

***U.S. Department of Education***  
***2023 National Blue Ribbon Schools Program***

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[X] Public or [ ] Non-public

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

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

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

School Mailing Address 390 Main Street  
(If address is P.O. Box, also include street address.)

City Vanderbilt State TX Zip Code+4 (9 digits total) 77991-0368

County Jackson County

Telephone (361) 284-3226 Fax (361) 284-3377

Web site/URL <https://www.industrialisd.org/> E-mail sbain@industrialisd.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. Clark Motley E-mail cmotley@industrialisd.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Industrial Independent School District Tel. (361) 284-3226

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. Dale Allen  
(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

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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 2023 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 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
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. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

12. 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.

**The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.**

## PART II - DEMOGRAPHIC DATA

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**Data should be provided for the current school year (2022-2023) unless otherwise stated.**

**DISTRICT** (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

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

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

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 in the school as of October 1, 2022 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 Students
PreK	23
K	27
1	48
2	45
3	36
4	39
5	49
6	0
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	267

\*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
  - 0 % Asian
  - 1.9 % Black or African American
  - 33.5 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 62.4 % White
  - 2.2 % 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 2021 - 2022 school year: ≤1%

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

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2021 until the end of the 2021-2022 school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	0
(3) Total of all transferred students [sum of rows (1) and (2)]	0
(4) Total number of students in the school as of October 1, 2021	0
(5) Total transferred students in row (3) divided by total students in row (4)	<.01
(6) Amount in row (5) multiplied by 100	<1

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

Spanish

English Language Learners (ELL) in the school: 4 %  
10 Total number ELL

7. Students eligible for free/reduced-priced meals: 50 %

Total number students who qualify: 133

8. Students receiving special education services with an IEP: 12 %  
Total number of students served 32

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 with an IEP should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>0</u> Autism	<u>0</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>2</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>13</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>21</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 9 %  
Total number of students served: 25

10. Number of years the principal has been in the position at this school: 5

11. 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	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	18
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.	5
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

12. 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

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

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	94%	96%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

14. **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 2022.

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%

15. 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.

16. In a couple of sentences, provide the school's mission or vision statement.

All of the Industrial Elementary East students will be taught a uniform curriculum based on a state and district adopted course of study. The campus has high expectations of its students and declares its effort and resources to assure that each student will learn and will be a contributing responsible member of an ever-changing society.

17. Provide a URL link to the school's nondiscrimination policy.

<https://pol.tasb.org/PolicyOnline/PolicyDetails?key=714&code=FB#legalTabContent>

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

## **PART III – SCHOOL OVERVIEW**

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Imagine walking into a building decorated from top to bottom in a year long theme that motivates staff and students alike. Imagine being greeted with a smile, high five, and/or a hug everyday where everyone knows your name. Imagine walking into a building where each staff member is happy you are there and shares the same vision and mission. Imagine celebrating big and small successes daily. Imagine believing in a motto that says “IEE is the Place to Be!” This is Industrial Elementary East!

Industrial Elementary East (IEE) is part of the Industrial Independent School District (IISD) which is located 30 miles Northeast of Victoria, Texas and approximately 120 miles South of Houston, Texas, in Vanderbilt. Industrial ISD serves 300 square miles of Jackson County and a portion of Victoria County. IEE serves the rural communities of Vanderbilt, LaWard, Francitas, LaSalle and Lolita. IEE is located in Vanderbilt, Texas, with a population of approximately 630. Vanderbilt consists of older homes, mobile homes, RV parks, and portable buildings. IEE is located in a rural community of working class families, some of whom work multiple jobs. Families in the communities consist of parents in the farming, petrochemical, and oil/gas industries. The population served may come from all different backgrounds, but community and family are the most important in this rural school district.

The history of Industrial Elementary East started as a consolidation of previous elementary campuses within the Industrial ISD. Vanderbilt Elementary, where IEE is currently, opened its doors in 1986 and then consolidated LaWard Elementary with Vanderbilt Elementary in the Spring of 2003 to become Industrial Elementary East.

Industrial ISD serves approximately one,188 students at two elementary schools, one junior high, and one high school. The Industrial Junior High and High School are located in Vanderbilt, Texas alongside IEE. Industrial ISD has long standing traditions for staff, students, and the community. IISD firmly believes, “Because they think they can, they will.” The community supports IISD in doing what is right for all kids and encouraging them to do anything to help educate and grow their child/student to their fullest potential.

Today IEE serves 267 students. This student population includes students zoned to IEE as well as students who request a transfer into IEE. 14.9% of the students at IEE make up the transfer population of the student body. Transfers are accepted based on data and a family’s desire to be a part of the Industrial ISD culture and academic mindset.

