

U.S. Department of Education
2016 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Mrs. Cynthia Ann Saenz

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

Official School Name Norma Linda Trevino Elementary School

(As it should appear in the official records)

School Mailing Address P.O. BOX 990

(If address is P.O. Box, also include street address.)

City Edinburg State TX Zip Code+4 (9 digits total) 78540-0990

County HIDALGO COUNTY

Telephone (956) 289-2550 Fax (956) 384-5372

Web site/URL http://trevino.edinburg.school.net E-mail c.saenz@ecisd.us

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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

Date _____

(Principal's Signature)

Name of Superintendent*Dr. Rene Gutierrez E-mail rene.gutierrez@ecisd.us

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Edinburg C.I.S.D. Tel. (956) 289-2300

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. Oscar Salinas

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date _____

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

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

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

Part I – Eligibility Certification

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

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The public school has met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination.
3. To meet final eligibility, a public school must meet the state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) for the year in which they are nominated (2015-2016) and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2010 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2011, 2012, 2013, 2014, or 2015.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2015-2016) unless otherwise stated.

DISTRICT

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

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. Number of students as of October 1, 2015 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	14	10	24
K	40	33	73
1	43	48	91
2	58	41	99
3	55	42	97
4	46	40	86
5	47	45	92
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	303	259	562

4. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 6 % Asian
 - 1 % Black or African American
 - 89 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 2 % White
 - 1 % 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 2014 – 2015 school year: 1%

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, 2014 until the end of the 2014-2015 school year	6
(2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 school year	1
(3) Total of all transferred students [sum of rows (1) and (2)]	7
(4) Total number of students in the school as of October 1, 2014	545
(5) Total transferred students in row (3) divided by total students in row (4)	0.013
(6) Amount in row (5) multiplied by 100	1

6. English Language Learners (ELL) in the school: 13 %
75 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Spanish, Korean, Arabic, Cantonese, Malayalam, Pilipino, Vietnamese

7. Students eligible for free/reduced-priced meals: 51 %
Total number students who qualify: 289

8. Students receiving special education services: 8 %
41 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|--------------------------------|--|
| <u>6</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>6</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>9</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>29</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>4</u> Mental Retardation | <u>4</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

9. Number of years the principal has been in her/his position at this school: 17
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	28
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	6
Paraprofessionals	13
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

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

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

Required Information	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	96%	97%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**
Show percentages to indicate the post-secondary status of students who graduated in Spring 2015.

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

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
Yes No

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

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

We, Norma Linda Trevino Elementary believe all students will experience success through the teamwork and dedication of parents and the school community.

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

Treviño Elementary is one of four magnet schools for Gifted and Talented (GT) students in the Edinburg Consolidated Independent School District (ECISD). Students in Edinburg are nominated, tested, and identified for the GT program based on set district criteria. The GT magnet program begins in the 2nd grade. ECISD has elementary school feeder patterns identifying the magnet school GT students may attend. Although GT students are invited to attend a magnet campus, many choose not to and remain at their neighborhood school; therefore, all 31 elementary schools in Edinburg have identified GT students in their total population. As a magnet school, Treviño has a 23.9% GT population in grades K-5th. Many of these students are identified as early as kindergarten. The remaining population, 76.10% are regular education students who receive differentiated instruction from GT certified teachers. Treviño Elementary is fortunate to have 100 percent of their teachers certified through the 30-hour GT Institute, as well as, with the state required annual six-hour GT updates.

PART III – SUMMARY

Norma Linda Treviño Elementary (NLT), located in Edinburg, Texas, is part of the Rio Grande Valley. Close proximity to the Texas-Mexico border greatly impacts the availability of resources for education and economic growth. The Rio Grande Valley is an area of poverty, dropouts, crime, foreclosure, and obesity. Immigration and border wars, as highlighted nationally, are experienced firsthand by the community. Although faced with these adversities, the school, along with community support, continues to thrive. NLT is dedicated to students' academic success by providing curriculum and instruction needed to reach their potential. Edinburg is diversely populated, as is the campus. The racial/ethnic population is 89% Hispanic or Latino and 11% other races or nationalities. Trevino Elementary is one of four gifted and talented (GT) magnet campuses in the Edinburg Consolidated Independent School District (ECISD). As a Title I school, NLT serves 569 students of whom 145 are identified as GT. Other populations include: limited English proficient, at risk, special education, immigrants, migrants, and the economically disadvantaged. NLT continues to excel and meet the needs of all.

