Clendenin capitalizes on a grant to support parents' needs outside of school. The BGCEP Family Engagement Specialist (FES) provides a wide array of family services; examples include information on effective parenting techniques, nutrition and cooking classes, and painting classes among many others. The FES refers families to critical community resources such as food pantries, mental health and counseling services, as well as career and continuing education opportunities. During COVID-19, the FES has continued to connect families to resources and has focused many activities on the students, parents, and caregivers' social-emotional wellness.

Students participating in the BGCEP activities have seen a notable increase in their grade point average, thus increasing their participation in the honor roll.

Local organizations partner with Clendenin to host events that assist community families throughout the school year. Local businesses provide struggling families with baskets of food items during the holiday season through the "Thanksgiving Baskets Event." The "Christmas Giving Tree Event" is a partnership between local law enforcement agencies and faculty and staff members to provide students with gifts during the Christmas holiday season.

Clendenin partners with the local 82nd Airborne Division to support science fairs and end-of-the-year awards celebrations. Local small businesses partner with the school to support seasonal craft fairs.

During the pandemic, procedures were modified to comply with CDC protocols. School supplies and additional online programs were offered such as yoga, art, and nutrition to enhance virtual instruction.

3. Creating Professional Culture:

Clendenin Elementary places a strong emphasis on staff development to build capacity and provide teachers with the latest innovations of standard based curriculum. Teachers' efforts are the cornerstone of Clendenin's success and they are supported throughout the year. 2020-2021 has been an especially challenging school year for teachers, and staff development is provided to address the ongoing needs of teachers transitioning to a concurrent teaching environment that required great flexibility and continuous adaptation.

Weekly professional learning communities (PLC) for all teachers provide comprehensive support and training on best practices and data analysis. Strengths and weaknesses are identified, and supplemental intervention lessons and activities are created. Teachers collaborate and exchange instructional strategies to create a strategic plan of action to address the needs of all students. Groups are created for differentiated instruction to support re-teaching and provide accelerated instruction. Teachers set professional student learning goals and build on their knowledge while being supported by Active Learning Leaders (ALL), administration, and their colleagues.

During the peak of the pandemic, portions of the PLCs were exclusively used to check on the well-being of staff and provide emotional support to all teachers. Staff development provided crucial support during the transition to online learning. Teachers took the initiative to create a campus based technology support team that assists teachers, parents, and students. To minimize the level of stress and facilitate explicit instruction in a virtual environment, teachers were provided with laptops, an additional computer monitor, a document reader, and a 360-degree camera.

To increase campus communication and gather input from all stakeholders, Clendenin has a Campus Improvement Team (CIT) that meets monthly. One representative from each grade level is elected on a three year rotation. All departments are equally represented, and all input is addressed. The CIT serves as an advisory committee and provides input on instructional practices, staffing, budget, and staff development.

The 2020-2021 school year started with deficits, reluctance, limited resources, and limited technology expertise. Clendenin persevered through the pandemic and considerable growth has been realized individually and collectively. Teachers are now using multiple digital tools to enhance instruction. They are able to simultaneously accommodate students receiving face-to-face and virtual instruction. Teachers' level

of increased proficiency has had an enormous impact on student learning. Students demonstrate growth through analysis of formative assessments and continuous progress monitoring. These best practices have resulted in increased student achievement and schoolwide success. Clendenin consistently surpasses the district and state academic scores.

4. School Leadership:

Clendenin's leadership team consists of the principal, assistant principal, counselor, social worker, special education representative, librarian, and all instructional coaches. Each leadership team member traditionally embraces their roles, but additional tasks were required to support the challenges faced by students, parents, faculty, and staff during the COVID-19 pandemic.

The principal provides leadership for teachers' instructional growth and supports student learning by creating a positive learning environment. The principal and the Campus Improvement Team (CIT) meets on a monthly basis to allocate resources that optimize student achievement in the academic, physical, socio-emotional, and life skills areas. The principal's open-door policy encourages parents, students, and teachers to bring concerns and ideas. This addresses issues as they arise, and even more importantly, creates an expectation of continuous campus improvement.

Open and direct communication provides stakeholder input towards whole-student success, and this continued unimpeded by the pandemic. The principal takes a proactive approach in establishing two-way connections through a variety of remote communication methods with faculty, staff, and parents. Issues and concerns are addressed and resolved in real-time.

Clendenin's leadership team plays an active role in campus decision-making. The team meets prior to the beginning of the school year to assess and develop a strategic action plan for the upcoming school year. Members apply their specific area of expertise to the strategies and activities that will impact instruction across all grade levels. Members also conduct student wellness checks throughout the year to assess the operational implementation of strategic goals. The inclusion of all relevant stakeholders assures the consideration of social-emotional, physical, and academic needs of all students. The leadership team strives to keep the instructional bar high to maximize student learning across all grade levels. Clendenin's culture and climate of unity, respect, and understanding are maintained by everyone participating in the overall success of the campus.