IEE believes in meeting all students where they are based on academic and social emotional data. Students are provided Academic interventions through Cobra Time, Dyslexia Interventions, and/or interventions with the academic Instructional Coach, classroom teachers and other staff at IEE. IEE has implemented Cobra Time campus-wide. It allows students to receive additional resources, materials, interventions, etc. to meet their academic needs and to show growth. If a student is not needing targeted interventions, they attend enrichment classes during Cobra Time. This allows for those students to grow in other areas.

IEE knows and understands that the emotional well-being of its students is extremely important in order for a child to be ready to learn at school. IEE utilizes its counselor to provide weekly guidance classes, small groups, and 1:1 counseling and instruction. These classes and targeted social and emotional groups allow students to learn valuable skills to help them in the real world with self and peers. The counselor is available to families as well to assist with home needs. This connection between home and school has built a strong foundation for the success of the students at IEE. IEE understands that if basic needs are not met, such as resources, food, etc., the student’s focus may not be on learning. IEE strives to provide the necessary tools for all families and students to be successful at IEE.

The culture at IEE is rich in traditions as families have been a part of the school district for generations. IEE is family oriented between staff to parent, staff to student, and staff to staff. IEE and families work hand in hand for the success of their children. Key factors to this success is communication and ensuring that families are partners in their student’s education. Staff ensure that families are educated on what their child is required to learn and work together with families to help their child reach their full potential and show



academic success and growth.

The staff at IEE are honest with the parents on all perspectives of the student. Constant open and honest communication lays the groundwork for the family atmosphere that embodies IEE. Positive relationships are key to the success of students as well as building family relationships. Building students' self-esteem and self-motivation leads to academic and social emotional growth. IEE is the place to grow, be loved, and celebrated!

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum, Instruction, and Assessment.**

#### **1a. Reading/English language arts curriculum content, instruction, and assessment:**

At IEE reading and English language arts is rooted in the science of teaching reading and the district-wide K-12 literacy framework. The Texas Essential Knowledge and Skills (TEKS) are the reading/English language arts curriculum. IEE provides all students with academically rigorous reading-language arts instruction based on four beliefs. The first belief is that students learn to read through explicit and systematic foundational instruction. IEE teachers implement high-quality instructional materials with full fidelity. Instruction provided is researched and evidence based. The second belief is that building knowledge and vocabulary through texts in all content areas is essential to reading comprehension. Teachers activate prior knowledge and build on student vocabulary in order to improve comprehension. The third belief is that high achievement in reading comprehension is achieved through cross-curricular and complex grade-level texts. It is important that texts are on grade-level during classroom instruction in order to build a language-rich vocabulary. The fourth belief is learners and critical thinkers are created through reading, writing, and speaking grounded in evidence from literary and informational texts. Reading and writing are reciprocal processes that strengthen comprehension. The teachers at IEE support students to become better readers through writing in all content areas using evidence from texts.

These four beliefs are critical to the success of student learning in Reading and Language Arts. As a national study concluded, if students are not reading proficiently by third grade, they are four times more likely to drop out due to lack of proficient reading. At IEE, we do not want students to become a statistic. The teachers at IEE teach content literacy at a Tier 1 foundation level and then provide targeted instruction and intervention to student's struggling in specific reading and language arts TEKS.

On grade-level, language-rich texts are important to expanding student academic vocabulary. Complex texts generate deeper conversations in order for students to make real-world connections and improve comprehension. Combining prior knowledge and allowing students to write about what they read also helps strengthen comprehension. Teachers utilize text from all content areas to make cross-curricular connections.

An assessment calendar is developed prior to the beginning of the year to address early reading indicators and grade-level performance. This assessment calendar guides the campus to continuously assess students progress and to create checkpoints of data and the instruction they are being provided.

The beginning of the year assessment allows for staff to have a baseline to make informed decisions on areas a student may need further. The focus is to close learning gaps and add value to each student. IEE wants all students to be reading at or above grade level in 3rd grade.

Teachers also utilize in-class unit assessments after a unit of study. All assessments are conducted on grade-level TEKS. The assessments give teachers the data needed to make the correct adjustments to their lessons in order to prevent and target learning gaps. The data is also utilized in Professional Learning Communities (PLCs). Data Digs conducted during PLCs allow the teachers to collaborate on instruction, curriculum, and resources.

#### **1b. Mathematics curriculum content, instruction, and assessment:**

IEE believes that students who are proficient in mathematics and have a strong foundation in number sense are well prepared to be successful in each subsequent grade level. Students who are proficient in math can problem solve mathematically by identifying and utilizing appropriate strategies. During this problem solving they can make changes and revisions to their previous thinking. The goal is for them to understand and make connections to solve problems with real world and conceptual applications.

In order for students to accurately and proficiently solve math problems, each skill is needed as a pre-

requisite in order to continue building to the next level. IEE staff explicitly teach the Texas Essential Knowledge and Skills at a rigorous level while ensuring students can conceptualize and apply their mathematical knowledge.