NLT's vision statement is: We, Norma Linda Treviño Elementary, believe all students will experience success through teamwork and dedication of parents and the school community. NLT envisions collaboration with our community to create Team players that are Responsible, Enthusiastic and hold high Values through Integrity, Nurturing and Optimism.

NLT, established in 1999, was named after a dedicated, passionate and inspiring educator. Mrs. Norma Linda Treviño taught for twenty-two years. Teachers honor her memory by being dedicated, passionate, positive role models who educate the whole child. NLT prides itself in many traditions, one being the school wide celebration of Mrs. Treviño's birthday. It is commemorated yearly with the students, her family, and community members. The Learner's Creed, a set of principles which guide students' responsibilities and beliefs, is recited daily in her honor. These traditions exemplify the school today.

Since its inception, the school has embraced the inspiring song, "Love Can Build a Bridge," by The Judds. This anthem unites the entire school community and lives in the hearts of past and present students. Another tradition uniting us with the community is the annual Student Council Election Convention. This exciting event is emceed by a local newscaster and elected officers are sworn in by city leaders. Special campus holiday traditions include: Veteran's Day, Thanksgiving Family Luncheon, Grandparent's Day Reading Picnic, and the Christmas musical, The Nutcracker. Parental and community involvement is paramount to make these spectacular events a success.

NLT establishes high expectations so every child becomes a well-rounded, life-long learner. By having high academic standards and extremely dedicated teachers, many recognitions and awards have been received. Awards include Texas Business and Education Coalition (TBEC), Texas Honor Roll School, Texas Agency Education (TEA) Title I Distinguished Schools, and TEA High Performance School awards. In the past seventeen years, the school has received Exemplary and Recognized honors for Texas Academic Knowledge Skills (TAKS) and State Texas Assessment of Academic Readiness (STAAR). Standards have been met in all four performance indexes: Student Achievement, Student Progress, Closing Performance Gaps, and Post-secondary Readiness. Subsequently, earning Distinction Designation in the areas of Reading/ELA, and math, Top 25% Student Progress, Top 25% Closing Performance Gaps and Post-secondary Readiness.

The social, emotional, physical, and cultural needs are met through participation in student organizations, which challenge them to fulfill their greatest potential. NLT has competed globally in Destination Imagination, won sweepstakes in UIL, competed nationally in Chess, been state competitors in robotics, are Pop Quiz Champions, and is home to the district's first place Spelling Bee champion. Other extracurricular teams and those earning accolades are: Green Club, Choir, Orffestra, Technology Club, and the Bengal cheer squad. In addition to the extracurricular organizations, humanitarian efforts are promoted. Students and staff partake in Leukemia and Lymphoma Society's Pennies for Pasta, The Vannie E. Cook Jr., Kids Helping Kids Campaign, and various other drives to meet the needs of those less fortunate.

An essential element of the school's success is evident from statistical data. Teachers collect campus and district benchmark results from the district database. Test results are provided to parents in a Parent Data Folder containing six-weeks assessment scores, Accelerated Reader levels, computer lab math/reading levels, attendance, and classroom grades. All assessments given are aligned with the Texas Essential Knowledge and Skills (TEKS).

Furthermore, NLT is dedicated to educating the whole child and providing a nurturing environment. Students are highly valued, and every decision made is with their best interest at heart. Community members provide extensive support and serve as role models, volunteer their time, read to students, and impart their knowledge to inspire students.

The collaboration of the entire school and its community, the expectations set forth by the staff, and the traditions upheld, contribute to the success of the campus.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Norma Linda Treviño Elementary follows the district curriculum which is aligned to the Texas Essential Knowledge and Skills (TEKS) standards. These standards are implemented for each grade level core subject area underlining the expectations for each student. The 5E Model framework (Engage, Explore, Explain, Elaborate, and Evaluate) is the key component in the delivery of instruction. It allows students and teachers to continually build on prior knowledge and assess their understanding of concepts.

Instructional decisions at NLT are based on a variety of data and teacher observations. A daily thirty minute intervention period, extended day, and Saturday tutorials are provided to address the needs of our below-level students in all content areas. The use of anchor charts, flipcharts, and the practice of content journaling aids students in the transfer and maintenance of knowledge. By creating self-selected products independently, cooperatively, or in a whole group setting, students develop habits of mind and establish a strong foundation in becoming lifelong learners.