Central office personnel and custodians worked with local and state health officials to implement protocols and procedures that keep Clendenin safe and functioning during the pandemic. The district provided two infra-red temperature kiosks to conduct temperature checks for everyone prior to entering the building. Students and teachers have desk shields for increased safety. The school purchased N-95 masks for all employees and students and hand-held thermometers to allow teachers to conduct temperature checks. Hand sanitizer and antibacterial sprays were purchased to maintain clean and disinfected surfaces. All classrooms are sanitized daily, and the school continues to follow CDC guidelines.

5. Culturally Responsive Teaching and Learning:

Clendenin is central to the community it serves, and the diverse complexities faced by families and the community at large are well understood. That understanding allows the school to effectively strengthen students and families through various services within the school and the community. Embedded within the heart of Clendenin Elementary is the Focus on Children and Families (FCF) program.

In coordination with administration, counselor, teachers, and social workers, the program provides individual and family therapy services to students experiencing emotional or behavioral issues. FCF offers assistance in connecting families with community agencies and resources to assist them through the challenges they face. The COVID-19 pandemic magnified not only the challenges to basic needs, but also uncovered additional issues for the families. Clendenin's FCF

program is a first-level approach to offering assistance to families. This team approach has resulted in successful therapeutic outcomes for our families to meet their basic needs and allows students to focus on their academic goals.

Operation School Bell is another program that helps struggling families overcome their economic hardships. Families living in shelters, hotels, and with other families due to economic circumstances are provided clothing and school supplies to help facilitate and build a smooth transition in attending school.

Clendenin's Student Ambassador Program teaches students leadership, communication, and problem-solving skills. These students are military-connected learners and interact with other students to recognize character traits, learn responsibility in handling tasks, and demonstrate leadership qualities. They then volunteer to apply their developed skills in the facilitation of events throughout the year.

Clendenin promotes respect and cultural awareness by engaging students in various inquiry-based research projects. Students apply higher-order thinking skills to demonstrate the use of creativity, knowledge, and research capabilities. They present their projects through different settings such as virtual presentations, parades, and gallery walks. These activities enhance awareness and appreciation of different cultures.

Weekly newsletters and monthly school calendars are sent out to families in order to highlight upcoming cultural activities. Diversity is embraced through activities such as Hispanic Heritage Month, Day of the Dead, Christmas Around the World, Chinese New Year, and Black History Month. Students develop presentations, create research projects on prominent figures, construct parade floats, and perform multi-cultural musical pieces. Teachers incorporate cultural awareness lessons as part of their curriculum, providing students the opportunity to explore and become more cognizant of other cultures while gaining knowledge of and respect for others.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Response to Intervention (RTI) has been the most instrumental practice at Clendenin, proving successful in educating and motivating students. RTI enables teachers and administrators to look at the student as a whole and focus on specific needs to close developmental gaps. Clendenin's RTI team consists of the principal, assistant principal, counselor, instructional coaches, and social worker as well as special and general education faculty. Academic, social-emotional, and socio-cultural issues are addressed as a team. Plans are devised that meet the needs of at-risk students who require tier 2 or tier 3 intervention and support.

Tier 1 instruction focuses on quality of the first teach. Lessons are engaging and effective in developing knowledge and skills. This foundation is effective for the majority of students to comprehend and apply newly learned concepts, therefore lessening the number of students needing tier 2 and tier 3 intervention. Teachers collaborate and share instructional strategies and high-quality first teach lesson plans during weekly professional learning community meetings. Classroom-proven techniques are thus disseminated campus-wide, first among grade levels but also crossing grade levels and content areas. The crossing of grade levels also ensures vertical alignment.

Students identified as tier 2 receive differentiated instruction targeted to learning outcomes. Tier 3 students receive intensive remediation on foundational skills, either individually or in a small group setting. The RTI team meets a minimum of once a month to evaluate the effectiveness of the interventions and make recommendations and adjustments as needed. RTI is a fluid process that is ever-changing and evaluated for effectiveness.

Intervention planning requires student performance data to determine strengths and weaknesses, including extraneous factors that hinder academic success. Tier 2 and 3 instruction is provided daily in addition to core instruction. Students are assigned to small groups by measured abilities, providing a more customized approach to their learning needs. The students in these groups are those performing below benchmark levels according to diagnostic and formative assessments. Intervention is provided by the classroom teacher or a content area specialist.

Effective RTI supplements core instruction and provides at-risk students with the essential skills and knowledge necessary to perform at grade-level. The goal of RTI is to provide differentiated instruction while considering the social-emotional and behavioral stability of the student; this bridges academic gaps and achieves student growth and proficiency. Data has consistently shown that Clendenin outperforms state and districtwide state assessment scores. The RTI process has been effective in bridging the academic gaps.