IEE guides students to communicate the lesson objective with their teacher and peers, obtain mathematical reasoning skills, and effectively problem-solve in mathematics. These skills are done through hands-on student activities provided by the teacher, as well as peer to peer teaching, lessons and activities. Students are given multiple ways to engage with their peers to practice, apply, and write about their mathematical knowledge.

IEE develops a yearly calendar of universal screeners, data collection, online programs, and unit assessments. This data is collected and discussed at ongoing Data Digs in Professional Learning Communities (PLCs). These Data Digs allow staff at IEE the opportunity to discuss resources, materials, and curriculum instruction in all areas of mathematics. They utilize the TEKS and the unit framework from the TEKS Resource System to guide Mathematics instruction from Kindergarten through 5th grade. The embedded assessments following each unit of instruction drive instruction, targeted interventions, and small group instruction to meet the learners needs.

Staff reflect on their instructional teaching in the previous and current school years. They utilize tools that allow them to scaffold instruction to meet the needs of their learners and to identify areas of improvement in their daily instruction. Staff at IEE teach to ensure that students understand the Math TEKS at the mastery level.

Staff at IEE plan vertically in the math content on a regular basis. They discuss areas of strengths and weaknesses, identify key vocabulary, and content areas that need to be addressed. They are reflective of their practice and what they need to do to help students be successful.

To enhance classroom instruction, IEE utilizes a supplemental online math curriculum that uses intelligent adaptive learning. It adapts to ensure students, at every level, stay motivated and receive the right instruction at the right time, from day one. It meets students where they are in number and operations, algebraic reasoning, geometry and measurement, data analysis, expressions, equations, and relationships, measurement and data, proportionality, and two-dimensional shapes. This online supplement aligns to the TEKS and allows for target instruction to meet the needs of the learner.

Mathematics at IEE connects to the real world, thus preparing students to be successful and actively engaged citizens in the real world.

### **1c. Science curriculum content, instruction, and assessment:**

IEE utilizes a researched-based science curriculum that is aligned to the rigorous state standards. IEE focuses on the 5E model: engage, explore, explain, elaborate, and evaluate. During the engagement stage of the lesson, teachers activate students' prior background knowledge. Teachers also generate curiosity with the students to get them excited about the lesson. The explore stage brings in hands-on exploration to activate student curiosity and exploration. Students learn through exploration and teachers support what students need to know. Science Labs and hands-on activities allow students to apply the scientific method.

Students are guided in how questions are created, hypotheses are made, evidence is gathered and evaluated, and conclusions are drawn. The teacher is able to extend the lesson and student exploration through the explain stage. Misconceptions are identified and resolved. Concepts, skills and processes are introduced and students are guided towards a deeper understanding.

Teachers at IEE utilize the elaboration stage for student collaboration, cross curricular connections, and extension of the lesson through critical thinking. Students are able to build on the concepts learned by conducting activities that align to their learning.

The last stage of the 5E model is evaluation. Teachers work backwards and base their lesson off of their

assessments. This ensures all the TEKS are being taught to their specificity and students are prepared to master the assessments. Teachers assess students throughout the lesson in order for misconceptions to be clarified and adjustments be made to the lesson as needed. This allows teachers to track student progress on the learning outcomes.

IEE builds all field trips around grade level science and social studies TEKS. Each grade level attends a field trip to make valuable connections with grade level specific TEKS. The opportunity to explore the knowledge students have learned allows them to evaluate at a deeper level and make cross curricular connections.

#### **1d. Social studies/history/civic learning curriculum content, instruction, and assessment:**

The primary purpose of the social studies curriculum and instruction at IEE is to help students develop the ability to make informed and reasoned decisions as good citizens, as well as the ability to read maps, categorize information, analyze artifacts and primary resources, compare and contrast ideas, summarize main ideas, and interpret historical data. It allows students to make connections between themselves, the real world and the past. IEE encourages students to become active, analytic and responsible citizens.

IEE utilizes a research-based social studies curriculum that is aligned to state standards and frameworks. The Social Studies curriculum at IEE encourages students to become engaged and responsible citizens who think critically and make informed decisions.

The curriculum provides consumables and hands-on interactive resources. It is organized through themes which allows for deeper understanding and connections for the learner. This curriculum is delivered within a student-friendly periodical format and online learning platform. It engages all students in history, geography, economics, civics, and government. Inquiry skills are modeled by the teacher through integrated discussions and lesson plans where students evaluate evidence, make conclusions, and take action to enhance their learning.

The social studies curriculum at IEE is aligned and integrated with Reading Language Arts (RLA) TEKS and standards relevant to students. Teaching cross curricular, or instruction that intentionally applies multiple academic disciplines simultaneously, effectively allows teachers to teach students transferable problem-solving skills, give real-world meaning to school assignments, and increase engagement and rigor.