The development of critical analysis and comprehension of a variety of literary and informational text is targeted in the English language arts and reading curriculum. Emphasis is on fluency, phonics, comprehension, the writing process, and the usage of technology resources to build foundational skills. The 5E Model, graphic organizers, and foldables enable students to assimilate new information. Literacy and fluency is aided through the use of Daily Oral Language (DOL), journal writing, and reader's theatre. The students' literary experiences are enriched by sharing their written compositions. Students identified as functioning below grade level are provided with an intensive individualized plan pinpointing the strategies for student needs. Strategic morning intervention, after school, and Saturday tutorial opportunities are provided to foster growth. Students are grouped by ability and participate in small group instruction where skills are targeted through developmental games and cooperative grouping. Above level students are provided activities which promote development of higher order thinking and questioning skills, including synthesis and evaluation. Students read novels and participate in shared inquiry deepening conceptual understanding. NLT students acquire a passion for reading allowing them to grow academically, socially and emotionally, leading them to a path of higher learning and academic success.

A focal point in the math curriculum lies in building foundational and problem solving skills. TEKS are incorporated into lessons that allow the student to connect prior knowledge to ensure mastery. These objectives include number sense and operations, algebraic reasoning, geometry, measurement, data analysis, and personal financial literacy. Below level learners attend morning, after school, and Saturday tutorials where they use manipulatives to transition from concrete to abstract levels of operation in a small group setting. Above level learners utilize skill strands while participating in interactive computer lab activities, ensuring that each student is working at their level. Students are grouped by ability to target above level skills. District adopted materials are utilized to develop critical thinking skills applying them to real world settings and everyday life.

The science curriculum follows TEKS standards which focus on matter and energy, force, motion and energy, earth and space, and organisms. Weekly labs ignite a passion in students K-5, inspiring and encouraging the use of inquiry skills through independent investigations. Technology resources and virtual/hands-on labs are integrated into daily science lessons. Students record and present findings in interactive notebooks. A school science fair gives opportunity for all students to apply the scientific method to their own research. Students functioning below level create presentations, models, and illustrations targeting foundational skills. Above level students select activities from choice boards which offer interactive learning and independent investigations on the unit of study.

As per Texas Education Agency (TEA) guidelines, NLT social studies curriculum addresses the TEKS through instruction and project based learning. This enables students to become responsible citizens who value and respect their country, its citizens, and adapt to their roles in society. Foundational skills are acquired through lessons in citizenship, highlighting character traits with emphasis on good morals. These

concepts are brought to life through portrayals of historical figures in a live wax museum. Students are exposed to a variety of colleges and career options through higher education presentations. These presentations introduce them to entrance requirements, financial obligations, degree options and campus cultures. Below level students participate in cooperative learning activities where they interact with and are encouraged by peers. Above level students are provided independent research opportunities which emphasize depth and complexity. Mastery of foundational skills prepare students for their role in society.

The pre-kindergarten (Pre-K) program offered by the campus is a half-day program available for qualifying bilingual and economically disadvantaged four-years-olds. All students are educated in the core curriculum areas. The Pre-K program objectives are vertically aligned with K-5th TEKS and embedded in the ECISD's scope and sequence plan. The teacher prepares and delivers instruction to meet the educational needs for all students. Advantages for qualifying students in Pre-K include the development of readiness and exploration skills in all core subject areas, language acquisition, social skills, and gross and fine motor skills. Overall, students are provided with a fully enriched educational program that strengthens their confidence, builds foundational skills and empowers their desire to learn. This program prepares them for kindergarten, and the rest of their educational path.

2. Other Curriculum Areas:

Norma Linda Treviño Elementary takes pride in providing performing arts, physical education (PE), technology, and library services to support students' acquisition of essential knowledge and skills. These areas in the curriculum are indispensable for the development of each child.

Kindergarten through fifth grade students participate in the physical education program for forty-five minutes, three times a week. PE and core subject TEKS are integrated throughout the day. For example, daily exercises engage students in the practice of multiplication facts and vocabulary development. Similarly, we incorporate academic subjects through instructional games, skills, and activities. To foster this development, NLT utilizes health education programs to increase physical activity and help prevent childhood obesity. As part of the TEKS, The Fitness Gram Test is administered to students in 3rd-5th grade to determine their healthy zone. In addition, presentations on nutrition are conducted by representatives from the county extension agency which enable students to acquire the information necessary to develop and practice healthy choices. These activities educate students and guide them into making healthy lifestyle decisions well into adulthood.