The social studies curriculum is utilized for Tier 1 instruction and can be used for Tier 2 and 3 instruction. The curriculum includes formative and summative assessments.

As with all social studies curriculum, application and connections with the real world are vital to understanding. IEE strives to include field trips based on the grade level aligned TEKS. This allows students to put their hands on the past and grow a deeper understanding.

#### **1e. For schools that serve grades 7-12:**

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

IEE has created a Pre-Kinder program for 4 year olds that is built on a strong foundation for success to enter Kindergarten. Our goal at IEE is to start as early as possible to promote academic success. This early impact in education is preparing them for Kindergarten readiness skills.

The PK IEE assessment tool provided by the state is conducted at the beginning, middle, and end of the year. The assessment tool is designed for data-driven decision making with an overall goal to support both student and teacher growth. IEE PK teachers conduct parent/family and teacher conferences 1-2 times per year to discuss their child's growth and areas for improvement.

The assessment tool is only one critical foundational part of the Pre-Kindergarten program at IEE. Another part of the IEE 4 year old program is the curriculum and guidelines for academic success. IEE follows the strong foundation of PK guidelines that include social and emotional Development, Emergent Literacy: Language and Communication, Emergent Literacy: Reading, Emergent Literacy: Writing, Mathematics, Science, Social Studies, Fine Arts, Physical Development, and Technology. All these guidelines help to develop and grow well-rounded students. IEE strives for all students to reach each outcome at mastery level of the PK guidelines.

The PK curriculum at IEE connects to each of the guidelines in a fun and engaging way. It includes structured daily lessons for a full year of integrated academic themes, social, and emotional learning. Teachers accommodate children of all ability levels, as well as diverse language learners, through differentiated learning experiences.

IEE's implementation of a research-based curriculum and utilization of an assessment tool add to the success of the campus. Most importantly, it is the staff who lovingly pour themselves into each of their students with compassion. These relationships help grow the whole child and support them in believing they can do anything.

## **2. Other Curriculum Areas:**

### **2a. Arts (visual and/or performing)**

All Kinder-5th grade students at Industrial Elementary East go to Fine Arts daily. At IEE, working in the arts helps learners to develop creativity and problem-solving skills. Fine arts instruction helps children with the development of a variety of skills: motor, language, social, decision-making, risk-taking, creativity and inventiveness.

IEE values a strong music program and regularly holds musical performances for the community and families to attend. A long standing tradition at Industrial ISD is the Veterans Day and Christmas performances, as well as other campus based performances. These programs connect with the community while showcasing the talent of the students at IEE.

IEE utilizes a comprehensive and fully-digital music curriculum that is interactive and engaging. The curriculum allows for students to practice and develop their skills one-to-one on devices. Each student has a created account and they can practice standards-based objectives from the lesson.

IEE utilizes various instruments and music that connect to mathematics. Students at IEE learn to play ukuleles, boom whackers, drums, and xylophones of all sizes, as well as created instruments. Students are taught that music and the arts are all around.

Fine Arts at IEE is an integral part of the campus culture, and one that allows for all students to actively participate, learn, entertain, and create.

### **2b. Physical education/health/nutrition**

All students at IEE receive daily physical education (PE) with their grade level peers. The PE teacher focuses heavily on collaboration and teamwork. The social interactions provided help students gain confidence, increase their social intelligence and foster language skills and creativity.

The games and activities played in the PE class encourage students to be competitive. Competition increases students' motivation, drive and performance. These same skills transfer over to the classroom. With competition comes the opportunity to teach students how to react appropriately whether they win or lose.

Students set goals for themselves at IEE in the PE program. Students track and record the number of laps they run and are recognized for their accomplishments by joining the mile clubs based on their total number of laps.

The campus nurse is instrumental on the health and nutrition side of physical education. The PE teacher and the nurse collaborate on ways to promote healthy choices. Student fitness levels are measured yearly, and the PE teacher works with students on reaching their fitness goals.

Industrial ISD elementary campuses hold an annual track meet. This competition between the elementary campuses, since 1977, and the tradition of a strong athletic program are what IEE strives to grow and foster.

## **2c. Foreign language(s), if offered (if not offered, leave blank)**

## **2d. Technology/library/media**

Students at IEE work on developing technology skills daily. They participate in a typing program weekly in order to prepare for typing essays on state tests. Each grade level strategically implements lessons that require students to type and develop finished pieces across all content areas.

Every student at IEE has a device as the district is a 1:1 district. Prior to receiving the device, students are taught computer safety skills. The majority of teachers at IEE teach using an interactive board. Students are able to interact directly with the lesson which allows them to be active participants in their learning.

Each student at IEE has the opportunity to check out library books. Each library book is coded for students to easily complete the accelerated reading comprehension assessment of skills. Students can easily identify books on their grade level and determine which books are a good fit for them. Students are challenged to meet reading goals through our library and are celebrated for their achievements each six weeks and at the end of the year.