Music education is imperative for the development of the whole child. Students in K-5th grade attend music class forty-five minutes weekly. The music TEKS build skills while strengthening the core curriculum. Group singing and reading skills are reinforced with emphasis placed on fluency and vocabulary enhancement through the five different voices. Furthermore, multicultural awareness is experienced by learning about music, language, customs, and celebrations of cultures around the globe. Science essential elements, acoustic properties in particular, are supported through exploration and use of instruments. Math TEKS are applied and support classroom instruction by reading musical notes and playing rhythms using mathematical operations.

Students connect their musical and artistic learning by partaking in various live musical performances. Along with attending public performances, the students engage in grade level productions at campus events. These performances are age appropriate and encompass all of the performing arts disciplines. Student-created art products are displayed in digital format during their presentation. Several other musical opportunities are available for students who express interest. All students in fourth and fifth grade are invited to participate in after school campus choir and/or instrumental ensemble. Specialized groups including the District Choir and the Music Memory Team build social-emotional skills. Leadership and confidence skills are reinforced through participation in the fine arts.

A critical component in educating NLT students is the incorporation of a wide variety of technology to support the acquisition of the essential knowledge and skills. Students in grades Pre-K-5th attend computer based learning labs twenty-five minutes every day. Technology TEKS are integrated into the content subjects to support reading, math, and science skills. Newly implemented district initiatives permit students

to bring their own electronic devices (BYOD), which is now an integral component of daily instruction. This practice allows students to interact and engage in virtual lessons. The integration of technology helps teachers enhance the instructional delivery process in the classrooms. Teachers have changed the dynamic of the classroom by encouraging students to use a variety of resources including, but not limited to, video conferencing, student-teacher interactive applications, flipcharts, movie making software, and green screen. Technology is available for students to stay connected not only with peers at NLT, but also globally. The integration of technology is paramount to provide limitless information, create and develop thinking processes, and lead students into becoming 21st century leaders.

The school library plays a vital role in the school's success. NLT has both fixed and flexible scheduling. K-5th classes attend weekly forty-five minute sessions where lessons are taught and integrated with the TEKS. Various authors and illustrators visit the library and meet with students to ignite a passion for reading and writing. The library reading program encourages students to hone in on their fluency and reading comprehension skills, while expanding their vocabulary and improving their reading level. Students strive to attain goals and earn incentives.

By providing a wide range of opportunities, NLT strives to create an environment in which students become confident and successful individuals adapting socially, emotionally, and intellectually into society.

3. Instructional Methods and Interventions:

Students at Norma Linda Treviño Elementary (NLT) are successful because of the emphasis placed on the individual by providing a variety of instructional approaches, methods, and interventions to meet their diverse needs.

The methods utilized in classrooms include foldables, literacy centers, interactive notebooks, anchor charts, Marzano's Six Step Process Teaching Academic Vocabulary, and spiral reviews. Teachers provide think-alouds to demonstrate the active and ongoing thought processes which are utilized by successful readers. Structured time allows students to have ample opportunities to analyze, make connections, and gain comprehension of the objectives set forth. Students are taken through a journey of explorations which include reading novels, hands on science investigations, and problem solving using stem questions to both stimulate their curiosity and scaffold instruction. These approaches allow student based learning which connect to higher order levels of thinking and understanding. Instructional strategies which are widely practiced to enrich curriculum include the use of depth and complexity, Scholarly Behaviors, Bloom's Taxonomy, choice boards, independent investigations, research opportunities, shared inquiry through Junior Great Books, and various applications. This allows for student creativity and self-directed learning to blossom intellectually. Students become highly motivated when they are provided with opportunities to encourage discovery and promote deeper, more complex thought processes.

If a child has difficulty mastering a concept, different approaches are used to help them gain understanding. The use of electronic devices and various computer programs promote 21st century learning. Students save data on technology applications to present to peers, either as a recap on lessons learned in class, or present information gathered from independent research. Technology is an integral part of direct and guided instruction at the campus which enhances individual student learning and achievement.

According to the district's database, teachers address the needs of students requiring intervention. Tiered instruction is utilized to target specific skills in which students exhibit deficiencies. Along with the at-risk population, students who score below 65% on benchmarks are grouped during thirty minute intervention periods. Based on observations and student needs, teachers also identify and provide additional instruction for students who benefit from tutorial sessions, extra time for work completion, and small group or individualized attention. Students' learning styles are taken into account, and a multiple intelligence approach ensures that students acquire mastery of content.

Considering that NLT is one of four gifted and talented magnet schools at ECISD, all students are treated accordingly. High standards are set forth at the onset of the school year. Therefore, expectations are raised for every teacher and student to ensure high levels of learning and achievement.

4. Assessment for Instruction and Learning and Sharing Assessment Results:

Norma Linda Treviño Elementary closely monitors each child's progress and growth in all academic areas through formal and informal observations and assessments. Curriculum Academic Progress (CAP) Sheets are used to track progress in benchmarks, six weeks and STAAR release tests. Teachers utilize an Individual Progress Sheet reflecting each student's progress for beginning, middle and end-of-year assessments. The progress sheet incorporates results from benchmarks, report cards, computer labs, and Accelerated Reading levels. Data analysis enables teachers to plan instructional strategies accordingly to meet the individual child's academic needs. Teachers collaborate their efforts weekly by discussing and planning effective teaching strategies resulting in higher levels of achievement.

All assessments are generated through a database disaggregating and filtering results. Data is used to improve instruction and learning. Itemized assessments are generated after each exam is administered. Action plans are created to foster instruction while targeting areas of deficiency. Hence, small group restructuring occurs.

Maintaining informed parents and community is of the utmost importance. We have developed an individualized Parent Data Folder that is sent home every six-weeks which encompasses a multitude of data that monitors progress and growth in all core subjects. Parents and community receive a yearly school report card which provides state assessment data and demographical information via the district's website. The school report card, Texas Academic Performance Reports (TAPR), provides data from the Texas Academic Performance Reports, financial information, and the school's individual characteristics. Parents and community can also access assessment results through the Texas Education Agency (TEA) website.

Achievement gaps are evident in the three assessed areas of reading, writing, and science for the bilingual and special education subgroups. The classroom teacher identifies the student and their specific learning needs by participating in a thirty minute intervention block, extended day, and Saturday tutorials. Students receive immediate feedback, individualized and small group instruction which ensures student success.

Throughout the years, NLT has been recognized as a high performing campus and prides itself in preserving high levels of academic excellence. This high level of achievement is accomplished collaboratively by providing effective, timely parental communication and ongoing professional development for staff and administrators. In turn, students set goals and high expectations for themselves, which go hand in hand with the rigor of instruction. Students take ownership and become responsible for their learning and progress by plotting their assessment scores after six-week tests and benchmarks. Gathering, analyzing and assessing data occurs during weekly team planning meetings. Strategies and ideas are shared with colleagues to ensure high performance for students. With these procedures in mind, higher-order enrichment activities for well-rounded students are continuously provided throughout the year.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

One quality that NLT exhibits is outstanding school support. Some words describing NLT are: family, home, high expectations, commitment, and administrative support. The positive environment is evident as everyone is met with a friendly greeting, and the words “I CAN” are visible throughout. It is a bold reminder that anything is possible at NLT, “Where Children Blossom with Knowledge.”

NLT promotes student motivation through a wide spectrum of activities. Each year begins with a fantastic “Welcome Back Week” where students are encouraged with a daily positive note and treat in order to promote school spirit. Students are encouraged to attend school daily. Free Dress Day is the biggest booster for encouraging attendance on a weekly basis. Another promoter is announcing classrooms with 100% attendance and posting them in the hallway. Students are rewarded for perfect attendance per six weeks, semester, and yearly. Another motivator, the Reading Renaissance program, rewards students for meeting their monthly and six week goal with a "BOOK IT" pizza certificate and game day. Students reaching one hundred points become part of the Century Club and receive an end of year field trip; students reading one million words become Millionaire Readers and are rewarded with a limousine ride and field trip.

Student academics and social-emotional growth are supported by providing a positive environment. This is evident through the Reading Renaissance program which increases student comprehension skills. A variety of extracurricular activities include Student Council, UIL, NLT Choir, Orffestra, Destination Imagination, Robotics, Pop Quiz, Chess Kings, and the Bengal Cheerleading squad which help build confidence and promote academic success. The implementation of the reading buddy system supports their student’s social-emotional growth by building friendships and encouraging reading. Grade level meetings and team planning are held weekly to share their academic progress, lessons, and concerns. Anti-bullying lessons are also announced weekly to promote a positive and friendly environment. Finally, to foster school unity and spirit, the students join hands in the hallway on Fridays to sing the school song.