Students in PK-5th grades at IEE participate in computer/technology classes in our weekly BLOCK program once a week. During this time, students learn new programs, practice typing skills and proper etiquette for technology.

## **2e. Any other interesting or innovative curriculum programs you would like to share**

IEE collaborates with community organizations to implement such programs as gardening and healthy living. This program is provided by the local AgriLife Extension office to our 3rd grade students. Students go through a curriculum created by Texas A&M University. It is engaging and hands on for them. Students plant a garden and eat the food grown. They cook and make healthy foods from the produce. They make cross-curricular connections in math and follow recipes and cook.

IEE grade levels choose a project based learning project that is showcased on campus. Grade levels connect these grade level projects to the Social Studies and Science curriculum to ensure cross-curricular connections. One example of project based learning is 5th grade students complete a science project. They research using the scientific method and then create presentations to prove their findings. Students are required to present their project to Industrial High School students.

IEE ensures that all students K-5th grades attend a yearly field trip aligned to the TEKS in social studies and/or science. Students make cross-curricular connections within the classroom from hands-on experiences had at the field trip. It also allows for our at-risk students to have experiences outside of our rural community and to make connections with the real world.

## **3. Academic Supports**

### **3a. Students performing below grade level:**

The teachers at Industrial Elementary East tailor their classroom instruction to meet the needs of all students. During instruction, teachers utilize the five fundamentals of good teaching to ensure that they are teaching at a solid Tier 1 level of instruction. The majority of classroom instruction includes collaboration and communication amongst students. When students are working independently, the teacher is able to pull small groups of students to help clarify misconceptions before those misconceptions turn into gaps in academic learning. The special education teacher provides inclusion support for any student, allowing the opportunity for reteaching of the lesson and to scaffold the content area in need. This also enables the special education student to remain in the least restrictive environment. It is ideal for all students to be in the classroom setting, as students actively learn from their peers and teachers in the classroom.

Parents and families are notified when any student is performing below grade-level in any academic or social and emotional area. A team, including the family, works together to develop a plan of action. The student may require more intensive interventions delivered by the campus interventionist, more classroom small group instruction, counseling and social emotional lessons, daily tutoring, and/or pulled during the BLOCK day to provide additional services/instruction. IEE strives to communicate with parents and family throughout the educational process. The committee may also determine that the student is at-risk and needs response to intervention (RTI) services, 504 accommodations, counseling, and/or a referral for further assessment through the special education program.

Teachers analyze data collected to determine the areas of focus for the student. IEE provides enrichment and intervention daily. Teachers are able to use this time to provide intervention to students in order to close gaps in learning and progress monitor.

### **3b. Students performing above grade level:**

Students performing at or above grade level at IEE are provided a variety of instructional resources, practices, and enrichments. IEE strives to implement a value added model. Each child, no matter their level, should show continued growth. For example, if a 3rd grade student is reading with 95% accuracy at 120 words per minute at the beginning of the year, IEE ensures that the rate of words per minute continues to increase at the middle and end of year data collection time, as well as at the final end of the school year. Growth for our students performing above grade level is just as important as those students performing below grade level. Their individual needs are different, but highly valued just the same.

Industrial Elementary East provides a daily enrichment time in the schedule which allows students above grade level to have a choice in an area of learning. These students have the opportunity to choose from enrichments in fine arts, technology, athletics/sports, and team building activities such as board and card games. This designated time incorporates tasks, skills, and new knowledge. Enrichment activities are provided by our support staff on campus.

Classroom teachers at IEE continue to teach instructional standards at a high level of rigor. It is critical to continue to grow those who are in good academic standing and knowledge of the TEKS while supporting struggling students to meet at the top.

The technology-based curriculum and programs utilized at IEE are based on the student's individualized level. If a student is consistently placing higher than their peers, it moves them to the appropriate level for instruction. For instance, a student may have placed out at 4th grade level on math TEKS in data analysis. The program will scaffold those students to the next grade level TEKS to push them and extend their knowledge.

### **3c. Students with disabilities:**

Students can have disabilities in any area of the child's development, including, socially, emotionally, academically, and/or as physically. IEE strives to identify areas of concern in a student's development with the help of families, teachers, medical providers, counselor, principal, assessments completed for RTI, 504,

and Special Education. Utilizing all data sources and individuals allows for a full picture of the student when making decisions for the student.

IEE starts with creating Cobra Achievement Plans (CAP) for students who have academic, behavioral, speech, and other concerns. This plan identifies the child's current strengths and weaknesses while using formal and informal data. By beginning this process first, lines of communication are opened between the family and school.

In the event the student continues to struggle after working through CAP, the team will meet to discuss further assessment of instructional needs at a Tier 3 level. It is the ultimate goal of the team to close gaps for students at Tier 1 and Tier 2, but further assessment may be necessary to understand the child's academic or behavioral level and needs when little to no progress has occurred.

Once students are assessed for behavioral, speech, physical, or academic areas, a student may be placed in Special Education or 504 programs. Under these programs, students are given additional support with clear academic and behavioral goals for success. Classroom teachers and Support Personnel work hand in hand to ensure that students are receiving the best support and services to the general education classroom. They discuss on a regular basis what accommodations are or are not working and what to use for their success. They discuss progress of goals and what to do next when they have or have not met them. The staff at IEE never say, "that's not my student, they're special education's student."

### **3d. English Language Learners:**

All classroom and support staff at IEE are certified English as a Second Language through SBEC, as well as receive professional development in strategies and instruction for the Emergent Bilingual (EB) population. This is the first step in understanding our English language learners and how we can support them academically and emotionally.

The campus has an Emergent Bilingual coordinator that provides support in multiple areas. The EB Coordinator provides support to the family, the teacher, the campus, and the student. She is a liaison to and between each of these groups.

The EB Coordinator greets families upon registration to ensure that they understand how to complete the registration process and answer any questions to support collaboration between the family and school. The EB Coordinator introduces families to key personnel and staff, explains processes and expectations, and provides routes for communication across languages.

Once the student is identified as needing additional services as an English Language Learner through state required assessments, the EB Coordinator, Principal, Parent representative, and classroom teachers develop a plan of action and accommodations. The EB Coordinator provides support and modeling for the classroom teacher in the implementation of strategies and accommodations that will amplify the student's academic success. Classroom and Special Education teachers confer with the EB Coordinator each six weeks to document the success of the accommodations and if the student has further needs.

Additionally, the EB Coordinator provides instructional support and interventions to ELL students daily. During this intervention and instructional support time, the EB Coordinator works with individual students and small groups on current academic work that they may not have understood in the regular classroom, scaffolded lessons, linguistic comprehension, and listening and speaking skills. As seen in academic data, vocabulary is an area where gaps are significant for ELL students at IEE, so the interventions often work specifically to build academic vocabulary.

### **3e. Other populations, if a special program or intervention is offered:**

IEE is fortunate to have an Instructional Coach and a Reading Interventionist. These 2 positions provide targeted interventions and instruction to students that are at-risk in reading and/or math. They utilize research based curriculum and materials to provide targeted instruction to meet the needs of each student's



individual learning gaps.

The reading interventionist utilizes a curriculum for struggling readers. This curriculum teaches students the skills of learning to read and write. Students needing this intervention will see the reading interventionist 2-3 times per week for 30 minutes. They will work on skills to build phonics, phonemic awareness, decoding, fluency and accuracy. The reading interventionist works with students in a one to one or one to three small group setting. This allows for focus on specific targeted skills.

The instructional coach (IC) provides interventions and targeted instruction in both reading and math. The IC utilizes various resources, materials, and curriculum to target each individual student's needs. The IC also works hand in hand with classroom teachers by providing instructional support through modeling and co-teaching with them. Small group targeted instruction provided by the IC may be in relation to the day's current lesson or based on the students specific learning need noted in the Cobra Achievement Plan.

When determining if a student will receive additional support from the Reading Interventionist or the Instructional Coach, a Cobra Achievement Plan is completed. As stated in previous sections, this plan allows for a committee, including the guardian, to discuss the child's strengths and weaknesses. The committee develops a plan of action to focus on a specific area and skill.

The IC and the Reading Interventionist maintain constant documentation of their lessons and objectives covered. They also maintain documentation of the student's progress to be communicated with the student, classroom teacher, and the guardian.

## **PART V – SCHOOL CLIMATE AND CULTURE**

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### **1. Engaging Students:**

IEE strives to engage, motivate, and provide students with a positive environment that supports their academic, social, and emotional growth, and college and career readiness development. To achieve this goal, we offer a variety of activities and experiences that help students to feel connected to the school, their peers, their family and the community. Fostering all of these relationships help students to build a support team. The goal of IEE is to create a family!

IEE hosts regular student-led conferences, where students are given the opportunity to present their work and share their successes with their parents and teachers. Students are given opportunities during the school day to practice discussing their data and learning, so they are prepared to speak to their parents. Parents are provided with question stems, so they can be active participants in the conference. IEE also conducts growth parades, where the entire campus celebrates student progress and gives recognition to those who have achieved their goals. Every child has something to celebrate! At the end of each grading period, IEE provides awards for outstanding performance and attendance. Student success is celebrated no matter the level. Celebrating small successes leads to bigger successes! Monthly and annual reading challenges are available to all students. These challenges are incentive-based, which encourages students to read more and develop their literacy skills. The reading challenges set some parameters while still allowing for student choice.