NLT promotes an environment where teachers are valued and supported. As a result, teacher attrition levels are low and morale is high. The staff feels comfortable sharing ideas and collaborating with their peers. The administration has an open door policy where one can express concerns and receive guidance. Teachers’ efforts and expertise are valued and recognized through positive notes, such as Champion for Children, which are presented at faculty meetings. Because of the trust, respect, and partnership shared, a family environment is present. This unity makes it easy to achieve NLT’s common goal: educating the whole child.

2. Engaging Families and Community:

Parental and community involvement are a fundamental part of what makes Norma Linda Treviño Elementary successful. The school is known for opening its doors to parents and community members throughout the year by implementing a variety of activities centered on students. This collaborative approach allows their students to achieve excellence.

The school maintains constant communication with parents by using a variety of informational systems such as a monthly calendar, skyward grading and outcall system, Reading Renaissance Home Connect, Student/Parent Expectation Night, Star Literacy results, and the student data folder. The constant feedback between school and home strengthens student success.

Norma Linda Treviño Elementary invites parents to attend Math, Reading and Writing Curriculum Nights. During these evenings, parents are taught to a variety of strategies utilized in the classroom. These strategies will aid in assisting their child with homework assignments. They also offer a glimpse into the district’s curriculum, the TEKS, and STAAR testing requirements. During Parent Teacher Organization (PTO) meetings, parents are informed about school implemented programs, state assessment testing, Reading Renaissance program, bully awareness, and various school policies benefiting the students.

There are several organizations on campus in which parents and community members partake. One committee is Site Based Decision Making (SBDM) where parents and community members, together with the staff, provide valuable input in regards to budget, curriculum, technology, and campus activities. Another organization is the parental volunteer program. This program invites parents and the community to volunteer countless hours in support of staff and student needs. Parents also participate in the Language Proficiency Assessment Committee (LPAC) where they review student information and make appropriate academic decisions for the bilingual child. By serving on campus committees, parents and community members become active, devoted participants.

The school is very fortunate to hold a multitude of functions that promote parental and community involvement. Traditionally, the year begins with a Meet the Teacher Ice Cream Social where students, parents, and teachers become acquainted. A partnership was also established with a local business that provides incentives for students. Furthermore, participation in Red Ribbon Week activities include presentations from community members where students learn about the Just Say No campaign. The school participates in many community service projects throughout the year, enabling the school to establish a sense of altruism. Norma Linda Treviño Elementary is empowered by joining forces with parent and community members to contribute to the common cause: the prosperity of students.

3. Professional Development:

NLT has a comprehensive professional development approach that addresses revisions to the state's standards and objectives, results from the state accountability system, as well as staff surveys. These three components drive their professional growth throughout the year.

The principal and administrative team attend an ECISD leadership academy, wherein training is received on updates and revisions to the TEKS, enabling them to lead the faculty and staff with a defined purpose for the year. This academy equips the team to build capacity and monitor the delivery of instruction for student academic success.

At the beginning of each year, teachers are given a professional development survey in which they specify areas needed for professional growth to target state assessment results. Some categories outlined in the survey include: core subject areas/TEKS, technology, discipline/classroom management, and special education. Once personal learning goals are determined and surveys are reviewed by the administrators, an individualized learning plan is developed. As the year progresses, student data is analyzed and STAAR reporting categories are addressed through professional development. Various conferences and workshops are selected to provide training on campus needs. Teachers return to the campus and present to staff during faculty meetings. Newly acquired information is utilized by the teachers, and administrators monitor the classrooms for proper implementation and student academic progress.

One of the challenges at NLT was the implementation of small group instruction. Core subject specialists were enlisted to provide staff development on TEKS aligned centers. The training environment was set up with centers which were scaffold to meet the needs of students, specifically below level learners, by providing immediate feedback and individualized instruction. As a result, small group instruction enhanced student performance in all subject areas as indicated on STAAR assessment data.

Teachers attend trainings addressing the needs of gifted and talented (GT) children. One such annual conference is the Texas Association for the Gifted and Talented (TAGT). Teachers learn strategies that increase students' cognitive levels enhancing capacity for creativity and critical thinking. These best practices are applied in the classroom and spark the level of learning and student interaction at NLT.