School performances are held for Veteran's Day and Christmas that are open to families and the community. These performances are a great way for students to showcase their talents and share their enthusiasm for learning. Fall Family Day is held around Thanksgiving. Families are able to come spend the day doing activities with the students to foster relationships. In March each year, a Spring Carnival is held to foster family time. Families enjoy coming out to have fun with the students. An elementary track meet is also held every spring. IEE comes together with the district's other elementary school, Industrial Elementary West, to promote physical education and to bring the two groups of students and families together. College, technical schools, and workforces are celebrated every Thursday. Staff and students are encouraged to wear shirts related to college and careers and to prompt student interest.

All of these activities help to create a positive and supportive school environment that encourages students to strive for academic excellence and to develop skills.

### **2. Engaging Families and Community:**

IEE understands that working together in strong partnership with families is key to their academic success. When this partnership is successful, there are meaningful relationships, increased family participation, positive outlooks on school that is communicated with the student, increased attendance, and higher academic growth and achievement. This partnership will help the student to thrive and grow emotionally and academically.

IEE maintains open and honest communication in a timely manner. IEE strives to keep families engaged and up to date. Our teachers and staff utilize online programs and teacher-based technology applications to keep families aware of what is happening, deadlines, and events. Constant reminders in a timely manner are sent out regularly to parents. If families know what is happening without surprises, that builds a sense of trust and understanding. Just as staff do not like surprises about what is happening, the same is practiced with the families of IEE.

IEE has an established Parent Teacher Committee (PTC). The PTC is made up of families and community members. This organization continuously works with the campus and community to provide support and monetary donations to students and the campus. The PTC works diligently to ensure that they support the vision and mission of the campus. IEE staff from each grade level are represented at each PTC meeting. This shows a partnership between the committee and the campus.

IEE conducts Site Base Committee and Title 1 Meetings throughout the year. IEE staff, family and community members meet to discuss progress of the campus improvement plan and needs assessments. This continuous checks and balances of campus data, parent involvement and family engagement keeps IEE focused on areas of successes and areas for improvement.

IEE improves student success and engages families through many school-wide initiatives. One initiative at IEE is Student Led Conferences. Students collect data personally throughout the school year and set goals for themselves. They maintain a data binder that will be shared with their families in a student led conference. IEE has conducted student-led conferences for 2 years in a row, and it has allowed students in K-5th grades to articulate their data, with strengths and weaknesses, to their families. Also, IEE held a growth parade. The growth parade showcased something that each individual student had grown in or had met their goal in for the academic school year. Families attended and shared in the growth and successes of their students as well as all the students at IEE.

### **3. Creating Professional Culture:**

IEE places the culture and climate of the campus at the top of its priorities. The campus environment is welcoming and feels like home to the teachers. Teachers are treated with respect and feel valued. The district and campus leaders understand that teaching is a profession and treats teachers as such. The teachers at IEE are the ones in the trenches doing the work daily and are supported to do the work of educating children.

The principal does not micromanage the teachers but simply leads them to success. The principal provides support and fosters growth. Teachers are required to teach the correlating Texas Essential Knowledge and Skills to the students, but they have choice in the delivery. Teachers attend regular Professional Learning Community (PLC) meetings. These meetings allow for open dialogue between colleagues and the principal. PLC's provide an opportunity to discuss the things that are working in the instructional setting, important campus information, professional development in identified areas per staff requests, and whatever else is needed to provide instructional and emotional support to the teacher and students.

Data is analyzed often to monitor and adjust the delivery as needed. IEE conducts campus Data Digs to discuss what is working and what is not. The Data Dig allows for teachers to identify areas in which they need more support for themselves or with students. The teacher has the opportunity to reflect on how to improve. In the end, the teacher becomes stronger after these reflections. Having this autonomy allows the teacher to be flexible and meet the diverse needs of all students. This type of environment harbors creativity in the classroom and takes teaching back to its core, a craft. The principal at IEE understands that teachers are diverse and allows themes to use their strengths in their classrooms with their students. Allowing teachers to be different allows them to thrive in the craft of teaching.

IEE's environment fosters a low-stress and fun workplace for teachers. Teachers serve on the campus needs assessment team. The team is the voice for professional development. The teachers are able to analyze data and collaborate as a team to decide on the professional development needed for all. Individualized professional development is done as the teachers complete their professional goal setting and self-assessment. The principal facilitates the goal setting to ensure teachers are moving in the right direction and making choices that will impact instruction and student growth.

### **4. School Leadership:**

The leadership philosophy at IEE is built upon the same principles that are instilled in the students served. The principal at IEE believes that everyone is a leader or has the potential to lead and that all lead by example following the vision and mission of the campus. There is also a strong belief that all growth is a celebration and to focus on what can be done rather than what can't be done.

At IEE, all staff lead by example and hold each other accountable for areas of refinement and celebrate each other's successes. IEE leadership and campus staff are persistent and learn from personal and other's

mistakes. In order for self awareness to happen at IEE, a strong level of respect and trust is in place to ensure continuous growth. IEE leadership leads the campus through constant communication that is valuable and does not waste the time of its campus members. Focus is on the work of achieving goals and adding value to each staff member and student.

An example of respecting the time of staff members, is not having afterschool staff meetings. Living in a rural community and having their own children that are involved in multiple activities outside of the school, this respects them and their families. Family is important to the staff at IEE, inside and outside of the school. Any pertinent information can be sent in an email, staff drive-by, PLC meeting, or on the built in staff/professional development days. A staff drive-by is when everyone stops by at some point during the day or week to get up to date information that is relevant and important to the campus needs and students.

Ongoing Professional Learning Community (PLC) meetings allow for the constant discussion of students' academic and social emotional progress. Each PLC starts with a celebration from each staff member about their students. This sets the tone and signifies that there are many successes and celebrations before the work of intervening begins. Teaching is a hard job and celebrating is critical to continue the endurance of this challenging work.

PLC's allow teachers and the principal an opportunity to discuss student progress and data, as well as any professional development or curriculum resource needs. This open line of communication keeps the focus on what is needed to increase student achievement and to assist the educator in having the tools necessary to be successful.

## **5. Culturally Responsive Teaching and Learning:**

IEE strives to meet the diverse needs and backgrounds of all the students, families, and staff. IEE understands that our students and families come from a variety of backgrounds and that it is essential to meet the unique needs of each individual.

To achieve this goal, IEE provides language translation services and home-language surveys to ensure that all students and families have access to the same educational opportunities. School information is sent out in a variety of methods in order to accommodate everyone: paper newsletters, social media postings, website postings, and messages via a phone communication app.

Specific accommodations and modifications are provided for students according to their individual education plans (IEPs) and 504s. Steps are taken to ensure equity, cultural awareness, and respect in the classroom and the school. The counselor provides weekly guidance courses to all students. Students learn about the character pillars of respect, empathy, cooperation, responsibility, perseverance, courage, gratitude, honesty, and creativity. Weekly character awareness awards are given to a student from each grade level classroom. The weekly character awareness also celebrates students for showing excellent citizenship, responsibility, being helpful and much more.

Professional development is provided for teachers to help them become more culturally competent and build more inclusive classrooms. As classroom teachers and staff came back after COVID, it was evident that what was done before would have to change to meet the needs of the students and families. Families' priorities were on survival and keeping their families well; academics at the time was not the number one priority. The staff at IEE had to adjust our thinking on expectations from families until they could get their feet on the ground. Expectations for growth and success were not lessened, but broken down into individual components. The campus realized celebrating small victories and successes was more important.

Classroom libraries at IEE include literature from a variety of cultures in order for students to make connections and learn about diversity. In addition to these efforts, IEE provides a variety of support for students, staff, and families. A school-based mental health professional is available to help students and families with any mental health needs. Individualized support is provided for families who are learning English and need assistance with navigating the school system, completing documents, or communicating.

Overall, IEE is committed to creating an environment that is equitable, respectful, understanding and inclusive of all diverse needs and cultural backgrounds.

## **PART VI - STRATEGY FOR EXCELLENCE**

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The climate at Industrial Elementary East has been the most instrumental in the school's success. It's those strong values, structures, and powerful relationships among staff, families, and students that has led to the continuous success of IEE.

As stated in the School Overview section, imagine walking on to a campus that welcomes and celebrates each other. This is the Industrial Elementary East way and everyone is family. The climate at IEE is built on these strong bonds.

The strong climate at IEE allows for the campus to create a positive environment for learning, student growth, and academic achievement and success. The climate at IEE values each member of the campus family, including families. IEE is located in a rural community and family is of utmost importance. Families trust that we are loving and educating their child to academic excellence.

The principal ensures that staff have the foundation of knowing what is going to happen on campus through constant communication, celebration of one another, and the autonomy to do what is needed for campus success in all areas. Staff at IEE live and breathe the vision and mission for the campus. They continuously strive and empower one another to reach for goals and to do what is in the best interest of the campus and students.

Norms and expectations support staff socially and emotionally. Continuous respect for staff and meeting their needs is critical to the success of IEE's climate. Each staff member is valued and contributes to the operation of the school. This is done through helping one another even when it isn't your job. Even though it may not be your job, it is your campus/house and IEE is family oriented.

The staff at IEE model a positive environment that shares in the development and contribution to the campus and district vision and mission for one another, the families, and students. This consistently communicates respect, area of focus, and the willingness to work together for the same outcome.

If the strong foundation of a positive climate and the authentic relationships were not in place at IEE, the success of the campus would not be where it is today. Every human deserves to feel loved, valued, and respected. This encourages and motivates each individual of the IEE family to do what is best and right for the campus and community. IEE is the place to be!