A district technology initiative which is highly recommended is Innovate@ecisd. Educators teach, collaborate, and learn about the latest technological classroom advancements from one another. Trainer of trainers are utilized to collaborate with technology integration specialists to bring the most up to date

technology resources. In return, students utilize their own devices to promote up to date intrapersonal/interactive learning.

Professional development is an ongoing part of educators' growth. Teachers evolve in order to create an environment where students take ownership of their learning and acquire skills to be problem solvers as well as future leaders of the community.

4. School Leadership:

The leadership philosophy at Norma Linda Treviño Elementary is premised on the foundation of success for all students. Children, being the greatest asset, will become the leaders of the world. In order to produce these types of students, we must instill the power of believing in oneself, pride, commitment, and sense of competition in all children.

As stated by John Wooden, "Success is a place of mind which is a direct result of self-satisfaction in knowing you did your best to become the best that you are capable of becoming." Success is the ultimate goal for the students and staff at Norma Linda Treviño Elementary.

The stage for success is set by the administrative team which consists of the principal, curriculum assistant (CA), and the counselor. As the leader of the campus, the principal assures that the staff is equipped with curricular support, materials and resources to provide a quality education, in a safe learning environment. The CA's role is to ensure that the federal programs at all levels, PK-5, are implemented with validity. The CA also assures that teachers are knowledgeable of all students being served through the Title I programs. The counselor's primary role is to provide the students with character education lessons, strategies for conflict resolutions, making good choices, promoting career success and building on the student's self-esteem.

Together the team is united through the shared vision, mission, and expectations for students, staff and stakeholders. Through weekly and monthly meetings, parent training, and daily communications, everyone becomes knowledgeable of the goals and foundations necessary to establish opportunities for the success of students.

Administrators meet on Friday afternoons to plan the forthcoming week, activities, training, testing, parent conferences and student needs. The meetings provide the team with a weekly sense of direction, all of which are done with student achievement in mind.

The campus leadership team promotes teacher participation in leadership roles. This is accomplished by encouraging teachers to sponsor extracurricular activities, head campus committees, write district curriculum, and present during campus and district staff development. Serving as mentors for first year and aspiring teachers from the university, and continuing a higher education, results in students being the benefactors of their learning.

The leadership team is solely committed to serving the students and its school community. As a team, they work wholeheartedly and selflessly, to meet the needs of all students, staff, and the school community.

Part VI – INDICATORS OF ACADEMIC SUCCESS

A key component to the success of Norma Linda Treviño Elementary is providing a holistic approach in educating the whole child. In addition to focusing on academics, the social-emotional aspect of each individual student is taken into account. NLT provides a student-centered and student-driven educational experience and produces well-rounded individuals.

Students are provided with various academic practices which address the holistic approach. Educators differentiate their teaching methods to reach their learners by recognizing and accommodating their varied learning styles to ensure long-term academic success.

Students become part of an environment where they feel accepted and embrace the cultural and intrapersonal differences in themselves and others. Differences are emphasized through written activities evident in All About Me products. Other activities and projects that further instill appreciation in the diverse community include Celebrations Around the World, Centuries in Review, diez y seis de septiembre parade, and cinco de mayo events. These festivities highlight music, food, dances, culture, and games. Students enjoy coming to school because they are given choices to make learning relevant and meaningful.

On the occasion that conflicts between students arise, the administrative staff is skilled at handling a wide range of situations diplomatically, compassionately, and equitably. They lead by example and set the tone for teachers and students to follow suit. Students acquire skills to solve problems in a variety of social situations. Additionally, reciting the Learner's Creed and emphasis on character education teaches students to interact and solve personal issues among each other. In essence, children are taught a sense of responsibility and respect for themselves and others in order to view the world through multiple perspectives.

NLT's holistic approach has defined the way to build experiences at the campus, resulting in students learning to seek fairness, purpose, and opportunity in this world. Student success continues when they attend middle and high school because of the positive impact established at NLT. They become leaders at their campus in organizations such as National Honor Society, Mock Trial and other UIL competitive teams. Many represent clubs and associations, and earn top honors such as valedictorians and salutatorians. Their leadership skills will prepare them to be college and career ready, make contributions, solve problems, and make a difference in their community and beyond.